

Addressing the impact of COVID-19 in school year 2020 to 2021

Catch-Up Premium Spending Plans



Following the lockdown and partial school closure from March 2020, many of the children of Shire Oak Primary School had to adapt as learners and rely on home learning, remote teacher support and a reduced amount of face to face teaching from their class teacher. Children attending school were in mixed age provision with different staff. This has meant that many children had gaps in their knowledge or insufficiently secured understanding from the previous year group when they returned in September. In this new academic year, we will make sure our children feel welcomed and safe; we will attend to safeguarding and mental health concerns. Then, we will put quality teaching first, through good understanding and identifying of academic concerns.

The government announced a national programme of £1 billion of funding to support children and young people to 'catch up.' This includes a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time. Schools' allocations are calculated on a per pupil basis: £80 for each pupil from Reception to Year 6. As the catch-up premium has been designed to mitigate the effects of the disruption caused by Covid-19 schools can use this funding for specific activities to support their pupils to make up for lost teaching over the previous months; they have the flexibility to spend their funding in the best way for their cohort and circumstances. Shire Oak Primary has been allocated £16800 funding. (See appendix for funding release information.)

We believe the pace of school life needs to be slower initially in order to support our children in embedding key skills and knowledge to become good learners and to give children the opportunities to talk about their experiences, to adjust to routines and to reflect on their wellbeing. Practically the teaching and learning time available in the day will be squeezed (at least initially) as extra handwashing routines are incorporated into class life. As children re-adapt to being one of 30 they may need to build up their resilience and independence again after time at home with parental support.

This document outlines the plans in place at Shire Oak Primary to make best use of the funding in supporting our children. Provision is planned fairly to target as many children as possible, with particular attention to those that may have been disadvantaged most by school closure. When making our plans we are mindful that school life may well suffer further disruption in this new academic year as families or cohorts (bubbles) are asked to isolate due to contact with a positive C-19 case. It may be the case that children are asked to shield for periods of time.

Anticipated / identified impact of lockdown

Reading

Although we anticipate issues, early indicators are that reading is likely to have been supported well by parents over lockdown. However, this has potentially led to a widened gap between the more advantaged/supported and the more disadvantaged/least supported.

- significant gaps in phonics knowledge
- attitudes to reading may have deteriorated
- weaker reading stamina
- restricted fluency
- limited exposure to a full range of texts
- weaker reading comprehension skills, particularly inference

Writing

It was challenging to provide meaningful and accessible writing activities that could be supported by parents at home and early indicators are that this is the home learning that was completed to the lowest standard.

- reluctance to write
- significant gaps in phonics knowledge / weaker spelling
- less writing stamina
- weaker handwriting
- significantly more basic errors, such as capital letters and full stops
- less secure sentence structure

Maths

There was a good deal of maths provided for home learning. However, traditionally, this is a subject with which it can be hard to engage parents and children due its hierarchical nature. If a step or two is missed, it becomes difficult to understand. Parents can be discouraged by different methods used from those they learned at school. (Children can also, therefore, discount parental help as it does not exactly mirror the techniques used in school.)

- The core recall skills, that would have been practised regularly, are not sharp. These include times tables and addition/subtraction facts.
- Lessons to recap previous learning are needed in the teaching sequence, resulting in more time than usual needed to cover a particular area.

Wider needs

- lack of structure/routine
- behaviour – socially and for learning
- emotional needs relating to anxiety and/or stress
- mental health and wellbeing
- family support

Action	Why/Who/When	Cost/Impact/Progress notes
Remote Learning Plan in place	To ensure all children can access learning if needing to shield/self-isolate, etc. – Jane AD, Chris M	Completed and uploaded onto website in September 2020. JAD amended in January 2021 Governors amended in January 2021
Home learning available and accessible	Blended home learning packs or online work ready. This will ensure all children have access to learning in preparation for bubble collapses or isolation.	Teaching staff are all on-board and ready.
Purchase/procure further Chromebooks to enable children at home to keep learning as well as children in school using techniques learned during lockdown.	Ensure we receive our allocation from the DfE. Purchase a second set of Chromebooks to ensure uninterrupted learning should a cohort be at home isolating.	Chromebooks are roughly £200 each and licences roughly £20 each. 11 Chromebooks received from DfE. Class set of 30 Chromebooks purchased.
Diagnostic assessments to inform SLT where children are at and where the gaps are.	MM and CH, to informally assess children in reading, writing and maths in KS2.	Verbal report to governors re findings: 20% increase in children working below their expectations.
Targeted Group support	CH working with identified Y4-Y6 groups in maths. JPS working with identified groups in Y2 – Y6 around phonics and reading. MM -Y4 reading comprehension	Started Term 1 Specialist teacher released from class commitment 3 days a week (some of this time has ended up being used for supply cover due to isolation, etc. in order to ensure that children in school are benefitting from well planned work by staff known to them).
1:1 Support (pastoral and academic)	LV – Drawing and Talking JH- Emotional and pastoral support for children. Parental support. MM – Y2 Phonics support getting children ready for catch up screening test. LSA support – Maths Passport, phonics, handwriting, etc.	Phonics data is available CPOMS records available to designated staff Class records and teacher assessments

CPD on Google Classroom	Updating teachers' skills on Google Classroom, inducting NQT into use of Google Classroom as a class teacher. Having a "lockdown" day practice in KS2. Y2 set up on Google Classroom in school.	Y3, Y4 and Y5 held virtual days in November. Staff meeting held and 1:1 support by CM.
Curriculum support and CPD on using White Rose Maths (mastery methods for teaching maths)	Investing in curriculum CPD for teachers; White Rose Maths to support the learning of maths both at home and school.	Training started in October 2020
Helping parents to support learning at home: Virtual workshops to support parents with home learning	Workshops to guide Reception parents/carers when they support their child's learning. This year, we're hosting these online.	Phonics workshop Autumn 1 Maths workshop planned for Spring
Work with local high schools on transition	Identify key learning that will need to be secure when starting Year 7. Make plans for transferring relevant information, especially as traditional SATs results even less useful than usual.	Working group met in February 2021. Year 6 teachers to work with high school staff from our main destination school and one other on planning a transition unit and record-sharing
Use the PASS survey (Pupil Attitudes to Self and School) to identify children in need of additional support	Allow children to settle in first, so roll this out later than usual. (Usually end of autumn 1, but may need longer before it identifies those who are most in need of help)	Trialled with Year 5 in lockdown and now being rolled out to other KS2 classes. We are aware that being administered remotely may affect the answers given and the analysis produced.
Total costs:		??????

At this time we have not chosen to put our funding into the National Tutoring Programme as our children will make the best progress when work is planned for them and taught to them by staff who know their starting points and understand them well. We understand that this investment is topped up by the programme, but we still believe the input money is best spent in school on our own staff working directly with the children. To enable this approach Carol Hill (specialist English and maths teacher) and Marcelle Maver (Deputy Head and Inclusion Manager) have been released from class teaching commitments for the academic year. Marcelle Maver's time is partly funded by the income from teacher training students that we host or place as lead school in the Springboard ITT Cluster with Leeds Beckett University.

APPENDIX

Funding Schedule

Schools will get funding in 3 tranches.

1. Autumn 2020 – this is based on the latest available data on pupils in mainstream schools and high needs place numbers in special, AP, hospital schools and special schools not maintained by a local authority.
2. Early 2021 – based on updated pupil and place data. This payment will also take account of the initial part payment made in autumn 2020 so that schools will receive a total of £46.67 per pupil or £140 per place across the first 2 payment rounds.
3. Summer 2021 term - a further £33.33 per pupil or £100 per place.