

King's Hill Primary School – September 2020

COVID-19 Catch-up Funding Plan

Introduction

The Dfe announced that schools would be provided with a one off funding stream for Covid-19. Schools were informed that they would receive an additional £80 per pupil from Reception to Year 6 based on the census numbers collected in October 2020.

King's Hill Primary School has been allocated £30,080 for the academic year 2020-21. The money will be paid to schools in two instalments, the first one to be received in the Autumn term and the second in early Spring.

Schools will be accountable for the progress of pupils. Impact of how the funding is utilised will be monitored and evaluated.

The school has recruited additional HLTAs/Level 3 support staff at the start of the academic year. Staffing within each year group bubble has been increased to allow teaching members of staff to deliver the catch up programmes.

All pupils underwent assessments on their return to school in September, to establish a baseline. Our school assessment procedures track in detail, reading, writing and maths outcomes each half term. We follow up pupil progress meetings with data analysis, the identification of next steps and implementation of actions, to ensure progress is being made by all pupils across the school.

At the start of the Autumn term 2020, year group timetables were amended to take account of the staggered start/finish times and time for catch up programmes to take place during the afternoon sessions. Dependent upon the needs of individuals/groups, programmes were devised. The catch up programmes have been taking place approximately three times each week, delivered by teaching members of staff. Teachers within the year group bubbles have been placing a strong emphasis on developing phonics/reading and mathematical skills.

The structure of the day and the additional staffing provided for each year group bubble has enabled the school to deliver the catch up sessions consistently, since October 2020.

Government’s catch up offer is as follows – our plan in response is:

<p style="text-align: center;">Government Expectation</p>	<p style="text-align: center;">School Response</p>
<p>Delivering summer programmes which could “benefit pupils socially and academically, helping to ensure that they return to school ready to learn”. Examples include sports activities, music and drama. “For summer programmes to improve educational outcomes, they need to include high-quality academic support, such as small group tuition delivered by teachers or trained tutors”. The guidance does however recognise the great demands that have been placed on teachers over the past few months. The funding will also not be available until September.</p>	<ul style="list-style-type: none"> • Pupils provided with guidance for working over the summer to help prepare for their return in September • Read a short piece from a book, magazine, newspaper and talk about it to a family member • Write a weekly 'diary entry' – to develop writing reinforce the basics • Maths focus – Look for interesting buildings. Create a 3D model of a chosen building and create a mini fact file about the shapes used
<p>Extending the school day. The guidance states that “in some cases, schools may consider extending the length of the school day”. This could be done to provide additional academic or pastoral support to particular pupils after school, the guidance suggests. “There is some evidence that extending school time can have a small positive impact on learning as well as improving other outcomes, such as attendance and behaviour”. This will require the buy in from staff and parents however.</p>	<ul style="list-style-type: none"> • Breakfast club for families in most need initially and then extended • Extended day provision for all pupils from Reception to Y6 introduced November 2020 (one day per week per year group bubble)
<p>Increasing access to technology. Some schools “might find it helpful to invest in additional technology, either by providing pupils with devices or improving the facilities available in school”. Ensuring the “elements of effective teaching are present”—for example, clear</p>	<ul style="list-style-type: none"> • All intervention rooms to have access to interactive whiteboards • All year groups have allocated rooms for group/catch-up work to take place • Tilt and touch table for 2YOs

<p>explanations, scaffolding, practice and feedback— is said to be “more important than which form of technology is used”.</p>	<ul style="list-style-type: none"> • Additional laptops/chrome books as required • Use of Google Classrooms to provide remote learning • Devices loaned to pupils isolating who otherwise have no access to participate in remote learning • Pupils without internet access – survey informed school and arrangements made for a small minority • Remote learning expectations made clear to pupils/staff/parents
<p>One-to-one and small group tuition. According to the guidance, a “three-way relationship between tutor, teacher and pupils is “essential” and ensures tuition is guided by the school, linked to the curriculum and “focused on the areas where pupils would most benefit from additional practice or feedback”. The EEF states that “as a rule of thumb, the smaller the group the better”, but that both one-to-one and group sessions can be effective. Tuition delivered by qualified teachers “is likely to have the highest impact”. Tuition delivered by tutors, teaching assistants, or trained volunteers “can also be effective”, but they will benefit from training “linked to specific content and approaches”.</p>	<ul style="list-style-type: none"> • Catch up programmes tailored for the needs of individual pupils and small groups delivered by teaching members of staff during allocated times in the afternoons • Support programmes focused on developing reading/phonics and mathematical skills • Pre and post teaching strategies employed for individuals/small groups • All pupils tracked closely within their classes and phases • Additional reading materials purchased to support reading support programmes particularly in Years 3 and 4 • Additional teacher time allocated for Y3 and Y4 pupils to enable SEND pupils to access support • Stronger emphasis on phonics in EY and KS1 – additional resources to support • Phonics focus in Year 2 to support pupils (screening check to take place Autumn 2) • Additional teacher/TAs recruited and deployed for high need pupils across the school • Pupils with SEND - additional provision to ensure gaps in learning are addressed effectively, whilst remaining in their bubbles

	<ul style="list-style-type: none"> • Individual pupils supported during transition • Autumn Term 2020 – 22 new pupils joined the school with 15 leavers. This resulted in time needing to be allocated for induction/baseline assessments prior to catch up support
<p>Literacy and numeracy interventions. Pupils who are furthest behind are likely to need “structured interventions”, with a particular focus on literacy and numeracy, the guidance states. Programmes are “likely to have the greatest impact where they meet a specific need, such as oral language skills or aspects of reading, include regular sessions maintained over a sustained period and are carefully time-tabled to enable consistent delivery”.</p>	<ul style="list-style-type: none"> • PIRA/PUMA assessments and SALFORD reading test data to be used to assess pupils when they return in September • Programmes will vary from basic skills development, phonics and reading programmes using Magic Belt, Totem and Talisman reading materials • Maths interventions involve pre-teaching and post teaching as well as additional basic skills linked to place value • Power maths delivery to incorporate other aspects which require further specific coverage due to pupils having missed sections of teaching/learning
<p>Investing in CPD. “Great teaching is “the most important lever schools have to improve outcomes for their pupils”. Schools should ensure every teacher is supported and prepared for the new academic year, while providing opportunities for professional development.</p>	<ul style="list-style-type: none"> • Training day (September 2020) to address maths place value teaching/catch up programmes for all staff • Additional English and Maths training for new staff joining in September • Phonics training for all staff • Online safety training for staff, pupils and parents • Staff training needs identified in response to current circumstances
<p>Extra books for families over the summer. Additional support from September could “focus on providing regular and supportive communications with parents, especially to increase attendance and engagement with learning”, the guidance states. Providing additional</p>	<ul style="list-style-type: none"> • Signposted families to Darlaston Library services • Information regarding reading challenge made available on the school website

books and educational resources to families over the summer “may also be helpful—for example, offering advice about effective strategies for reading with children”.	<ul style="list-style-type: none">• School’s own library resources/books made available for families to select from and retain