

## **The John Harrox Primary School**

### **Coronavirus (COVID-19) Catch-up funding plan**

Children and young people across the country have experienced unprecedented disruption to their education as a result of Coronavirus (COVID-19). The government is providing schools with one-off catch-up funding for the 2020-2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time.

Our allocation has been calculated on a per pupil basis, providing us with a total of £80 for each pupil from Reception to year 6. For the academic year 2020-2021 The John Harrox Primary School will receive £20,080 catch-up funding. The funding will be received in three installments.

The school does not have to spend the money in one year, and can carry funding forward for future financial years if required, but it must be used to fund specific activities to support the pupils to catch up. As with all government funding, school leaders must be able to account for how this money is being used to achieve our central goal of schools getting back on track and teaching a normal curriculum as quickly as possible.

Due to the children having to adapt as learners from the first lockdown in March 2020 and rely on a combination of home schooling, remote learning and a reduced amount of face-to-face teacher support from that point many, inevitably, have developed gaps in their knowledge.

This plan shows how The John Harrox Primary School intends to use its funding in order to address these gaps and ensure that the children catch up on lost learning time. It will review termly and will continue for as long as funds permit.

#### **Barriers to learning**

<b>Maths</b>	Specific content from terms 3/4/5 of academic year 19-20 has been missed leading to gaps in learning. On return assessment showed a decrease in the number of pupils at the expected standard for their age. Recall of basic skills has suffered – children are not as quick to recall addition facts, times tables, and have forgotten some calculation strategies. This has also meant their ability to apply their knowledge to problem solving is reduced.
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<b>Reading</b>	Reading has seen a decrease in attainment levels. EYFS and KS1 phonics – specific content not taught due to lockdown, meaning an interrupted programme. This has also impacted on those children moving from KS1 to KS2. This has been addressed since the pupils' return.
<b>Writing</b>	This area has been hit, with a significant decrease in the number of pupils at expected standard for their age. Writing analysis showed a lack of fluency and poor writing stamina, with understanding of punctuation, spelling and grammar rules forgotten by a significant number of pupils. As a result the first two terms of 20-21 will be spent addressing this.
<b>Non-core</b>	There are now significant gaps in knowledge with whole units of work not having been covered. This means that the children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. They have also missed out on curriculum experiences eg visitors, trips and 'Wow' moments.
<b>Emotional</b>	Anxieties about return to school after lockdown, impact of virus, social issues relating to not seeing friends/mixing, potential loss/bereavement, family issues, attendance

## Catch-up plan

<b>School name:</b>	<b>The John Harrox Primary School</b>
<b>Academic year:</b>	<b>2020-2021</b>
<b>Total number of pupils on roll:</b>	<b>251 (as per October census2020)</b>
<b>Total catch-up budget:</b>	<b>£20,080</b>

Date of review:

On-going dependent on timings

Group Identified/ Pupil needs	Chosen Action	How measured?	Cost	Staff lead	Intended impact/ Outcome
Whole school	Resources to support catch-up and the continuation of quality education through further lock-downs/periods of home education.  Oxford Owl e-library  Learning by questions online resource  IDL Maths  Handwriting online package	Progress of children in curriculum areas and the gap analysis of home Vs school schooling during lock downs	£500 £1000 (2 years) £279 £105	SLT	To support teaching in school and also enable the access to quality resources for children receiving home education. For example to a library of reading materials online.

Y1/2 Y5/6 Identification of children who are no longer on track to meet expected standard.	Additional intervention – teacher led – April- July 2021	Teaching staff to identify relevant groups for further support. Progress to be monitored and tracked through pupil progress meetings.	£3,239	SLT	Small group focused quality support facilitates more rapid reduction in gaps in learning. Identification of any further issues Pupil progress is good
Y1-Y6 Identification of children who are no longer on track to meet expected standard.	Targeted teacher led intervention  From Sept. – Dec.2021	Teaching staff to identify relevant groups for further support. Progress to be monitored and tracked through pupil progress meetings.	£6,030	SLT	Small group focused quality support facilitates more rapid reduction in gaps in learning. Identification of any further issues Pupil progress is good
Y1-6 Identification of children who are no longer on track to meet expected standard.	Additional teacher led Targeted intervention Nov.2021- Feb.2022	Teaching staff to identify relevant groups for further support. Progress to be monitored and tracked through pupil progress meetings.	£8,706	SLT	Small group focused quality support facilitates more rapid reduction in gaps in learning. Identification of any further issues Pupil progress is good

<p>Year 2 – children not on track to achieve phonics screening pass mark.</p>	<p>TA support for specific children.</p> <p>Additional focus on the teaching of Phonics.</p> <p>Focus on Phonics for early recovery curriculum.</p>	<p>Outcomes of Phonics screening assessment.</p>		<p>Miss Curtis KS1 Lead</p>	<p>A high % of those identified Year 2 children will pass the Phonics screening test.</p> <p>85% of children passed at the end of the Autumn Term 2020.</p> <p>Autumn 2021</p> <p>81% achieved the standard</p> <p>This leaves 7(1 was disapplied)</p>
<p>KS1 children focus on the development of fluency skills</p>	<p>Implementation of the NCTM Mastery Number Programme</p> <p>Additional maths time included in the timetable for fluency development in KS2</p>	<p>Improvement in math's progress for children throughout the school</p>	<p>Free programme £221 (purchase additional rekenreks)</p>	<p>Mr Vere</p>	<p>Measured through teacher assessment and reviewed during pupil progress meetings</p>
<p>All year groups</p>	<p>CPD on the teaching of reading fluency and assessing reading fluency. Identification of lower 20% of readers per year group to target support.</p>	<p>Teacher assessment In-class verbal feedback Pupil Progress meetings</p>	<p>No cost (see support/ Intervention input)</p>	<p>Mrs Amess</p>	<p>Improving outcomes in reading at data collection points.</p> <p>Clear evidence of progress in teacher assessment</p> <p>Identification of any further issues</p>

	<p>Input on teaching of comprehension strands (VIPERS) to ensure systematic, rigorous teaching.</p> <p>Purchase of online reading record for closer monitoring of home reading and to raise engagement.</p>				
<p>All children</p> <p>Planning for remote learning.</p>	<p>Use of Teams.</p> <p>Staff training in order that this resource can be used confidently. Remote learning to upload daily activities linked to all areas of the National Curriculum with a focus on English (including reading and fluency in Maths.</p> <p>Parent survey conducted to ascertain if any barriers to the access of technology for families was present.</p>	<p>Teachers will be speaking to children daily for verbal feedback support and also contacting children/parents directly via courtesy calls. Children not engaging are a focus.</p> <p>Use of insight function on Teams to identify what lessons children accessing and what activities are being completed.</p> <p>Impact of the quality of remote teaching and learning will be somewhat measurable once the children complete baseline assessments on return to school.</p>	<p>£1500 (grant to set up Microsoft Teams)</p>	<p>Mr Vere</p>	<p>Staff are able to provide effective home learning to ensure all children have access to quality teaching.</p> <p>Children learning from home will have full access to an adapted curriculum.</p> <p>Children will be accessing their online learning regularly (daily where possible).</p> <p>Vulnerable children able to access learning throughout lockdown.</p> <p>No break in provision means fewer gaps should be evident on return.</p>

<p>All groups</p>	<p>Gaps in the teaching of the foundation subjects. Planning to be modified to enable a focus on the core subjects and also to recognise the lost learning from teaching missed within the foundation subjects.</p> <p>Teachers to identify the key areas of learning/knowledge to be taught for current units of work while anticipating and addressing the key areas missed required for future learning</p>	<p>On going assessment and adaptation of planning considering the missed learning from the lost time in school.</p> <p>Use of support materials to identify key areas of knowledge to be required – ready to e.g. Progress materials and the school's subject progression documents.</p>	<p>Staff meting/training day times</p>	<p>All staff</p>	<p>Identify and monitor gaps and progress in learning. Adapting the curriculum on a regular basis.</p>
<p>All groups Emotional well being</p>	<p>Use of Jigsaw PSHE units on return to school September 2020 to enable discussion and make children aware of adults who can support in school</p> <p>Learning mentor to be made aware of children who exhibit concern/anxiety to support in school. Consider outside</p>	<p>Staff to monitor children on their return to school and quickly support where necessary.</p>	<p>NA</p>	<p>All staff</p>	<p>Monitoring of the level of need as the term/year progresses. Children settle quickly back into a school routine.</p>

	resources / services where relevant.				
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<b>Total spend:</b>			<b>£20,080 (not including £1,500 ICT platform grant)</b>		
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