



Coronavirus (COVID-19): catch-up funding plan

School name:	Longney CE Primary Academy						
Academic year:	2020 - 2021						
Total number of pupils on roll:	98						
Total catch-up budget:	£7760	First installment:	£1940	Second installment:	£1940	Third installment:	£3880
Date of review:	20/11/20						

Guidance

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil from reception through to 11.

As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

Use of Funds EEF Recommendations

Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year.

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a coronavirus (COVID-19) support guide for schools with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.

Use of Funds EEF Recommendations

The EEF advises the following:

Teaching and whole school strategies

- Supporting great teaching
- Pupil assessment and feedback
- Transition support

Targeted approaches

- One to one and small group tuition
- Intervention programmes
- Extended school time

		Wider strategies: <ul style="list-style-type: none">➤ Supporting parent and carers➤ Access to technology➤ Summer support			
Identified impact of lockdown					
Maths	Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind'. Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments.				
Reading	Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. However, children are less fluent in their reading and the gap between those children that read widely and those children who don't is now increasingly wide.				
Writing	Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. SPAG specific knowledge has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected, however those who evidently didn't write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.				
Non-core	There are now significant gaps in knowledge – whole units of work have not been taught meaning that 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. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments.				
Teaching and Whole School Strategies					
Action	Intended outcome	Estimated impact	Cost	Staff lead	Review date/Impact
Employment of teaching assistant	To support year 3 and 4 pupils make accelerated progress to age related expectations where gaps in learning have been identified	To give pupils more confidence as working in line with peers	£3500	PH	Dec 20 March 21 July 21
Purchase resources for maths intervention key stage 2	To support pupils in Key stage 1 and 2 to gain arithmetic skills where gaps have been identified through ongoing assessment	Pupils will be more secure in age related arithmetic skills and staff will have resources ready to deliver so helping ease workload	£528	CH	Dec 20 March 21 July 21
Resources to support well being activities across the school	Staff able to access a range of resources to enable delivery of support within class to support children's development of resilience and to address anxieties where needed	Pupils to feel secure and be able to talk about and work through any issues that arise	£330	PH/NH	ongoing
Total spend:			£4 358		

Targeted support

Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)

Teaching and Whole School Strategies

Action	Intended outcome	Cost	Staff lead	Review date/Impact
National Tutoring Programme	Three groups of tutoring to run from January to provide further curriculum support for Years 2,5 and 6 Online tuition from Fresh Start for three children in y6 to support them with English. £225 Catch-Up Children work with a tutor in cooperative pairs supported by tutoring platform to improve maths, reading skills, fluency, comprehension, spelling and phonics. Pupils will make accelerated progress where gaps have been identified	£800	National Tutoring Programme	March 21
Nurture group	To support pupils with social, emotional health and wellbeing. Pupils will be able to form more positive relationships and behaviours within peer groups which will impact positively on learning	£300	NH	ongoing
Specific intervention based on assessment	To ensure all pupils are able to make good progress and recover any learning lost. Pupils will be working in line with expected progress by the end of the year. Extra teaching assistant time provided to support pupils in class.	£2300	Teachers and teaching assistants	Dec 20 March 21 July 21
Total spend:		£3400		

Wider Strategies

Action	Intended outcome	Cost	Staff lead	Comments/Impact once reviewed
Supporting parents and families at home	Children will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home-learning. Class Dojo and Purple Mash will be used to encourage children to access work independently. Class Dojo will also be used for parental engagement and communication.	Purple mash already in place.		

Access to technology During the catch-up extend	During the catch-up extended school provision, children can access additional devices so that they can rotate through discrete teaching, reading fluency and independent online activities. Teachers have access to laptops that are equipped with webcams and allow the teachers to access school-based resources from home. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.	£300 funded by The Henry Smith Charity		
Total spend:		£ 300 from charity fund		
Overall spend from Catch up funding		£7758		