



Grappenhall Heys Community Primary School COVID Catch up Funding Plan

Summary information

School	Grappenhall Heys Community Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£16, 000	Number of pupils	218

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 in Reception through to Year 6.

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

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.

EEF Recommendations

The EEF advises the following:

Teaching and whole school strategies

- High Quality Teaching for All
- Effective diagnostic assessment
- Supporting Remote learning
- Focussing on Professional Development

Targeted approaches

- High quality 1-to-1 and small group tuition
- Teaching Assistants and targeted support
- Planning for Pupils with SEND

Wider strategies

- Supporting pupils' social, emotional and behavioural needs
- Communicating with and supporting parents and carers whilst sustaining engagement
- Access to technology

Identified impact of lockdown (Initial observations captured – detail to be completed following Autumn term Assessments and pupil progress meetings)

Maths	<p>Across all year groups, specific content has been missed as certain elements are not normally taught until later in the spring term. Teachers during lockdown tried to address this by setting the work on Seesaw for children to access. However, despite teachers monitoring and responding to work, this work has not been completed by all children and in many cases the work that has been missed is not embedded in their understanding. This is work like handing data in graphs or area and perimeter, where children build upon knowledge year upon year.</p> <p>In class, staff are analysing gaps in learning, which can lead to problems sequencing the following elements within maths. We are using formal assessments to check all areas of the curriculum and will create test question analysis grids to identify gaps and misconceptions. We also using data from Learning By Questions to assess prior learning objectives and build up a picture of cohort and individual gaps.</p> <p>All children still have an eagerness to learn in maths lessons and lockdown has not affected their attitudes.</p> <p>Recall of basic skills so far appears to be ok, although Y6 have been working hard to focus on times tables, as the children's speed had dipped a little. Basic fluency skills will also be monitored and analysed as the children sit arithmetic papers in assessment week.</p>
Writing	<p>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.</p> <p>Due to the nature of our online learning platform- Seesaw, children tended to practise their writing skills less, often opting to submit work online or complete tasks electronically. This has therefore led to an overall weakness in composition and transcription as well as the ability to present their work in the best way they can (taking pride in their presentation). Children's resilience to write for extended periods is also notably low.</p> <p>The build-up and lesson inputs that focus on enhancing and progressing children's writing skills could not happen in the way that they do in class normally, and therefore some of the precision and detail that we would normally expect to see in the children's writing is missing. The basics of punctuation are mostly correct; however, it seems that the more technical structures of writing are what the children are needing the most support in e.g. problems with subject-verb agreement, or lack of formal tone or technical vocabulary aimed at a specific genre or audience.</p>
Reading	<p>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. The bottom 20% of readers have been disproportionately affected. Reading ages across all ability groups appears to be comparably lower than previous years. Phonics seems to be less affected.</p> <p>Children seemed to have continued to foster a love of reading during lockdown, however it is the social interactions and discussion-based lessons that they have missed. Children need a lot of encouragement to articulate their answers in our Whole Class Reading sessions in a coherent way and can find sharing their ideas with their talk partners quite tricky. Lots of encouragement is given to encourage and develop oracy as we believe that sharing ideas and opinions in reading is what makes a competent and all round lifelong reader.</p> <p>As increasing the vocabulary of our children is high on our priorities, we have hit the ground running with this in September. However, it would appear that children have not challenged themselves with this independently at home when reading alone or with a parent. It is vital that children stop when they</p>

	<p>come across an unknown word so that it can be explored and absorbed. This therefore builds their vocabulary knowledge to utilise in further learning and reading.</p> <p>Children will also need to be carefully guided to ensure they are selecting language rich and challenging texts for their reading ability, as when at home children could have fallen into the trap of only reading the same author or books that they know they can easily read. It is our job now to support children with making these choices, as well as looking at the particular gaps in reading skills.</p>
Non-core	<p>There are 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 and continue to miss out on some of the wider curriculum experiences e.g. trips, visitors and powerful enrichment opportunities. Teachers are using subject specific progression documents and road maps to ensure children are prepared and able to access a new unit in learning.</p>
Social interaction and emotional wellbeing	<p>Regular routines were de-established for some children during lockdown and whilst alternative induction and transition arrangements were implemented during the summer term, this has needed to be a significant focus as part of our recovery plan, to support children with their social, emotional and behavioural needs. We have consciously planned to combine our social and emotional learning with our academic curriculum. Opportunities have also been introduced to allow pupils and parents to articulate their experience and feeling towards lockdown and school closure and subsequent return to school. Families continue to be affected by COVID19 emotionally and financially, working patterns and arrangements have changed and this is impacting on some children emotionally.</p>

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

i. Teaching and whole-school strategies

Desired outcome	Chosen approach and anticipated cost	Evaluation/Impact	Staff lead	Review date
<p>High Quality Teaching for All</p> <p>All children make at least good progress from their starting points.</p>	<ul style="list-style-type: none"> • Sharing of good practice across key stages, the schools and wider collaborative networks • Subject leaders to support class teachers in their knowledge of concepts • Ensure explicit instruction, scaffolding, flexible grouping, cognitive and metacognitive strategies are key components of high quality teaching and learning 		KJ	Termly PPM
<p>Effective diagnostic assessment</p> <p>Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.</p>	<ul style="list-style-type: none"> • Purchase and implement Learning by Questions software and tablets for Key Stage 2 • Purchase and implement Phonics Tracker in EYFS and KS1 • Purchase and implement Accelerated Reader (an online reading platform) to assess the children’s reading skills and as a result provide personalised targets for our children to ensure that we can allow our children to make optimal progress in reading. <p style="text-align: right;">(£8144)</p>		NO AC AK	July 2021
<p>Supporting Remote learning</p> <p>All children can access high quality remote learning that closely matches the curriculum offer within school.</p>	<ul style="list-style-type: none"> • Upgrade Seesaw Subscription to allow teachers to schedule tasks and use a wider range of tools • CPD on Seesaw, Googlemeet, <p style="text-align: right;">(£792)</p>		SY	Ongoing
<p>Focussing on Professional Development</p> <p>Staff feel confident and empowered to deliver high quality teaching and learning in the classroom and remotely, whilst taking into account their own wellbeing and circumstances.</p>	<p>CPD with focussed upon:</p> <ul style="list-style-type: none"> • Expert teaching • Online Platforms: Seesaw, Googlemeet, PurpleMash, ICT with Mr P – working smarter not harder • SIMs in the classroom • CPOMs • Metacognition/Self-regulation to support pupil’s effective remote learning • Pie Corbett online – Talk for Writing <p style="text-align: right;">(£1500)</p>		KJ	July 2021

Total budgeted cost £ 10,436

ii. Targeted approaches

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date
<p>High quality 1-to-1 and small group tuition</p> <p>Identified children will have significantly increased rates of progress in identified areas where there are arrears in learning.</p>	<ul style="list-style-type: none"> During Spring/Summer term identified children will access pre and post learning sessions and specific and targeted interventions in line with assessed gaps in learning. <p style="text-align: right;"><i>(£4000)</i></p>		KJ	Feb 2021
<p>Teaching Assistants and targeted support</p> <p>All children make at least good progress from their starting points with the impact of targeted intervention evident.</p>	<ul style="list-style-type: none"> Appropriate interventions are identified and purchased. Staff within phases are trained and they are able to deliver the intervention confidently (inclusive of entry and exit data). <p style="text-align: right;"><i>(£1000)</i></p>		CT	Feb 2021
<p>Planning for Pupils with SEND</p> <p>Ambition for all pupils is high and support is in place for pupils with SEND within the classroom and remotely</p>	<ul style="list-style-type: none"> Purchase, arrange training and implement 'Early Boost' as a precursor to the already established 'Talk Boost' to support Speech and Language development. 		CT/AC	Feb 2021
Total budgeted cost				£5000

iii. Wider Strategies

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date
<p>Supporting pupils' social, emotional and behavioural needs</p> <p>Children are happy, confident, resilient and emotionally equipped to access the curriculum.</p>	<ul style="list-style-type: none"> Play Therapy (increase sessions and invite other children requiring additional support) <p style="text-align: center;"><i>(Link to Sports Premium/Pupil Premium Spend)</i></p>		CT	Termly
<p>Communicating with and supporting parents and carers whilst sustaining engagement</p> <p>Children will have greater opportunities to access learning at home. Home-learning opportunities will not always</p>	<ul style="list-style-type: none"> Additional online learning resources will be purchased, such as Rising Stars Reading to support children reading at home. Likewise, 		KJ	Feb 21

require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home-learning.	Spelling Shed will be purchased so that children can practise spellings at home. <i>(£1500)</i>			Feb 21
Access to technology Teachers have 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.	<ul style="list-style-type: none"> • Upgrade Teacher laptops and visualisers (DFC) • DfE Allocation – 1 Laptop • Fundraising planned during the year to raise money to purchase further devices to support the curriculum in school and during periods of remote learning <i>(£10,550)</i>		KJ/SY	Feb 21 Feb 21
Total budgeted cost				£12,050
Amount of Catch up not yet committed to allow for further targeted support and intervention once identified				£4,856
		Cost paid through COVID Catch-Up		£11,144
		Cost paid through charitable donations		£5,000
		Cost paid through school budget		£792.00 10,550 (DFC)
TOTAL SPEND				£27,486