

COVID-19 Grant Funding Strategy Statement 2020-2021

1. Summary information					
School	Curwen Primary School				
Academic Year	2020-21	Total budget	£66,610	Date for internal review of this strategy	February 2021

Guidance:

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 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.

This could include, for example: small group or one-to-one tuition or extra teaching capacity from September

To support schools to implement their catch-up plans effectively, EEF has published the school planning guide: 2020 to 2021. This will provide further guidance on how schools should implement catch-up strategies when they return in September and supporting case studies to highlight effective practice.

Accountability and Monitoring

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. Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors and trustees should scrutinise schools' approaches to catch-up from September, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities, and ensuring appropriate transparency for parents.

The guidance on full opening sets out that Ofsted will conduct a programme of non-graded visits to some schools during the autumn. During these visits, inspectors will discuss how the school is bringing pupils back into full-time education – this may include plans schools have to spend their catch-up funding.

Ofsted plans to resume routine inspections in January 2021, with the exact timing being kept under review. When routine inspections restart, Ofsted will make judgements about the quality of education being provided, and that will include how leaders are using their funding (including catch-up funding) to ensure the curriculum has a positive impact on all pupils.

2. Planned expenditure

The three headings below enable schools to demonstrate how they are using the COVID-19 Catch-up Grant for targeted support and support whole school strategies.

i. Quality of teaching for all

Action	Questions to consider/approaches:	How will you achieve it?	Costs	Staff Lead	Impact/Outcomes for Pupils
High-quality teaching for all	<ul style="list-style-type: none"> • Explicit, focussed teaching following assessment of prior learning • Revised curriculum to allow time for teachers to assess and adapt teaching • Feedback system which enables teachers to pinpoint gaps in pupils' learning and adapt teaching accordingly 	<ul style="list-style-type: none"> • Staff CPD, small phase meetings to discuss T&L • Support to make quality first teaching and learning as precise as possible • Additional TTLT support for NQTs • All NQTs additional 10% non-contact time for support and CPD • Use of feedback sheets to ensure lessons address gaps and move learning on 	£9000 (additional cover)	AHT	<ul style="list-style-type: none"> • Staff supported to understand teaching progression and how to support all pupils • NQTs (whose training was cut short) have additional time to spend time observing / planning with experienced teachers • Feedback sheets enable teachers to identify next steps for pupils, and adapt planning/teaching accordingly
Effective Assessment Baseline	<ul style="list-style-type: none"> • What learning has been lost or misunderstood? • What new knowledge and experiences have been gained? • Should we re-teach to a whole group or move on? • What is the right balance between standardised assessment and classroom-based formative assessment? 	<ul style="list-style-type: none"> • Summative Assessments carried out through writing baseline and feedback sheets • Staff CPD – phase meetings for moderation, discussion and assessment • Adapted curriculum to ensure balance of catching up learning and allowing time for pupils to process experiences and re-engage with learning 	None additional	AHT / CT	<ul style="list-style-type: none"> • All pupils given the opportunity to share and process experiences of lockdown • Summative assessment allows teachers to determine gaps without an high-pressure testing • Curriculum enables pupils to re-engage with routines and learning following a substantial break

<p>Supporting Remote Learning</p>	<ul style="list-style-type: none"> • What remote learning has been put in place? • How do school practices align with evidence based approaches to remote learning – EEF findings? <ul style="list-style-type: none"> ○ Teaching quality is more important than how lessons are delivered. ○ Have we ensured access to technology – especially for disadvantaged pupils. ○ Support for pupils to work independently remotely. ○ Different approaches to remote learning suits different tasks and content. 	<ul style="list-style-type: none"> • TTLT Strategy developed in collaboration with leaders across the school • School’s procedures and practices developed and refined as the weeks go on • Support through videos and explanatory documents for staff and parents • Use of Zoom following majority of families being able to access this when used in summer term • Teaching for all children in school to help them understand how to use Zoom and Google Classroom, as well as online safety considerations • Paper-based learning and reading book provided to all children unable to attend school • Additional resources for disadvantaged pupils to make use of (including Chromebooks) 	<p>£750 Neverwear licenses</p>	<p>SMT</p>	<ul style="list-style-type: none"> • Strategies and timetables ensure that all are clear of expectations • Regular Zoom teaching sessions allow pupils to keep up with learning they would have been doing in school, and provide opportunities for teachers to assess learning • Teaching in school means that pupils are clear how to access and get the most from online learning, as well as developing an understanding of online safety considerations • Parents and staff supported to feel confident using new technologies • Paper-based learning and books provides a balance of screen time and working as well as opportunities for those unable to access online • Chromebooks support pupils with internet access but limited access to devices to access learning
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Professional development for all Teaching Staff	<ul style="list-style-type: none"> • Prioritising high quality training for teaching in classrooms. • Deep subject knowledge and flexible understanding of curriculum. • Excellent assessment is key to excellent teaching – helping teachers know what pupils know and don't know. 	<ul style="list-style-type: none"> • Curriculum Training and CPD continuing, run through Zoom or smaller group meetings with information disseminated from SMT • NQTs receiving high-quality support from the Trust, with additional modelling / team teaching from colleagues • Online training shared with staff as appropriate • Continue to look into how new technology can support with training needs 	£2000 on targeted CPD	SMT	<ul style="list-style-type: none"> • All staff still have access to support in a range of ways • Training run in smaller groups provides more opportunities for debating and discussing practice • Online training targeted to particular members of staff • New training methods ensure all staff are able to access training and are therefore supported in continuous professional development • AHT continue to monitor and support teachers within their phase
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Total budgeted cost					£11,750
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ii. Targeted academic support					
Action	Questions to consider/approaches:	How will you achieve it?	Costs	Staff lead	Impact/Outcomes for Pupils

<p>High quality one to one and small group tuition – during school time</p>	<ul style="list-style-type: none"> • Some pupils need high quality, structured, targeted interventions to make progress, even after high quality first teaching. • Sessions could be 15-45 minutes, 3-5 times per week – maintained over a sustained period of time 8-12 weeks? • How are pupils chosen? • What is the timescale for tuition? • What support programmes are the school using? • How is support aligned to everyday classroom practice – connections are made between the interventions and the classroom teaching. • Have you considered how to support the pupils when they have completed the intervention cycle? 	<ul style="list-style-type: none"> • Carefully targeted interventions through identification and assessment of need including monitoring work, VCM and staff meetings • Academic support: YGL, with support of AHT, plan for regular interventions for key target pupils to ensure they are supported to make best possible progress • Social/emotional support: (art, Forest Schools, Place2Be) clearly planned and tracked via Provision Map / additional tracking programmes • Specific support for children with identified needs: (e.g. dyslexia, OT, speech and language) assessments completed by trained staff and programmes organised and tracked via Provision Map • LST bubbles: use of bubbles for children who find it difficult to remain in a mainstream class mean that pupils continue to have access to specific provision such as sensory activities, food exploration, sports activities and targeted literacy / numeracy throughout the week. This is tracked via Provision Map and Learning Ladders. 	<p>£5000 staff to run additional interventions</p>		<ul style="list-style-type: none"> • Pupils are supported to close specific gaps, whether that be a need for increased academic or pastoral support • Children are emotionally ready for education due to the support they are able to receive • Children with specific needs are assessed and suitable strategies to support them are used. Provision map / Learning Ladders data indicates that these are having a positive impact • LST bubbles provide suitable support and space to allow children with identified SEND to feel safe and thrive, and to ensure continuous provision and quality first teaching. Data shows they are making progress
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<p>High quality one to one and small group tuition – wraparound provision</p>	<ul style="list-style-type: none"> • How are pupils chosen? • What is the timescale for tuition? • What support programmes are the school using? • How is support aligned to everyday classroom practice – connections are made between the interventions and the classroom teaching. • Have you considered how to support the pupils when they have completed the intervention cycle? 	<ul style="list-style-type: none"> • Teachers/VCM identify pupils who require additional support in particular areas • Timetable produced for catch-up interventions after school / during breakfast club and children invited along to receive support • Bespoke timetable created for LST groups to ensure they have access to catch-up activities, but being mindful of the length of their school day • Where possible, teachers deliver academic support and PE team deliver sports provision to ensure consistency in teaching • If teachers not running, all staff running deliver provision within YG they are confident and happy to support with key learning. Planning produced for all sessions. Progress tracked through Learning Ladders. Sports provision do a baseline of fitness and then repeat at a mid-point and the end • Interventions run autumn 2 and spring 1. Data and teacher feedback is then used to determine whether this should continue or there is a different group needing support • Further interventions run spring 2 and summer 1 	<p>£48,000 on wraparound interventions</p>	<p>AHT John P Joe B</p>	<ul style="list-style-type: none"> • All staff have input into identification of pupils who require additional support, and see the value in the catch-up programme • Children with lack of access to quiet spaces supported through homework breakfast club to get work / reading completed • High-quality provision with well trained staff means data shows that pupils have closed gaps • Ongoing tracking and reviewing of provision means that all pupils struggling are identified and targeted
<p>Total budgeted cost</p>					<p>£53,000</p>

iii. Wider Strategies					
Action	Questions to consider/approaches:	How will you achieve it?	Costs	Staff lead	Impact/Outcomes for Pupils
Supporting pupils' social, emotional and behavioural needs.	<ul style="list-style-type: none"> • Most schools will be satisfied with their excellent PSHE provision, but may need to adopt some aspects of a SEL (Social and Emotional Learning) curriculum. • Using the SAFE model (EEF report) if required. 	<ul style="list-style-type: none"> • Additional time for PSHE and whole school 'Who am I?' topic to allow children time to discuss thoughts and feelings • Support from Pastoral Team for children experiencing particular difficulties • Forest Schools to allow pupils opportunities for self-directed learning and time outdoors • Transition plans for any pupils who find returning to full-time education immediately challenging • LST bubbles focus on Zones of Regulation 	None additional	DSL	<ul style="list-style-type: none"> • Children have time to discuss, rebuild relationships and process their experiences in a safe environment • Concerns logged and dealt with • Provision Map indicates that specific interventions support pupils to re-engage with learning and be ready for the next phases • Transition plans mean pupils and parents are happy and supported and pupils' well-being is paramount • Specific education around emotions supports pupils to express themselves

<p>Communicating and supporting parents</p>	<ul style="list-style-type: none"> • Clear plan for communication with families across the academic year. • Targeted support for hard to reach families. • Personalised messaging for parents. 	<ul style="list-style-type: none"> • Use of Studybugs to ensure parents are able to receive regular communication from school and are able to contact us • Classes offer a Zoom assembly each term to help them feel a part of the school • Parents' evenings held via Zoom to discuss pupils' progress with their child's class teacher • Virtual coffee mornings developed to allow parents the opportunity to share concerns / suggestions • Develop opportunities to share learning and events with parents virtually • Targeted support offered to parents as relevant: Let's Talk; Triple P; Place2Be for parents undergoing particular difficulties • Develop parents' area of website to signpost support services to parents and pupils 	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">£1860 course materials and staffing</p>	<p>SMT - John Pastoral Team YGL & CT</p>	<ul style="list-style-type: none"> • 90%+ of parents accessing Studybugs • All classes have held an assembly, feedback is positive • Attendance at parents' evening is comparable to usual (98%+) • Virtual coffee mornings well attended • Calendar of virtual events developed and parental feedback is positive • Targeted support helps parents feel part of the school and empowers them to address difficulties their children may be facing • Parents' area of website is well-resourced and staff signpost parents to this
<p>Tackling non-Attendance.</p>	<ul style="list-style-type: none"> • Vigorous application of the Attendance Policy. 	<ul style="list-style-type: none"> • Attendance and barriers to this discussed at VCM and support offered to families as appropriate • Support offered to families with children or adults self-isolating to ensure continued attendance • Attendance Lead attends weekly virtual briefings and keeps abreast of all initiatives • Studybugs used to monitor and track attendance 	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">None additional</p>	<p>Attendance lead SMT</p>	<ul style="list-style-type: none"> • Attendance remains at least at National levels • Families offered support to ensure continued attendance wherever possible • Attendance lead understands all procedures and is able to call on external support where needed
<p style="text-align: right;">Total budgeted cost</p>					



iv. Additional detail

See:
Clubs lists and arrangements
Safeguard log
Provision Map
Learning Ladders
Website
Parental feedback
Studybugs (uptake and usage)
Parental workshop feedback
Newsletters and school information
NQT feedback