

Richard Avenue Primary School - Covid -19 Catch Up Funding Allocation in 2020-21

1. Summary information	
School	Richard Avenue Primary School
Academic Year	2020-21
Pupil numbers (Rec - Y6)	432
Catch up premium allocation (number of pupils x £80)	£32720
Disadvantaged pupils Pupils with EHC Plans Pupils with SEND Support	38% 7% 16%
Review dates	March 2021 & July 2021
Statement created by	Lindsey Walker – Acting Head Teacher
Acting Head Teacher Chair of Governors School Business Manager	Lindsey Walker Craig Hilton Gillian Donneky

Funding allocation

School's allocation will be calculated on a per pupils basis, providing each mainstream school with a total of £8- per pupil in years 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

Schools should use this funding for specific activities to support their pupils to catch up for the lost teaching over the previous months, in line with the guidance on curriculum [expectations for the next academic year](#). (See also [EEF- School Planning Guide 2020-21](#)) Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

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.

2 Barriers to future attainment	
Academic barriers	
A.	Each child's experience during periods of school closure has been unique. Engagement with remote learning has been variable depending on individual family circumstances. Some children will require additional support to address any gaps within their learning.
B	Certain aspects of the curriculum are more difficult to support remotely. The teaching of systematic phonics and SPaG are examples of areas where specialist teaching knowledge is required. These areas of learning therefore become a priority upon the wider opening of school.
C	Mastering early reading skills is a crucial developmental milestone for children to unlock other areas of the curriculum. It is vital that children who have not been able to progress these skills during lockdown have specific and targeted intervention to help support their reading development. Developing higher level reading skills for older children is difficult for parents to support at home and challenging for teachers to deliver remotely. KS2 reading development, including stamina for reading has been identified as a priority area.

D	Progress in oral language skills, communication and vocabulary development have all being negatively impacted by school closures and national lockdowns which have limited the children's exposure to high quality interactions with adults and other children.
Social and emotional barriers	
E	Some children may not have opportunities to share concerns with a trusted adult during periods of school closure.
F	Following long periods of working independently and remotely, children will require opportunities to work collaboratively and develop team working skills.
G	Some children have become anxious during the pandemic and have found it difficult to manage their anxieties. This can result in changes in behaviour and a reluctance to attend school upon reopening.

Intended outcomes		Success criteria
A	Children will maintain a good rate of progress, based on their prior attainment	Monitoring including end of year data will indicate that pupils are making at least expected progress, in a challenging curriculum
B	Quality first teaching - all children receive sustained, excellent teaching Teachers are leaders of learning, driving the standards of teaching Children will have specific gaps in learning taught through focused intervention Children can further practice and embed literacy and numeracy skills.	Data will show that pupils are making good progress CPD programme with a focus on pedagogical practice. Correct identification will ensure that gaps are closed and children are back on track. Low stakes assessments to aid memory retention.
C	High levels of pupil wellbeing in order to ensure pupils' readiness to learn.	Children requiring additional wellbeing support engage with individual counselling sessions and report a positive impact.

How the school intends to use the funding			
Quality first teaching			
Intended outcomes	Actions	Success criteria	Cost
All children receive sustained, excellent teaching	Continuous focus on excellent teaching and learning	All children make good progress Data will show that children are making good progress. Teachers will be able to articulate how they have led for impact ensuring challenge for all.	£0
Teachers are leaders of learning, driving the standards of teaching	CPD planned and delivered to support challenge for all	Coaching model for performance management established for development of professional dialogue.	£300
Targeted academic support and intervention			
A greater proportion of pupils fall below year group expectations in maths and reading in identified year groups.	Additional teacher to teach in year 3 in the mornings to allow smaller groups in maths and English and to target children for intervention	More children are meeting the Year 3 expectations for maths and English by the end of the summer term.	£18,000
	Additional HLTA to support teaching and learning in upper KS2.	More children are meeting the Y5/6 expectations for maths and English by the end of the summer term.	£15,000
Early reading skills in EYFS and KS1	Additional teaching assistant working across EYFS/KS1 to		£12,000

	support the teaching of reading.		
Social and emotional support			
Children who would benefit from emotional support have been unable to engage with trusted professionals during the lockdown period. Some children have anxieties about the pandemic, home circumstances, the return to school and regular routines.	Provide group/individual counselling to pupils - Kalmer Counselling	Improve social interaction; widen friendship groups and ability to socialise positively. Provide opportunities to share concerns and develop strategies to self-regulate.	£3150
Children are given the opportunity to work collaboratively post lock down and to produce some large collaborative art projects to display and celebrate coming back together and working together.	Large collaborative art pieces are planned and created.	Celebrate coming back together with the installation of collaborative art pieces which exemplify our school values and are a long-term reminder of the power of collaboration.	£500 materials and installation costs.

Date	Impact of actions taken
December 2020	Pupils in Y5/6 have benefited from targeted support in maths and English and gaps analysis undertaken with planned small group tuition in Spring term. Smaller group sizes in Y3/4 have enabled targeted support to close gaps in learning. Kalmer Counselling has provided support to 8 pupils with positive outcomes reported by parents. Smooth transition to our new site and building in November 2020.
31 March	Following school closure pupils returned to school on Monday 8 March.

2021	Priority for intervention was given to the pupils that did not engage consistently with the remote learning offer during school closure. Additional staff had supported on site learning during the school closure period.
July 2021	The first of the collaborative art projects were completed representing “respect” and “creativity”. Pupils talk confidently about the benefits of being able to work collaboratively with others and the value of being present in school. By identifying gaps in learning the targeted pupils are now making progress from being involved in the interventions in maths and English. Reading interventions in EYFS and KS1 have had variable impact and early reading has been identified as a whole school priority for 2021/22 to ensure that all pupils become fluent readers.