



COVID Catch-Up Premium Plan and Report

Academic Year 2020-2021

FUNDING

Funding allocation (Mainstream Schools)

Schools allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11. Payments This funding will be provided in 3 tranches. We will provide schools with an initial part payment in autumn 2020, based on the latest available data on pupils. We will then distribute a second grant payment in early 2021, based on updated pupil and place data. Though funding has been calculated on a per pupil basis, schools should use the sum available to them as a single total from which to prioritise support for pupils according to their need. 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.

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. (DfE guidance - Coronavirus (COVID-19) catch-up premium - updated 24/08/2020)

COVID Catch-up Premium Funding Summary

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FUNDING INFORMATION			
Total number of pupils:	<p>REC - 61</p> <p>KS1 - 121</p> <p>KS2 - 120</p> <p>(NUR - 52 FTE)</p>	Amount of catch-up premium received per pupil:	£80 per pupil
Total catch-up premium budget:	£24,880		

PROPOSED SPEND				
Date	Autumn 2 budgeted cost:	Spring 1 budgeted cost:	Summer budgeted cost:	Total
Quality First Teaching	£4400	£6128	-	£10528
Targeted Support	£4120	£100	£2100	£6320
Other Approaches	£442	£6123	£120	£6685
			Proposed Spend to Date	£23533

COVID Catch-up Premium Strategy

- *Context*
- *Priorities*
- *Barriers to Learning*
- *Planned Investment*

CONTEXT

Spring and Summer 2020

- In the initial lockdown period in spring/summer 2020, the vast majority of children from Reception to Year 4 engaged with the detailed online learning that the school provided.
- During the second part of the summer term, 130 children returned to school to be educated.
- Adhering to government guidelines, as well as no parental demand, our school was fully closed over the summer holiday period which meant that no school based or remote learning took place over the summer break. This was crucial in terms of teacher workload and their mental health and emotional wellbeing. All families were able to access year group blogs and home learning ideas via www.archibaldfirstschol.org.uk

Autumn 2020

- Upon returning in September 2020, Archibald First School families are actively engaged from the onset of the academic year.
- Only 1 family failed to return in September 2020 due to their personal COVID anxiety; they have since taken on the role of Home Educating their child and have removed the child from the school roll. 1 family did not return due to being classed as extremely Vulnerable and were therefore shielding; as of the local lockdown, a second family identified as extremely vulnerable have also been advised to shield. The three children involved are in irregular communication with their class teachers and receiving daily work.
- All our new starters in Reception and Nursery joined us and have made a successful start to life at Archibald.
- To date, attendance has been stable across all year groups upon return.
- Our proportion of disadvantaged pupils across the school is relatively low compared to both a local and national picture.

PRIORITIES

Our Catch-Up Priorities

Our catch-up priorities are aligned to our Recovery Curriculum Strategy where we endeavor to help children come back into school life, whilst acknowledging and being mindful of the experiences that they may have had.

- 1. Mental Health and Wellbeing** - set aside time to enable teachers to assess pupils' wellbeing and learning needs. Identification and awareness of our community's needs (now and as they evolve) will ensure that teachers and other school staff can provide effective support.
- 2. Curriculum Deficit** – quality first teaching is the most important lever schools have to improve outcomes for their pupils. In addition, this will be supplemented by high-quality one to one or group tuition as a catch-up strategy alongside other targeted interventions.
- 3. Families** - provide extensive pastoral support to pupils and families throughout the pandemic. Regular and supportive communications with parents/carers, especially to increase attendance and engagement with learning.

Overall Aims:

- To raise the achievement of all pupils to counteract lost learning created by COVID-19 school closures.
- The mental health and wellbeing needs of pupils, and staff, are met and supported by the school.

BARRIERS TO LEARNING

ACADEMIC BARRIERS:

A	Lost learning creating a curriculum deficit from the academic year 2019-20: Some children have missed 14/38 weeks of schooling. School will need to use Autumn 1 and Autumn 2 baseline and end of term assessments to ascertain exactly where all children are in relation to their age-related learning in Reading, Writing, Maths and Phonics.
B	Every child a reader: A small proportion of our pupils may have had limited access to reading materials and/or parental support with their reading since March 2020 and therefore, their reading ages may be lower than expected when baseline assessments are completed. Lost of direct phonics teaching and the daily application of reading skills may have impacted on our children's reading confidence, enjoyment and ability. A lower reading ability will impact negatively on a child's learning across the curriculum.

EXTERNAL BARRIERS:

C	School routines and expectations: Children and young people may need support to settle back into school and class routines. Limited concentration may be evident due to lack of structured learning experiences since school closures in March 2020.
D	Mental Health and well-being of our children and young people: Staff need to provide opportunities to gain a greater understanding of children's mental health and wellbeing in order to be able to help and support children who may have been adversely affected by closures and COVID-19. School needs to reestablish open communication lines between home and school to build, and revive the vital home school partnership which will positively impact on the children. Together we must work to ensure our children are resilient, independent learners which will impact on their progress & attainment; their achievement.

E	<p>Family Dynamics and Work Commitments:</p> <p>The vast majority of our families have both parents working: Home working in conjunction with home learning places added strains on families. Family and home life dynamics have very likely changed for many of our families. Some children do not come from supportive family homes.</p>
G	<p>Access to Home Learning and Family Support:</p> <p>A small proportion of our pupils do not have access to technology beyond a Smartphone; access to technology to support home learning in the event of closures is needed.</p> <p>Responding to parental feedback and government requirements; learning can be developed further during this academic year to improve access to learning at home for all pupils.</p>
H	<p>Communication:</p> <p>Due to lockdown and diminished social interactions, our children will have had limited access to high quality communication beyond their immediate home environment, opportunities to develop their skills of speaking and listening and a reduced amount of high-quality modelling of communication from anyone other than their immediate family.</p> <p>Many of our children joining Nursery/ Reception will have lost 6 months of their time at an Early Years setting (playgroup/toddlers/childminders/EYFS groups).</p> <p>Children have communicated with adults wearing a mask, they have had limited interaction with peers (if any) and due to being in the home environment children have developed even stronger attachment ties to parents/carers (links to resilience and emotional)</p>

Only once we have addressed the children's emotional health, their resilience, confidence, relationships and so forth; are we in the position to successfully address lost learning and effectively make up any curriculum deficit.

Planned expenditure for current academic year

Quality of teaching for all						
Intended outcome and success criteria	What's the evidence and rationale for this choice?	Actions	How will you make sure it's implemented well?	Staff lead	Cost	When will you review this?
<p>A Broad and Balanced Curriculum for ALL: Every class continues to have a structured timetable that facilitates a broad and balanced curriculum being planned for and effectively delivered.</p> <p>Staff have ownership to tweak timings in order to deliver interventions and add in additional PSHE / Assemblies to meet the children's needs academically and holistically.</p>	<p>Autumn 1 PPM</p> <p>Covid-19 Return to school Parent/Carer forms</p> <p>CPOMS</p>	<p>Ensures coverage of all curriculum areas.</p> <p>Focus on children being taught in the classrooms with limited sessions outside of the classroom</p> <p>Ensure assemblies/ PSHE are being delivered daily.</p>	<p>Data and Narratives at the end of Autumn 2 will establish concrete data with SLT.</p> <p>SLT Monitoring</p>	<p>SLT</p> <p>CB (KS1 lead) SG (KS2 lead)</p>	-	<p>Dec 2020</p> <p>March 2021</p> <p>July 2021</p>
<p>Additional TA support across KS1. All children make rapid and sustained progress from their starting points.</p>	For KS 1 and KS2	Teachers to devise a detailed plan of focus and impact of the additional staff member	<p>CB & KP to lead Y2 TA and discuss Autumn 2 impact with SLT.</p> <p>BW & LT to lead Y1 TA and discuss Autumn 2 impact with SLT.</p>	<p>CB (Maths) SG (Literacy) KN (Phonics)</p> <p>CB (KS lead)</p>	See below	<p>Dec 2020</p> <p>March 2021</p> <p>July 2021</p>

<p>Additional adult support within the classroom facilitates meeting with children's needs and raising the attainment of all pupils to close the gap created by COVID-19 school closures.</p>			<p>% of children who pass the Phonic Screen (Y2 – Autumn term & Y1 – Summer term)</p> <p>% of children who pass the KS1 SATs.</p>			
<p>Additional TA support throughout KS2</p> <p>All children make rapid and sustained progress from their starting points.</p> <p>Additional adult support within the classroom facilitates meeting with children's needs and raising the attainment of all pupils to close the gap created by COVID-19 school closures.</p>		<p>Teachers to devise a detailed plan of focus and impact of the additional staff member</p>	<p>SG & RN to lead Y4 TA and discuss Autumn 2 impact with SLT</p> <p>HN & SM to lead Y3 TA and discuss Autumn 2 impact with SLT</p> <p>% of children working at ARE for RWM</p> <p>% of children who pass the Y4 Multiplication test</p>	<p>CB (Maths) SG (Literacy)</p> <p>SG (KS lead)</p>	<p>See below</p>	<p>Dec 2020 March 2021 July 2021</p>
<p>EYFS: Additional Support will be facilitated for specific children via the SEND money received from the LA.</p>						

<p>Autumn 2 budgeted cost: £4400</p> <p>£1350 for Yr X Teaching Assistant (2 days a week for 6 weeks)</p> <p>£1450 for Yr X Teaching Assistant (4 mornings per week for 6 weeks)</p> <p>£600 for additional support in KS2 6 days</p> <p>£500 for additional support in KS2 6 days</p> <p>£500 for additional support in KS2 6 days</p>	<p>Spring 1 budgeted cost: £6128</p> <p>£4128 for Yr X Teaching Assistant (4 mornings per week for 6 weeks)</p> <p>£1000 for additional support in KS2 10 days</p> <p>£1000 for additional support in KS2 12 days</p> <p>Wellbeing KS2</p>	<p>Summer budgeted cost: -</p>	<p>Total budgeted cost:</p> <p>£10528</p>
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Targeted support

Intended outcome and success criteria	What's the evidence and rationale for this choice?	Actions	How will you make sure it's implemented well?	Staff lead	Cost	When will you review this?
<p>Online Engagement Engage pupils to complete additional activities outside the school day to address the curriculum deficit.</p> <p>Online subscriptions: Lexia, IDL, Doodle Maths and TTRS (A, E, G)</p>	<p>Engagement of pupils through interactive games for an educational purpose.</p> <p>Impact of use of programmes on children already accessing these prior to COVID; roll out access to wider school community.</p>	<p>Track the % of children working at ARE for RWM and the progress each child makes from their starting point.</p> <p>Track the % of children who pass the Phonic Screen (Y2 – Autumn term & Y1 – Summer term)</p>	<p>CB & HN to monitor TTRS and Doodle Maths encouraging Class Teachers to share and celebrate achievements with their class.</p> <p>LW to monitor Lexia and share Lexia Superstar certificates each week.</p>	<p>CB & HN (Maths subscriptions)</p> <p>LW (Lexia) SJ (IDL)</p>	<p>TTRS £100 per year IDL (PP Funded) Lexia £1790 (in addition to 50 user license pack already purchased) Doodlemaths £990 (in addition to the 80 user license pack already purchased)</p>	<p>Dec 2020 March 2021 July 2021</p>
<p>Every Child A Reader: Reading Incentives</p> <p>Establish good reading habits for children across the school community.</p> <p>To raise the attainment of all pupils to close the gap created by COVID-19 school closures. (A, B)</p>	<p>A small proportion of our pupils have had limited access to reading materials during the summer term and therefore, their reading ages may be lower than expected when baseline assessments are completed.</p>	<p>Track the % of children working at ARE in Reading and the progress they make from their starting point.</p> <p>Carry out the Salford Reading Test Autumn 2 and possibly Summer 1</p>	<p>SG to gather children's voice over reading initiatives – worms, cheeky fives, reading slots.</p> <p>Parents voice gathered as to reading engagement from home: Forms Survey?</p> <p>Reading Assessment files supplemented with Chris Quigley Progression of Skills</p>	<p>SG (Literacy) RT (HT)</p> <p>SLT</p>	<p>Release time for TAs to carry out Salford reading Test: Potential Supply Costs</p> <p>Book Selection £200</p> <p>Book Tokens £250 (£50 per half term)</p> <p>Stampers £50</p>	<p>Dec 2020 March 2021 July 2021</p>

		<p>Consider investment in Kindles with preloaded books for key children to use of loan: Initial purchase of 20 for children to access as a trial loan over 6 weeks?</p> <p>Letter to parents to gather interest / need / add name to a list if we did this?</p> <p>Target Year 3?</p>	<p>Milestones, Guided Reading, 1 to 1 Reading, Reading Diaries and Reading Worm incentives with book vouchers and prizes.</p> <p>Narrative at the end of Autumn 2 will establish further baseline data with SLT.</p>		<p>Kindles £45 per device plus £10 book investment</p> <p>£1000</p>	
<p>Communication Development:</p> <p>Nuffield Early Language Intervention (NELI)</p> <p>Support the language and early literacy skills of Reception pupils through additional targeted support provided by trained early years staff.</p> <p>To raise the attainment of all pupils to reduce the deficit created by COVID-19 early years closures.</p> <p>(H)</p>	<p>Autumn 1 baseline and PPM with Reception Class Teachers.</p>	<p>Training for staff</p> <p>Active engagement of staff involved with the programme</p>	<p>Reception Class Learning Journey</p> <p>Tapestry</p> <p>PPM</p> <p>End of term narratives</p> <p>Programme feedback and evaluation</p>	<p>KN (EYFS lead & Phonics)</p> <p>CJ (Reception Class Teacher)</p>	<p>Release time for training and implementation of programme</p> <p>£60 per half day/ £90 per day for TA cover</p> <p>Budget for 10 days - £1000 initially</p>	<p>Dec 2020</p> <p>March 2021</p> <p>July 2021</p>

<p>1-1 Tuition / Group Tuition</p> <p>Targeted support for individual children provided in addition to the school day.</p> <p><u>(Staff are to plan, prepare and evaluate – NOT teachers)</u></p> <p>(A. B. E, G)</p>	<p>Children identified as having limited family support at home in terms of specific needs due to capacity of families (work, siblings, commitments, engagement of children in the home environment)</p>	<p>Identify children in Autumn 2 for second wave of support beginning in Spring 1. (1 child has received 1-1 support during autumn 2 as a trial)</p>	<p>A week plan and evaluation with a clear post piece of work</p>	<p>CB to oversee and collate documentation and evidence of planning, resources and outcomes with impact.</p> <p>Class teachers to liaise with staff member carrying out tuition.</p>	<p>Cost per teacher for 6 hours £153 6 staff interested x = £918</p> <p>£600 1-1 tuition</p>	
<p>Autumn budgeted cost: £4120</p> <p>£94.90 for TTRS Paid using PP</p> <p>£1725 for Lexia</p> <p>£990 for DoodleMaths</p> <p>£1000 for NELI programme TA cover</p> <p>£100 reading vouchers</p> <p>-</p> <p>£300 for reading incentives</p>		<p>Spring budgeted cost: £100</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>£100 reading vouchers</p>		<p>Summer budgeted cost: £2100</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>£100 reading vouchers</p> <p>£1000 for Kindle investment</p> <p>£1000 tuition costs</p>		<p>Total budgeted cost:</p> <p>£6320 with Kindles</p>

Other approaches

Intended outcome and success criteria	What's the evidence and rationale for this choice?	Actions	How will you make sure it's implemented well?	Staff lead	Cost	When will you review this?
<p>Wellbeing The mental health and well-being needs of pupils are met and supported by the school. (C, D, H)</p>	<p>Covid-19 Return to school Parent/Carer forms</p> <p>Autumn 1 PPM</p> <p>CPOMS</p>	<p>Daily assembly slots in class.</p> <p>Assemblies can also take on role of PSHE lessons</p> <p>5-minute mindfulness sessions: Time limited</p> <p>Investment in further high quality texts – No Outsiders; Hope...</p>	<p>PPM Autumn 2</p> <p>Feedback from parents/carers</p> <p>Pupil Voice</p>	<p>Mrs. Nisbet Mrs Marshall PSHE Leader</p>	<p>Classes have daily timetabled slots for assembly – no cost</p> <p>Weekly PSHE sessions timetabled – no cost</p> <p>Texts - £350</p>	<p>Dec 2020 March 2021 July 2021</p>
<p>Outdoor Learning All children from years 1-4 will have the opportunity to complete outdoor learning, planting, horticulture and building projects over the term. (AH delivers FS on Friday in EYFS)</p>	<p>Forest School Wellbeing research from Newcastle University</p> <p>Impact of our current Vulnerable Learners Forest School Group</p> <p>https://www.treesforcities.org/our-work/schools-programme/edible-playgrounds/info</p>	<p>Release a member of staff to deliver the outdoor learning and wellbeing project</p>	<p>Feedback from parents/carers</p> <p>Pupil Voice</p>	<p>Mr Holman Mrs Ward</p>	<p>£5000 Edible Playgrounds or such like</p> <p>£500 gardening resources</p>	<p>March 2021 July 2021</p>

<p>Home Learning Develop our Home Learning and Remote Education offer during this academic year to improve access to learning at home for all pupils.</p> <ul style="list-style-type: none"> - SeeSaw - Microsoft Teams (DfE) - Laptops (DfE) - (See investment in Doodlemaths, Lexia, IDL, TTRS) <p>(A, E, G)</p>	<p>Feedback from parents/carers</p> <p>Pupil Voice</p> <p>Staff monitoring engagement from children</p>	<p>Invest in quality home learning resources.</p> <p>Dedicate time for training for the staff to build confidence and familiarity as well as understanding.</p> <p>Establish home access and needs including IT provision and competence; children's working levels;</p> <p>Parent/carer access to software and hardware prior to a closure to be established.</p>	<p>SeeSaw CPD delivered by CB (Autumn 1)</p> <p>Microsoft Teams CPD delivered by CB (Spring 1)</p> <p>Feedback from parents/carers</p> <p>Pupil Voice</p>	<p>Mr Bourke (DHT)</p> <p>Mrs Jones (IT Leader for curriculum and sustainability)</p> <p>CB and CJ for e-safety</p>	<p>Seesaw – free App</p> <p>Microsoft Teams – DfE Grant received of £1500</p> <p>Laptops – x5 provided to school by DfE</p>	<p>Dec 2020 March 2021 July 2021</p>
<p>Handwriting</p> <p>To re-establish the high expectations of all pupils in terms of presentation and handwriting in all areas of learning.</p> <p>(C)</p>	<p>Standards of handwriting monitored by Class Teachers and shared during PPM in Aut 1.</p>	<p>Teachers to ensure that 'We are writers' is embedded for all lessons where recording is a feature.</p> <p>Handwriting and presentation to be included on success criteria as a red key skill.</p>	<p>PPM throughout academic year</p> <p>Book looks throughout the academic year</p> <p>Literacy Action Plan</p> <p>Cross-moderation December 2020</p>	<p>Mrs Graham (Literacy Lead)</p> <p>SLT</p>	<p>Handwriting Book Investment - £360 Autumn 2 (Potential spend of £360 Spring 2, £120 Summer)</p>	<p>Dec 2020 Feb 2021 July 2021</p>
<p>Autumn budgeted cost: £442</p> <p>-</p>		<p>Spring budgeted cost: £6123</p> <p>£263 for No Outsiders books?</p>		<p>Summer budgeted cost: £120</p> <p>-</p>		<p>Total budgeted cost:</p>

£56 for LEGO	-	-	£6685
£26 for Mindfulness pens	-	-	
£360 for Nelson Handwriting books	£360 for Nelson Handwriting books	£120 for Nelson Handwriting books	
	£5000 Outdoors Learning £500 Outdoor Learning resources		