



Coronavirus Catch Up Funding Strategy – Primary and Secondary

It is highly recommended that this or a similar strategy document is used by schools.

Now that pupils and students have returned to school, and initial assessments have taken place, the extent of any learning losses or gaps at individual and group level, in subjects and across years, can begin to be addressed. Literacy and numeracy should be prioritised initially as these have the biggest impact on access to, and success in, other subjects.

School LABs will scrutinise how the additional Coronavirus Catch Up Funding is to be spent in each school, based on what sources of evidence/assessment of the pupils and students, and exactly what the impact of the additional funded activity is anticipated to be as a result.

It is recommended that this is a standing agenda item for all LAB meetings this academic year.

Coronavirus Catch Up Funding strategy (primary)

1. Summary information			
School: Rush Common School			
Academic Year	2020 – 2021	Total catch up funding budget	£31,920
Total number of pupils	393	Date/s for internal review of this strategy	February 2021
2. Current attainment			
<p>The greatest negative impact from Covid-19 was seen in Maths across the school and particularly in KS2</p> <p>In Y2 March 2020 86% were OT EXS, and in September 2020 this was 81%</p> <p>In Y3 March 2020 74% were OT EXS, and in September 2020 this was 56%</p> <p>In Y4 March 2020 74% were OT EXS, and in September 2020 this was 43%</p> <p>In Y5 March 2020 75% were OT EXS, and in September 2020 this was 50%</p> <p>In Y6 March 2020 76% were OT EXS, and in September 2020 this was 53%</p> <p>In Y5 and Y6 a drop in Reading was also evident with Y5 dropping from 85% to 73%, and Y6 86% to 71%.</p>			
3. Identified gaps/barriers to ensure pupils move back on trajectory			
Academic barriers (<i>issues to be addressed in school, such as poor oral language skills, slip in phonics development, drop in maths skills in Shape, for example</i>))			
A.	Drop in Maths skills and gaps in content over the lockdown period across all year groups.		
B.	In Year 5 and 6 reading comprehension skills have dropped		
C.	Lack of extended writing practice and regular feedback to ensure standards of writing were maintained.		
Additional barriers (<i>including issues which also require action beyond school, such as low attendance rates</i>)			

D.	Mental health and wellbeing of a number of pupils across the school
Intended outcomes (<i>specific outcomes and how they will be measured</i>)	
A.	The percentage of pupils achieving the expected standard and greater depth in Maths to be back in line with OT EXS and GDS assessments from March 2020.
B.	The percentage of pupils achieving the expected standard in Reading in Year 5 and Year 6 to be at least back in line with OT EXS assessment from March 2020.
C.	Pupils demonstrate accurate and high-quality extended pieces of writing across the school so that the percentage of pupils achieving the expected standard and greater depth in writing are in line with March 2020 assessments.
D.	Opportunities provided for pupils to develop their mental health result in improved pupil wellbeing, impacting positively on learning.

4. Planned expenditure					
Academic year		20/21			
The three headings enable you to demonstrate how you are using the Catch Up Funding to improve classroom learning, provide targeted support and support whole school strategies					
i. Quality of teaching for all					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review
Jigsaw PSHE Scheme	D	Provides common approach and shared language underpinned by a comprehensive PSHE scheme covering all aspects of PSHE including statutory relationships and sex education.	Staff meeting to launch, and staff provided access to all resources. 45 minute slot on each year group timetable for PSHE. Regular discussions with all year groups to understand and share best practice..	Nicky Drew	Half termly

Maths resources purchased across the school that allow greater depth of understanding.	A	The greatest negative impact of the Coronavirus lockdown was seen in Maths. The resources are intended to provide pupils of all abilities with deeper understanding to increase progress.	Maths staff meeting to discuss and share best practice in the use of resources. Monitoring of Maths in term 2 to understand best use of resources.	Catherine Guiver	Half termly
Teaching and Learning resources for core subjects purchased for all year groups according to the needs of pupils.	A, B, C	Improved quality of provision and resources in core subjects to improve outcomes.	Monitoring to be used to understand the effective implementation of new resources and share best practice.	Leah Kendry	Half termly
Science Resources purchased including data logging equipment.	Improved resources for scientific enquiry linked to Maths.	Improved opportunities for pupils to develop Scientific and Mathematical skills.	Science staff meeting to discuss best practice. Science lead monitoring the use of resources across the school.	Emma Walton	Half termly
Total budgeted cost					£5,420

ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review
Y1, Y2, Y3 and Y4 one afternoon per week cover to release class teachers to work with targeted groups.	A, C	Focus groups led by class teacher to address gaps in skills and knowledge based on pupil progress discussions.	Feedback from class teachers Monitoring the focus groups Analysing assessments including Y6 practice SATs	Leah Kendry	Half termly
Y5 & Y6 two afternoons per week to release class teachers to work with targeted groups.	A, B,	Maths and Reading focus groups led by class teacher to address gaps in skills and knowledge based on pupil progress discussions.	Feedback from class teachers Monitoring the focus groups Analysing assessments including Y6 practice SATs	Syka Akram	Half termly
Y1 Phonics support one morning per week, and 1 hr Y2 Phonics	C	To ensure gaps in Phonics knowledge are filled to support pupils writing skills.	Phonics Screening results and monitoring of phonics support	Emma Putt	Half termly

SEN TA to support SEN pupils to narrow the gap developed.	A, B, C	To ensure SEN pupils receive the required support to address the negative impact of Covid-19.	Monitoring of support provided	Michelle Ainscough	Half termly
Total budgeted cost					£24,500
iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review
Staff CPD in English and Maths	A, C	To develop teaching strategies in English and Maths to ensure quality first teaching continues to be improved.	Consider the implementation of strategies during the monitoring cycle.	Leah Kendry	June 2021
Total budgeted cost					£2,000
5. Additional detail (including accessing National Tutoring Programme/other sources of support for pupil learning)					