

Townley School catch up funding statement 2020 - 21

Summary information					
Total number of pupils	91	Total budget	£7,280	Date of report	December
Amount per pupil	£80	Total Allocated	£7498.52	Date for next internal review of this strategy	March 21

Strategy Statement

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus. Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. We know that we have the professional knowledge and expertise in the education system to ensure that children and young people recover and get back on track. We are aware that this will be a steady process and will ensure we support the emotional and mental wellbeing for our children alongside the need to limit the impact of missed education.

Our COVID action plan has been put in place to support children to be successful in their return to school after missing a significant amount of their formal education from March- July 2020.

The following priorities were included-

- Wellbeing Curriculum
- Establish Behaviours
- Baseline Assessment
 - Plan for gaps- Quality First Teaching
- Use of Catch-up funding
- Engagement with parents
- Quality Remote learning

The analysis of baseline teacher assessment data and pupil progress meetings have allowed us to identify priorities for the use of our catch-up funding with the aim of children catching up, in order to reach their full potential. This plan is evolving and will form part of our assessment plan-do-review cycle as well as matching closely with school development priorities across the year.

Links:

Teaching and whole-school strategies -

Supporting great teaching

<https://eef.li/toolkit/>

Teaching and whole-school strategies -

Pupil assessment and feedback

<https://eef.li/ampp/>

Targeted approaches - One to one and
small group tuition

<https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-supporting-students-to-learn-remotely/>

Wider strategies - Supporting parents and
carers

[https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19 Resources/Resources for schools/Communicating Effectively with Families - Guide for Schools.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19%20Resources/Resources%20for%20schools/Communicating%20Effectively%20with%20Families%20-%20Guide%20for%20Schools.pdf)

Wider strategies - Access to technology

<https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-supporting-students-to-learn-remotely/>

Wider strategies - Summer Support

<https://www.teachfirst.org.uk/shut-in-not-shut-out/school-resources>

<https://www.gov.uk/government/publications/catch-up-premium-coronavirus-covid-19>

<https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/covid-19-support-guide-for-schools/>

1. Planned Expenditure Academic Year 2020 21

Action	Intended Outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Cost	When will you review this?
Teaching and whole-school strategies - Supporting great teaching					
<p>To accelerate progress in reading through improving whole class guided reading (GR). Year groups will have appropriate resources for whole class GR. A clear/suitable model for GR is in place to act as guidance for staff. In school CPD</p>	<p>Staff develop a clear understanding of the importance of GR and how this can link into the teaching of writing. Improving provision and staff confidence in will improving teaching and learning within reading and writing</p>	<p>EEF evidence indicates that a number of strategies - at varying levels of cost - have the most significant impact. These include Early Years interventions; feedback; collaborative learning; mastery learning; metacognition and self-regulation; 1:1 tuition. Other strategies - sometimes high cost ones - have a much more limited impact on outcomes, such as spend on additional teaching assistants. Refer to useful links tab for link to toolkit.</p>	<p>SIDP monitoring cycle/termly calendar</p>	<p>New guided reading books and storage £1000 budget English coordinator time- 2 days cover @ £285.87 = £571.74</p>	<p>On-going in line with SIDP</p>
<p>Daily and ½ term assessments of phonics through everyday teaching, with increased teacher time through use of a teacher known to the school.</p>	<p>Increased Phonics Progression for Years 1,2</p>	<p>Missed teaching through school closures to ensure phonics phases and spelling patterns have been taught.</p>	<p>Increased levels of Phonics and reading levels.</p>	<p>2 morning a week supply for 6 weeks Covered in class initially.</p>	<p>October half term 2020</p>

				£857.61 SL time to analyse results with CT. Extended by three weeks so additional cost £427.30	
Action	Intended Outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Cost	When will you review this?
Teaching and whole-school strategies - Pupil assessment and feedback					
Purchase additional materials for baseline assessment of children in September 2020.	Gaps in knowledge and skills are accurately identified Staff need accurate information around gaps to inform planning and intervention	EEF evidence indicates that subject-specific assessments might be used to identify particular areas where pupils have forgotten or misunderstood key concepts, to ensure that new material being covered builds on secure foundations. Standardised assessments in literacy or numeracy might be used to identify pupils who would benefit from additional catch-up support. Providing pupils with high quality feedback, building on accurate assessment, is likely to be a particularly promising approach. Refer to useful links tab.	SL to monitor.	£500	December 2020

Targeted approaches - One to one and small group tuition					
Y6 pupils vulnerable to underachievement/SEN/PP Catch Up Programme in Reading and Maths External Tutor to teach small groups to consolidate learning (alongside class teacher) during the autumn term	(Year 6) making sustained progress	EEF evidence: Summer programmes can benefit pupils socially and academically, helping to ensure that they return to school ready to learn.	Class teacher to meet remotely with tutor, and monitor progress of target children.	£600.00	October half term
Targeted approaches - Intervention programmes					
Speech and Language Therapist for Communication and Language. To raise communication and language in Early Years and Ks1 TA- weekly with S+L Therapist to ensure smooth handovers. X2 sessions per week Additional training for staff	EYFS CLL aspect low attainment Clear and concise sessions led by a qualified S+L therapist. X2 hourly sessions per week.	EEF evidence: In order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary. A particular focus for interventions is likely to be on literacy and numeracy. There is extensive evidence showing the long-term negative impact of beginning secondary school without secure literacy skills. Programmes are likely to have the greatest impact where they meet a specific need, such as oral language skills or aspects of reading,	SENDCO to monitor sessions,	Exact costings unknown as will depend on number of staff who attend training – 1h each per non-teaching staff member. Approx. £127	½ termly by SENDCo

		include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery. Interventions might focus on other aspects of learning, such as behaviour or pupils' social and emotional needs, or focus on particular groups of pupils with identified special educational needs or disabilities. Effective intervention follows assessment, which can be used to ensure that support is well-targeted and to monitor pupil progress.		(assuming all 12 staff attend)	
Success@arithmetic for Y5/6 pupils vulnerable to underachievement	Ensure the gaps in maths are rapidly closed.		Maths Subject leader to monitor progress of groups.	Cost of additional TA 2hours per day x 4 days a week for 12 weeks £1905.00	December 2020
Wider strategies - Access to technology					
Provide Chromebooks for targeted children to enable access to online tuition at home, both over the summer 2020 and early autumn term	Provide equality of access to tutoring for three children.	EEF evidence: As all pupils return to schools, technology could also be valuable; for example, by facilitating access to online tuition or support. Some schools might find it helpful to invest in additional technology, either by providing pupils with devices or improving the facilities available in school. To support learning, how technology is used matters most.	Class teacher to meet remotely with tutor, and monitor progress of target children.	£150	October 2020
Wider strategies - Supporting parents and carers					

Children who take periods of absence due to self-isolation or local lock down access remote education that it is integrated into school curriculum planning.	Leaders provided allocated time to coordinate the school's approach. -Develop approach that supports maximum access using intelligence gathered during closure. - complement the Oak National Academy teaching videos	EEF evidence: Additional support could focus on providing regular and supportive communications with parents, especially to increase attendance and engagement with learning. Refer to useful links tab for Communicating_Effectively_with_Families_Guide_for_Schools.pdf	Headteacher to monitor	£89 cost of training 4x ½ day supply £571.74	Feb 2020
Wider strategies - Summer Support					
Y5 (Y6 in September 2020) pupils vulnerable to underachievement/SEN/PP Catch Up Programme in Reading and Maths External Tutor to teach small groups to consolidate learning (alongside class teacher)	(Year 6) making sustained progress	EEF evidence: Summer programmes can benefit pupils socially and academically, helping to ensure that they return to school ready to learn.	Class teacher to meet remotely with tutor, and monitor progress of target children.	£600.00	August 2020
Total Allocation: £7498.52					

