


COVID Catch Up Funding: Wellsprings Primary School Plan for allocation

Background	<p>The COVID pandemic caused schools to close from March 20th 2020. Childcare provision was quickly established and opened for families from Monday March 23rd. Education for some of the children resumed in small pods and for a reduced number of hours between June 1st and July 20th. The whole school reopened to all pupils from September the 1st. This had left the children and families from our community with 14 weeks of interrupted education and a gap within their learning that will need to be addressed across this and subsequent academic years.</p> <p>Lockdown anxiety is becoming a new phenomenon. Victims of COVID 19 are presenting with PTSD due to their experiences within critical care units and children are increasingly presenting with panic attacks. We do not want this pandemic to rob our pupils of their childhood. Childhood should be built on hope. Recently in some homes it will have been filled with fear. We know that fear leads to anxiety which then results in the crippling of interactions and rigidity within our mental health. We need to rekindle hope and rebuild resilience. Remember resilience is that skill that if you get knocked down by life you can come back stronger than ever. If we plan time for a deep rediscovery of our children now, then we will benefit in the longer term.</p> <p>The government has provided schools with a catch-up premium designed to mitigate the effects of the unique disruption of COVID 19.</p>			
Aim	<p>Wellsprings School is committed to ensuring the recovery of the education for the children within our setting. The teaching and learning team will support pupils in line the guidance on curriculum expectations for the next academic year. To ensure that the school makes the best use of the funding the senior leadership team have consulted external documentation such as those published by the Education Endowment Fund or EEF e.g. 'COVID 19 Support Guide for Schools' and 'A Tiered Approach to 2020-21'.</p>			
Allocation	<p>The allocation is paid in three tranches: 81 pupils</p>	Autumn Payment:	£46.47 per child across both payments	Payment Received: 3,764.07
Spring Payment:			Costs: 10,280 (-£6515.93)	
Summer Payment: £33.33 per pupil				
Barriers	<ol style="list-style-type: none"> 1) An opportunity to continue to attend school with interruption and consistency due to further COVID outbreaks 2) Full attendance for individual children due to the nervousness of individual families 3) The gap between families which was present before COVID 19 has now increased. Vulnerable families are more vulnerable and the inequality of opportunity has increased 4) Although we have all experienced the pandemic the journey that we have had through it will be very different 5) As yet we do not know the full fallout for families e.g. the impact of local redundancy and job losses 6) Identifying too many areas to focus on and not being focused to the main areas that need addressing within our school 7) Implementing the new approaches in the midst of routines that are already embedded within the school 8) Change will not be sustainable due to the workforce within school becoming sick 9) A lack of shared understanding across the teaching and learning team leading to an inconsistent approach 10) Data used to inform decisions made will not be robust and rigorous to inform reliable teacher assessment 			
Priority 1: High Quality Teaching Step 1:	<p>Autumn term 1: A recovery curriculum:</p> <p>'Teach an ambitious and broad curriculum in all subjects from the start of the Autumn term, but make use of existing flexibilities to create time to cover the most important missed content'. DfE Guidance for wider opening July 2020. We want to formalise a curriculum of compassion. To respond to the lived experience for ALL pupils through a consistently sensitive approach for all pupils to rebuild relationships by having a supported transition through time to repair. We want the children to have the space to rediscover their self-image, confidence, self-esteem and concept of self. It is the unwritten relationships that will repair this</p>			

	<p>period of neglect so we want all staff to be caring, open, accepting to ensure that they connect with each child. (Dr Barry Carpenter 'Recovery Curriculum') EEF: 'Schools may want to consider assessing the SEMH outcomes that relate to how well children learn. What approaches to social and emotional learning will best support pupils to reconnect with their peers and to re-establish positive learning behaviours?'</p>			
	How Long?	How Much?	Who?	Monitoring & Review
	8 weeks	£1,240	Input from AfA consultant	<p>Staff had input from Achievement for All mentor regarding the effective delivery of the National Curriculum; looking at how we narrow the priorities to key areas, referring to the DfE Maths planning. Staff planned the Autumn term curriculum, to ensure that there was delivery opportunity for remote/blended learning in the event that a bubble needed to isolate.</p> <p>Outcomes: The curriculum delivery was updated across the Key Stages. Remote/blended learning opportunities were offered to key pupils as a result of them needing to isolate; individual families were offered this, as well as two bubbles (Foxes and Squirrels) who were required to isolate due to positive cases of Covid.</p>
Priority 1: High Quality Teaching Step 2:	<p>Autumn term 1: A period of effective diagnostic assessment: EEF documentation: 'Assessment can help teachers determine how to most effectively support their pupils. Every pupil will have been affected differently by COVID 19.' 'Schools will have to deploy their own assessment approaches to sensitively diagnose the actual impact that COVID 19 school closures may have had on their pupils. Teachers need to recognise the importance of every small piece of information which contributes towards the bigger picture of the child'.</p>			
	How Long?	How Much?	Who?	Monitoring & Review
	7 weeks	Assessment materials- Rising Stars £400	Teachers	<p>Senior leaders and teachers ensured that they considered questions such as those highlighted in the EEF document e.g.</p> <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 that material to the whole group, or move on? <p>Base line data was compiled for pupil progress meetings to share with senior leaders, the SENCO and the Head Teacher.</p> <p>Outcomes: Assessment were utilised to identify key 'gaps' and areas for development. DC Pro has also been used to identify the area of assessment we need to prioritise in the Autumn term.</p>
Priority 1: High Quality Teaching Step 3:	<p>Autumn term 1 & 2: Diminishing the difference within phonics EEF: 'Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress.</p>			
	How Long?	How Much?	Who?	Monitoring & Review
	Term 1 to Term 6	Read, Write Inc £2,580	Class Teachers, SLT, SENCO, HT	<p>Teachers made the teaching of phonics a priority within their timetables. Observations showed that children were happy to return to the familiar teaching routines of the school phonics program, Sounds Write. Previous years phonics screening tests were used to ascertain a baseline in years 1, 2 and 3 so that teachers and SLT could assess the level of learning lost for those children who had and had not been in school during the closure. Catch up materials were purchased to support a large group of pupils who were working well below their peers.</p>

				Outcomes: Additional resources were purchased; delivery of materials were positively received by class teachers!
Priority 1: High Quality Teaching Step 4:	Autumn term 2020 –Summer term 2021: Diminishing the difference within reading EEF: <i>‘On average, reading comprehension approaches deliver an additional six months’ progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils’ reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. Reading aloud is valuable insofar as it improves students’ reading fluency, which is strongly associated with comprehension.’</i>			
	How Long?	How Much?	Who?	Monitoring & Review
	Term 1 to Term 6	Targeted reading materials	Class teachers, volunteer readers, SLT, Intervention leaders (4 days cover x £140 = £560)	The Literacy Lead/DHT has ensured that there are enough phonically decodable books for the children in KS1. Further books were located and added into the reading scheme to help support a balance of low levels of attainment but a high level of appeal for those children who were maturing in their interests but did not have the skills to access more challenging texts. All classes have either a redeployed member of staff or a volunteer to supplement 1:1 reading for those children who need the most support. Individual reading was prioritised during the first 4 weeks and guided reading begun in weeks 5 and 6.
Priority 1: High Quality Teaching Step 5:	Autumn term 1: Providing a high quality remote learning package: EEF: <i>‘There is still a great deal of uncertainty as to whether the academic year will be interrupted by Covid-19 outbreaks. School leaders will therefore have to plan for a range of eventualities that will likely involve high-quality remote learning. Focusing on high-quality remote learning will always be valuable for pupils. Planning for a well implemented remote learning strategy can be effectively combined with revisiting homework policies and related approaches to fostering independent learning.’. Questions to consider: ‘How will remote learning provision be provided for pupils who are absent from school, in both planned or relatively unplanned circumstances? What aspects of remote learning provision will be integrated in school policies attending homework, feedback, teaching and learning? How well do school practices align with the best available evidence on remote learning?’</i>			
	How Long?	How Much?	Who?	Monitoring & Review
	When required	Google Classrooms	KS2 Computing Lead (0.5 day x 12 £700)	The Computing Lead drove the development and implementation of a remote learning package. A clear policy has been written with supportive materials for parents and staff which enables them to then implement a period of home learning if required. There are three tiers to the home learning program. Learning for those children who are isolating at home for two weeks, learning for those children who are learning at home due to a local restrictions and those who are learning at home due to the closure of all schools. Parents and staff have trailed homework tasks to ensure that they are able to access the learning platforms. INSET time was allocated to enable teachers and TAs to attend training delivered by the Computing lead.
Priority y 2: Targeted	Over the year: Providing targeted intervention EEF: <i>‘High quality teaching is supported by, and inextricably bound to, targeted academic support. Good assessment will reveal that some pupils have lost learning, misunderstood content, or made gains in their knowledge, during the extended period of Covid-19 partial school closures. This may require targeted</i>			

one to one or small group tuition to address gaps. We can also anticipate that pupils with SEND will need specific support in the academic year ahead. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting pupils. High-quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress.'

How Long?	How Much?	Who?	Monitoring & Review
Autumn term	Headteacher Time (2 afternoons per week- £80 x 2 x 30 weeks) £4,800	ML	A review of the base line assessments is demonstrating a clear need for a very large percentage of pupils. However, a large number of those children who have been identified are in one particular class and so it was decided that the HT would support 2x a week in this class. Working alongside the class teacher they are ensuring a hands on, concrete approach for these children.