



Coronavirus (COVID-19): Catch-up Funding Plan

Following the COVID-19 pandemic and subsequent closure of schools, the government issued an amount of catch-up funding to all schools to support with closing gaps in learning. The amount of funding allocated is based on pupil numbers and is paid over two financial years.

At Colburn Community Primary School, we are receiving £17,440

At Colburn Community Primary School, we have considered the gaps in the knowledge and retention of the basic skills of our children when deciding how to allocate and spend our money. We have also used the government recommended, 'COVID-19 Support Guide for Schools' published by the Education Endowment Foundation (EEF) to identify the best strategies, based on long term research, that will enable us to achieve the most positive outcomes.



Covid-19_support_
guide_for_schools.p

Catch-up plan

School name:	Colburn Community Primary School
Academic year:	2020-2021
Total number of pupils on roll:	246
Total catch-up budget:	£17,440
Date of review:	Spring Term 2021

Barriers to future attainment

	Academic barriers to attainment	Non-academic barriers to attainment
Teaching priorities	<ol style="list-style-type: none"> 1. Attendance: Lack of school readiness. Some pupils did not attend school when it re-opened in June. There is often poor attendance and punctuality with certain families. 2. Mental Health: During the lock down children lacked structure and routine and behaviour suffered. They returned refusing to engage in learning. The poor social and emotional needs of pupils, leading to poor behaviour 	<ul style="list-style-type: none"> • Poor attendance punctuality • Social and emotional needs of pupils, leading to poor behaviour • Lack of parental engagement
Targeted academic support	<p>Poor language and communication skills: Some children have not had quality vocabulary exposure during lockdown and /or self-regulation and motor skills development.</p> <p>Age Related Expectations: Only a small proportion of pupils engaged with the provided learning. Therefore, children have returned to school below ARE.</p> <ol style="list-style-type: none"> a. Reading: Some pupils had limited access to reading materials during the summer term and therefore, their reading ages are lower than expected. Lack of fluency and enjoyment of reading. b. Maths: Some pupils had limited access to maths materials during the summer term and therefore, their confidence with the 4 operations of number and basic maths skills is lower than expected. <p>Assessments: To use March baseline assessments to ascertain exactly where all children are in relation to their age-related learning in Reading, Writing and Mathematics.</p>	<ul style="list-style-type: none"> • Cultural capital/ Limited life experiences • Lack of focus and confidence due to poor mental health and wellbeing • Low aspirations
Wider Strategies	<ol style="list-style-type: none"> A. Learning Behaviours: Some pupils are struggling to settle back into class routines and have a limited attention span linked to difficulties experienced due to COVID 19 and lack of structured learning experiences since March 2020. B. Remote Learning: Home learning is quite limited due to the current platforms used and can be developed further during this academic year to improve access to learning at home for all pupils. To ensure pupils have access to devices at home to work from. 	

PRIORITY AREAS FOR CATCH UP FUNDING

Priority 1: Mental Health, Wellbeing and Attendance

Priority 2: Improved **ARE** for all children- catch up interventions for Phonics, Mathematics and Reading

Priority 3: Improved Learning outcomes through effective behaviours and remote learning.

The Catch-Up funding will be spent on:

- Providing before and after school additional tuition by Colburn staff
- purchasing two members of staff, from a supply agency to support with interventions and learning behaviours.

Teaching

Action Intent	Implementation	Estimated impact Impact	Comments	Review Spring 21
1 Poor Attendance	Admin assistant to do first calls on a morning. Frequent phone calls to children self-isolating, to check on the progress of home learning and the wellbeing of both children and families. Strategies to support attendance will include, a member of the teaching staff to meet child at the gate, meetings with parents, arriving at a quieter time	Families will feel supported. Improve the whole school attendance	Lack of school readiness. Some pupils did not attend school when it re-opened in June. There is often poor attendance and punctuality with certain families.	
2 Mental health and wellbeing. Provide a range of home learning options to match the needs of the local community.	An additional adult will be employed to work in school to support those children Families select the most appropriate for both parents and child: daily online learning tasks, downloadable packs, printed packs that are either delivered to home or collected from school.	Home learning will be undertaken so the gap in knowledge will be minimized once children return to school.	During the lock down children lacked structure and routine and behaviour suffered. They returned refusing to engage in learning. The poor social and emotional needs of pupils, leading to poor behaviour.	

Targeted support

EEF Recommended Strategy: Intervention programs

EEF Rational: In order to support pupils who have fallen the behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary'.



Literacy_KS1_Guidance_Report_2020.pdf

Action Intent	Implementation	Impact	Comments	Review Spring 21
1 Language and Communication Skills	<p>The delivery of specific targeted phonic intervention 1-1 with a trained adult.</p> <p>By providing a phonic catch up intervention, by a trained teaching assistant, to identified children, we expected to improve their knowledge of word recognition, reading and spelling.</p> <p>AM will provide a phonic catch up to pupils focusing on lowest 20% pupils following direction from Burley Woodhead Hub.</p>	To close the gaps in phonics, reading, writing and spelling following Sounds and Letters strategy.	Supply TA will be purchased to cover school staff so they can deliver the interventions on an afternoon to children in KS2 and on a morning to KS1 children.	

Wider support

EEF Recommended strategy: Access to technology

EEF Rational: Pupil's access to technology has been an important factor affecting whether they can learn at home. As pupils return to schools, technology could also be valuable; for example, by facilitating access to online tuition or support.'

Action Intent	Implementation	Estimated impact Impact	Comments	Review Spring 21
Learning Behaviours	<p>An additional adult will be brought into school to support older KS2 children settle and develop learning behaviours.</p> <p>A range of strategies to support children include:</p> <ul style="list-style-type: none">• Time breaks• Exercise in the classroom• Exercise breaks outdoors• Additional fruit and bagels at playtime• Mindfulness and yoga time• Physical challenges• Learning Challenges on line <p>Termly school reports will focus on the amount of effort children show towards their work.</p>	<p>Children settle quicker and return to their work.</p> <p>Concentration spans increase.</p> <p>Attendance increases.</p> <p>Behavioural issues will decrease</p> <p>Exclusions will decrease</p> <p>Families will have greater involvement with the learning behaviours demonstrated by their children.</p> <p>Learning outcomes will increase.</p> <p>Parents will be more aware of the amount of effort their child is applying towards their learning.</p>	<p>Lack of effective learning behaviours.</p> <p>Some pupils are struggling to settle back into class routines and have a limited attention span linked to difficulties experienced due to COVID 19 and lack of structured learning experiences since March 2020.</p>	

Remote Learning	<p>The introduction of a new remote learning package: Seesaw.</p> <p>Remote learning and in school celebrations can be shared.</p> <p>All staff will be trained in the delivery of online lessons by digital leader.</p> <p>Parents and children will receive personal log in details.</p> <p>Computer devices will be sought for those families lacking a device or internet</p>	<p>Families will be involved in learning.</p> <p>Families will be supported with technology.</p> <p>Learning outcomes will increase.</p> <p>Children isolating will still be able to access learning that is happening in school.</p>	<p>Home learning is quite limited due to the current platforms used and can be developed further during this academic year to improve access to learning at home for all pupils</p> <p>The school has already sourced and distributed over 16 Chrome books to those in need.</p> <p>Staff who have had to self-isolated have been able to access the children in school and continue to lead lessons by teaching using a remote platform</p>	
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Summary report



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What is the overall impact of spending?

The overall impact spending is to improve the pupil's basic skill set in reading, phonics and math's, closing the gap on the learning lost during the first national lockdown (March-July 2020). Mental health and learning behaviours have also been affected, especially with the older children so by providing additional support, positive mental health, improved and attendance will be impacted.

The supply support staff will work in the classroom alongside the class teacher. We feel in it more important that the remainder of the class still receive first quality teaching by the class teacher, ensuring good behavior management and a smooth continuation of work.

How will changes be communicated to parents and stakeholders?

Parents and Stakeholders will be communicated by letter and face to face meetings or via a virtual meeting. Governors will be informed at the next FGB meeting and during governor monitoring visits. This report will also feature on the school website.

Final comments

Note: Costs exceed the Catch-Up funding and represents a further investment