

# Thames View Primary School Coronavirus (COVID-19): catch-up funding plan



<b>School name:</b>	<b>Thames View Primary School</b>						
<b>Academic year:</b>	<b>2020-21</b>						
<b>Total number of pupils on roll:</b>	<b>461 (incl. Nursery) Dec 2020</b>						
<b>Total catch-up budget:</b>	<b>£33,600</b>	<b>First installment:</b>	<b>£9,800.70</b>	<b>Second installment:</b>	<b>£9,800.70</b>	<b>Third installment:</b>	<b>£13,998.60</b>
<b>Date of review:</b>	<b>April 2021</b>						
<b>What catch-up funding is for?</b>	<p>The government announced £1 billion of funding to support children and young people to catch up lost time after school closure. This is especially important for the most vulnerable and disadvantaged backgrounds. Thames View Primary School will make every effort to support disadvantaged pupils with their learning. For the purposes of this plan, the term disadvantaged goes beyond the Government’s definition of those eligible for Free School Meals or Pupil Premium and includes those who may struggle to access remote education whilst not attending school (i.e. pupils facing difficult circumstances in the home environment of those with limited or no access to technology at home).</p> <p>The school allocation is calculated on a per pupil basis; mainstream schools will get £80 for each pupil in from YR-Y11. Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months. School leaders must be able to show they are using the funding to resume teaching a normal curriculum as quickly as possible following partial or full school closure. Governors should scrutinise schools’ approaches to catch-up from September 2020, 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. The approaches detailed in this plan supplement school improvement actions and strategies already planned for 2020-21 (based on EEF recommendations).</p> <p><b>Policy/Document links:</b>  SDIP 2020-21  Pupil Premium Spending Plan 2020-21  Remote (Virtual) Learning Policy &amp; Guidance (September 2020)</p>						

## 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. To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a coronavirus (COVID-19) support guide for schools with evidence-based approaches to catch up for all students. [https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19 Resources/The EEF guide to supporting school planning - A tiered approach to 2020-21.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19%20Resources/The%20EEF%20guide%20to%20supporting%20school%20planning%20-%20A%20tiered%20approach%20to%202020-21.pdf)

### **EEF Recommendations:**

#### **Teaching**

- High quality teaching for all
- Effective diagnostic assessment
- Supporting remote learning
- Focusing on professional development

#### **Targeted academic support**

- High-quality one to one and small group tuition
- Teaching Assistants and targeted support
- Academic tutoring
- Planning for pupils with Special Educational Needs and Disabilities (SEND)

#### **Wider strategies**

- Supporting pupils' social, emotional and behavioural needs
- Planning carefully for adopting a SEL curriculum
- Communicating with and supporting parents
- Supporting parents with pupils of different ages
- Successful implementation in challenging times

**We have used the EEF guide as a reference to help direct additional funding in the most effective way, whilst allowing for a degree of flexibility to target the catch-up support where it be most needed and impactful.**

## Teaching and whole-school strategies to support teaching and whole-school concerns.

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
Reading intervention programme from Y1-6	Children will develop the skills to become more fluent and confident readers. <a href="https://readingwise.com/blog/catch-up-funding-2020-2021">https://readingwise.com/blog/catch-up-funding-2020-2021</a>	Struggling readers and decoders close the reading age gap between them and peers by ??? %/months	<b>£2,250</b> a yearly cost for three years	N Willson	
Renewed emphasis on PHSE for our curriculum, with a focus on mental health and well-being. (SCARF)	-Smooth transition into a new year group via a curriculum that focusses on integrating back into school life. -Opportunities for individual children to share their experiences are given and RSHE lessons are planned according to this. -Children have opportunities to self-reflect on their experiences -via mindfulness activities.	Support for all pupils but specifically those who have struggled with the effects /impact of lockdown /partial closure of school, as well as family bereavement and friendship issues. Emotional support impacting on pupil's readiness to learn.	Annual Subscription <b>£700</b>	W Riddington/ C Slack	
Daily short phonics, reading and spelling interventions in Y2 and Y3 delivered by teacher or specifically trained TA	Daily 20 min session  75% of children will pass phonic screen	Children will make rapid progress in learning and retaining phonic knowledge and are able to apply effectively in their reading / spelling.	ESL resources <b>£350</b>	R Brobbey Teachers/ Teaching Assistants	
3 x weekly intervention combining phonics recognition and application through phonic reading books	All targeted children pass a phonics screening check in term 3, and support children with gaps in phonic knowledge.	Targeted children in years 3 and 4 make good progress in reading, supported by a comprehensive phonic knowledge	<b>Dandelion Readers</b> <b>£600</b>	N Willson	

Additional TA support for children in Early Years to support missed learning	AB delivering small group (1:1) catch up 9 hours per week.	Additional support for specific pupil/s enabling class teacher to focus on catch-up for the majority.	Additional TA costs: £1,700 x 2 <b>£3,400</b>	T Stalker Teachers/ Teacher Assistants	
<b>Teaching and whole-school strategies: Total spend:</b>			<b>£7,300</b>		

## Targeted support to support individuals or small groups

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
Use 'Catch-Up Reading intervention Programme for Targeted children in Years 2 & 3	Research shows that Reading Recovery achieves good results that are swift and long lasting. Targeted children will increase their reading age by 4 - 10 months, bringing it in line with their chronological age	Targeted children will make good progress in their reading fluency and understanding.	<b>TA overtime Estimated £2,000</b>	1 x trained TA twice a week	
Use 1stclass@Number for Targeted children in Year 3	Targeted children will improve their number knowledge, understanding and confidence	- Average Number Age gain of 13 months in only 4 months - At least 90% to show more confidence and interest in learning mathematics in class after 1 <sup>st</sup> Class@Number.	<b>£990</b> New training cost	Trained TA to run course up to 15 weeks.	
Use of wordwasp/hornet daily reading/spelling programme targeted KS2 children	Improve targeted children's reading and spelling	Two term intervention reading and spelling age gain 1 – ½ years hornet, and up to 3 years word wasp.	<b>£ 12:50 per book or 10 for £110 x 6 £660</b>	Adult to work 1:1 daily Can be used at home or in school	
Create provision for one to one or small group tuition/core subject teaching in each class	EEF – <i>'There is extensive evidence supporting the impact of high quality 1:1 and small group tuition as a catch-up strategy.</i>	Analysis of data – 85% - 100% of targeted children make accelerated progress.	<b>TA overtime Estimated £4,000</b>	TA Support targeted as identified.	
<b>Targeted support :Total spend:</b>			<b>£7,650</b>		

## Wider strategies

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
To purchase 60 Apple Ipad 10.2 inch (8th gen) Wi-fi 32GB- Space Grey, Retina Display, cases and charging trolley	For KS1 children to have access to tablets to ensure appropriate catch up with English and Maths as well as the KS1 Computing curriculum	To use technology to support teaching & learning and enhance pupil progress:  Activities and work set so that pupils have meaningful and ambitious work each day.  Teachers are able to deliver a planned, coherent and well-sequenced curriculum which allows skills to be built incrementally.	<b>£ 18,113.50</b>	BCTec	
Supporting pupils emotional well-being initiatives such as Listen Ear, Share a worry	Early intervention with children who are suffering from anxieties, trauma, loss  Developing self-regulation strategies  Share a worry and Well being Wednesday	Children are identified and supported at the earliest opportunity. By engaging in the Educational Psychology service offer of ELSA training (as part of their annual service to schools), another staff member is trained to deliver this support	<b>Resources £50</b>	ELSA and emotional first aid training for selected staff	
To sign up for website subscriptions to support all areas of the curriculum, particularly during lockdown to support remote learning.	To 'capture', support and motivate as many children as possible while they engage in remote learning,	By adding additional resources to the teachers' tool kit, more children are engaged. Learning more and remembering more.	<b>£400</b>	Subject leaders	
<b>Wider strategies: Total spend:</b>			<b>£18,563.50</b>		
<b>Final spend:</b>			<b>£33,513.50</b>		