

Stanton Bridge Primary School

COVID 19: Catch-up funding action plan 2020-2021 & 2021-2022



Updated: September 2022

The government has allocated £80 per pupil throughout the academic year: 2020-21 & 2021-22. This money should be spent on closing the attainment gap and providing a 'catch-up' curriculum to ensure learning missed due to COVID 19 is delivered.

Continued professional development for staff.

Aim: To upskill staff to secure the best outcomes for pupils and close the gaps in pupil understanding.

Tier 1: Teaching	Strategies	Actions	Monitoring	Costing
	<p>Use of CPA (Concrete, Pictorial, Abstract) strategies for teaching mathematical concepts.</p> <p>Fluency for consolidation of key skills and mathematical concepts.</p> <p>Reasoning and Problem-Solving to embed knowledge understanding.</p>	<ol style="list-style-type: none"> 1. Research training opportunities in CPA methods. 2. Book online training for staff members according to needs identified through monitoring. 3. Evaluate training and identify further areas of development. 	<ul style="list-style-type: none"> • Teaching and Learning evaluations will highlight usage of CPA strategies. • Identify where further support is needed for planning and delivery through Teaching and Learning evaluations. 	<p>White Rose CPA: £129</p> <p>White Rose training variation in thinking: £149</p> <p>Management time: Maths manager £220 x4</p>
	<p>Use of a range of question styles within guided comprehension.</p> <p>Sentence starter prompts to ensure accurate explanations.</p> <p>PEE (Point, Evidence, Explain) for in depth, evidence driven answers.</p> <p>Use L'explore programme to develop reading fluency and speed.</p> <p>RWI used to develop phonic knowledge and word reading skills for those needing and new arrivals.</p>	<ol style="list-style-type: none"> 1. Monitor and evaluate current guided reading provision. 2. Provide whole school or targeted support and training where needed. 3. Test all pupils, year 2 to 5 using L'explore (Baseline March/April 21, retest July). 4. Identify pupils needing intervention according to their lexile score and reading age. 5. Provide targeted intervention using L'explore resources (Summer term). 6. Complete half termly RWI assessments, group pupils in class according to RWI level. 7. RWI targeted teaching by Teacher's and TA's in KSI and by TA's in KS2. 	<ul style="list-style-type: none"> • Teaching and Learning evaluations to evaluate and monitor question styles and use of strategies. • Identify where further support is needed for planning and delivery through Teaching and Learning evaluations. • Monitoring of baseline and reassessment data for reading, RWI and L'Explore. 	<p>Management time: Reading manager £220 x4</p> <p>L'explore: £2034</p>
	<p>Further develop teaching of creative writing skills linked to key genres.</p> <p>Develop staff subject knowledge of GPS and how this is applied to writing.</p>	<ol style="list-style-type: none"> 1. Further develop the teaching pedagogy of creative writing including role play and drama. 2. Trial role play and drama input with year 5 over Summer term to implement in September 2021. 3. Plan and provide training to staff in effective modelling and delivery of writing, ensuring that teachers verbally talk through thoughts behind the writing process. 	<ul style="list-style-type: none"> • Teaching and learning evaluations to highlight the use of new delivery format. • Pupil writing shows more creativity and focus on text features with more effective editing after writing. 	<p>Management time: Writing manager £220 x6</p>

- 4. Develop the planning format to allow for more effective delivery of writing.
- 5. Develop the use and impact of editing to improve quality of writing.

Assessment.

Aim: To ensure gaps in learning are accurately identified and monitored.

Strategies	Actions	Monitoring	Costing
Use of school purchased assessment papers. Analysis grids to show gaps in learning.	<ol style="list-style-type: none"> 1. Deliver assessments to find baseline for return to learning after periods of remote learning. 2. Use analysis grids to identify gaps in learning to inform interventions. 	<ul style="list-style-type: none"> • In-school moderation • Data analysis 	£0 Already purchased assessments papers. Analysis grids are school created. Management time: Assessment Lead £220 x2

Remote learning.

Aim: To provide effective provision for pupils unable to attend school due to self-isolation.

Strategies	Actions	Monitoring	Costing
Whole school & bubble isolation: Showbie including pre-recorded lessons & live video feed for support. Individual pupil isolation: Oak National Academy & school purchased revision guides.	<ol style="list-style-type: none"> 1. Ensure that all devices are updated and fully support any apps and programmes to be used for remote learning. 2. Audit and evaluate numbers of devices available to be used for remote learning - staff and pupils. 3. Apply for grants, government laptops and devices. 4. Provide training for staff in the use of Showbie. 5. Set-up daily learning timetables using Oak National Academy 6. Research and purchase revision guides (CPG/Collins) 	<ul style="list-style-type: none"> • ICT Technician audits of devices and updates. • Subject leader/Phase leader checks of pre-recorded lessons and activities. • Records of pupil engagement and contact with parents/guardians. 	Revision guides: £1658 Showbie upgrade to include live video feed: £6186.10 Management time: DHT £220 x3

		7. Set-up recording process for pupils access of live sessions and uploading of work during lockdown.		
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Interventions

To provide quality first teaching and tutoring to identified pupils across the year groups.

Tier 2: Targeted Academic Support	Interventions			
	To provide quality first teaching and tutoring to identified pupils across the year groups.			
	Strategies	Actions	Monitoring	Costing
	Small group, targeted interventions in school hours to be delivered by class teachers.	<ol style="list-style-type: none"> 1. Research and invest in intervention programmes to support staff delivery and consistency. 2. Identify pupils based on assessment data for 1:1 and small group interventions to run during the first half of Summer term. 3. Training for staff delivering Collins intervention programmes. 4. Organisation of daily timetables to allow provision of in school intervention. 5. Allocate intervention groups to staff – 1 teacher in each year group to deliver intervention programme. 6. Complete gap analysis for individual pupils to further group pupils according to need. 7. Re-testing of pupils at the end of intervention period. 	<ul style="list-style-type: none"> • SLT drop in's of intervention sessions • Monitoring and analysis of data and gap analysis 	<p>Intervention materials: £2292.15</p> <p>Management time: Assessment Lead £220 x2</p>

	<p>Small group, targeted interventions outside of school hours to be delivered by TA's</p> <ul style="list-style-type: none"> - After school 	<ol style="list-style-type: none"> 1. Analyse current capacity for teaching and intervention outside of school hours. 2. Research additional staffing where deemed necessary – national tutoring scheme or internally sourced. 3. Research and invest in intervention programmes to support staff delivery and consistency using Collins materials. 4. Identify pupils based on assessment data for 1:1 and small group interventions. 5. Training for staff delivering intervention programmes. 6. Allocate intervention groups to staff. 7. Complete gap analysis for individual pupils to further group pupils according to need. 8. Re-testing of pupils at the end of intervention period. 		
	<p>Small group, targeted interventions outside of school hours:</p> <ul style="list-style-type: none"> - Holiday clubs 	<ol style="list-style-type: none"> 1. Use outsourced company to provide holiday clubs over Easter. 2. Timetable activities to include academic, wellbeing, physical and team work/communication skills. 3. Target pupils – Pupil premium, Key worker, vulnerable. 	<ul style="list-style-type: none"> • Senior learning mentor to monitor quality of activities provided. • Mentor team to monitor well-being of vulnerable pupils throughout clubs. 	<p>Management time: Senior learning mentor £140 x4</p>

Parental engagement.

Develop a working partnership and positive relationships with families deemed to be high risk– medical, finances etc

Strategies	Actions	Monitoring	Costing
Use of Showbie for remote learning	<ol style="list-style-type: none"> 1. Provide training for parents in the use of Showbie via school website and 1:1 where the need is identified. 2. Prepare and provide support packs for parents to support additional learning at home. 3. Hold individual discussions with parents regarding any barriers to learning identified – attendance, home engagement etc. 4. Support parents who have no electronic devices. 5. Investigate different ways accessing the internet. 	<ul style="list-style-type: none"> • Learning Mentor team to monitor pupil engagement during remote learning. • Dedicated team allocated to making calls home – engagement of remote learning and welfare checks. • Senior Learning mentor to research and apply for grants and schemes to support additional devices and internet access. 	<p>Management time: £220 x2</p> <p>Management time: Senior mentor £140 x2</p>
Invest in text messaging and email drop system to further develop the communication links with parents and carers.	<ol style="list-style-type: none"> 1. Office staff to complete training in use of text messaging and email through SIMS programme. 2. Implement the use of text messaging and email drops to communicate with parents regarding all matters including regular updates. 	<ul style="list-style-type: none"> • Parent view questionnaire and parent voice reflects parents feel well informed. 	<p>SIMS programme: £1217.67</p> <p>Training: 2x £120</p>

Social, emotional, mental and physical wellbeing.

To ensure that pupils are well supported in dealing with issues related to COVID and Wellbeing

Strategies	Actions	Monitoring	Costing
Staff support and training in strategies for dealing with anxieties linked to COVID.	<ol style="list-style-type: none"> 1. Identify key vulnerable pupils to be monitored closely. 2. Set up a system for contacting senior learning mentor during lockdown to access support for pupils. 3. Provide training to all staff on whole school strategies for dealing with anxieties and bereavement. 4. Provide training for staff linked to key individuals as deemed necessary. 5. Provide video messages via Showbie and the school website to support pupils and families. 	<ul style="list-style-type: none"> • Senior learning mentor to monitor all pupil interactions. • CPOMS used to note information. • All monitoring and referrals made by senior staff and overseen by HT 	<p>Management time: Senior mentor £140 x8</p> <p>Management time: DHT £220 x2</p> <p>Psychological first aid training: £32</p>

	Support for isolating pupils	<ol style="list-style-type: none"> 1. Set up process for recording engagement in learning during isolation including welfare calls. 2. Wellbeing champions support pupils in their classes and train other pupils 3. Signpost services via mentors or via website/social media/posters around school 		Mental health first aid x2: £50
	Support for pupils and families dealing with long-term effects of COVID (e.g. Long covid, bereavement etc)	<ol style="list-style-type: none"> 1. Set up club for pupils who have low self-esteem and confidence to support their social and emotional wellbeing. 2. Wellbeing initiatives researched and implemented that support our parents & pupils. 		
	Support for staff dealing with long-term effects of COVID (e.g. Long covid, bereavement etc)	<ol style="list-style-type: none"> 1. Set up timetable of staff wellbeing time out in order to: <ul style="list-style-type: none"> - support their mental health and wellbeing. - ensure they can plan and deliver effective teaching and learning. - Catch up with workload. 		
Initiatives and support available in school				
		<ul style="list-style-type: none"> • Cognitive Behavioural Therapy • Counselling – bereavement • School nurse – targeted health support • Mentor team – in school support and referrals. • Wellbeing team – adults and pupils. • Exercise programmes. • Mental health first aider for pupils and adults available through mentor team. 		Councillor: £6300