

Roxton CE Academy

Coronavirus (COVID-19): catch-up funding plan

The government is providing schools with £650 million of universal catch-up premium funding for the 2020/2021 academic year. The aim of the funding is to help pupils catch up on education they have missed due to the coronavirus (COVID-19) pandemic. Schools should use this funding for specific activities to support their pupils to make up for lost teaching over the previous months.

This plan enables schools to outline how they are going to invest their funding for the whole school, targeted support and wider areas, e.g. supporting parents – at the end there is a summary report to outline the overall goals of the spending. Each section of the plan outlines actions to be taken, the aim of the intervention, how much the intervention will cost, who the lead member of staff will be and any additional comments. The plan should be completed in full and sent out to all relevant stakeholders.

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11.

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. Schools should use this document to help them direct their additional funding in the most effective way.

Guidance to support the use of tuition will be published as part of wider National Tutoring Programme communications.

To support schools to implement their catch-up plans effectively, EEF has published the [school planning guide: 2020 to 2021](#). This will provide further guidance on how schools should implement catch-up strategies when they return in September and supporting case studies to highlight effective practice.

Catch-up plan

School name:	Roxton CE Academy
Academic year:	2020 - 21
Total number of pupils on roll:	76
Total catch-up budget:	£6080
Date of review:	Oct 2020

Rationale

The Academy baselined all children in September 2020, reassessed in Dec after a term back in school and then again in March. This was to identify gaps in learning and to measure the impact both lockdowns has had on our children academically. The results of our baseline assessments showed that lockdown appeared to have had less of an impact on our reading achievement than on our mathematical achievement and writing data. Reading data showed that most children were closer to expectations, whereas maths data showed significant gaps in some areas. Teachers also identified that children appeared not to have the stamina to complete longer pieces of writing and some grammar and punctuation had been forgotten.

Our Catch Up plan will be used to support the children in several ways. Some of the support will be to use resources that can be used at home that specifically matches the learning taking place in school. Intervention and support that may take place within the classroom setting or a quiet place in school and also intervention that takes place beyond the school day. Some of these interventions do not have a costing linked to them as this is part, or is becoming part, of normal practice or the school had planned to invest in these resources before lockdown e.g. Accelerated Reader.

Whole School Support

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
Class teachers use analysis of data to deliver whole class/group intervention to close gaps across all year groups.	Average standardised score in maths increases across all year groups.	Spring assessment shows an increase in maths standardised score.		Class Teachers	The Academy has been using PILX assessments and intervention, across specific year groups in the past. This resource will now be used in all year groups to deliver specific intervention either as a whole class or small group.
All children to complete Star reader assessment and all children are correctly levelled for Accelerated reader scheme. Accelerated reader introduced across years 2-6.	Children's love and motivation to read increases. Teachers have a clear record of progress and can identify children who require additional support.	Children are reading age related books appropriate for ability. Motivation to read increases. Understanding of text is monitored through AR and children regularly practice comprehension and deduction skills. Children are moved on to more challenging text quicker to ensure good progress is made. Termly Star Reader assessments track progress.		Class Teachers	Accelerated Reader was purchased in 19/20 and due lockdown the school was unable to launch the programme. This September the children in KS1 and KS2 were assessed and those children who reached the desired level were introduced to the scheme. Accelerated Reader enables children to access books by many different authors and at a level that is appropriate to their ability. It tracks their understanding through short quizzes and their progress. It also offers the children incentives to read more regularly, helping to motivate them.

Introduction of ED Shed to whole school community.	Children to use app to reinforce learning taken place in school.	Children are motivated to reinforce maths and spelling through fun games at home. Weekly/termly assessment shows an improvement in standardised scores and gaps in curriculum are reduced.	£135	Class Teachers	Teachers are able to set tasks that compliment learning that has taken place in class - tasks are directly linked to the White Rose scheme of work, taught in school. Spelling Shed allows teachers to set individual spellings - spellings are practiced in fun games.
Phonetically matched reading books for use in classrooms and at home.	To enable phonic progression and development to be supported both at home and in class. Phonetically matched books allow children to utilise growing phonic ability and experience success. Guidance and support given to families to share reading at home.	Reading development is supported and enhanced through appropriate material both in classrooms and at home.	£950	Teachers, TA's, Phonic Lead and English Lead: monitor through communication with families and support where identified. Progress and catch up monitored in class by NP and JC.	We have been using our phonics scheme for around eighteen months, the introduction of home reading books will help to embed the children's learning in school. This will help the children progress quicker.
Total spend:			1085		

Targeted support

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
Small group maths intervention for children beyond the school day.	Children with greater gaps identified and further targeted maths sessions provided to support learning.	Spring assessment shows an increase in maths standardised score.	£5000	CT / maths tutor	Baseline assessment showed that maths data was a real concern. Initially the school will focus on specific year groups. The group of children will receive a 6 week short term intervention. After the intervention has been delivered the Academy will review the impact it has had. Teaching staff will deliver this intervention beyond the school day.
PIXL short term intervention resources used to fill specific gaps identified.	To fill specific gaps in the maths curriculum.	Spring assessment shows an increase in maths standardised score.		CT / maths tutor	Maths tutor and class teachers are to work together to ensure skills are regularly revisited in class.
Total spend:			£5000		

Wider support

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
To continue to develop home learning in preparation for periods of absence/closure - parental feedback - appropriate platforms for learning.	Children's home learning to meet all the needs of our families. During periods of absence/closure all children are able to make progress and not just reinforce learning particularly in maths.	Families feel supported and reassured. Good progress continues to be made during these periods. Gaps continue to close.	£ 0	HT Class teachers	The feedback received during lockdown was overall positive. However since returning to school some parents have made suggestions of improvement to better support their children. This feedback reflects supporting parents in managing the completion of work e.g. essential daily tasks to complete and optional tasks.
Total spend:			£ 0		

Summary report

What is the overall impact of spending?
Majority of the spending will be spent on human resources to provide targeted children with specific intervention from a teacher, the intervention will be additional to the school day. Some additional resources will be purchased to support early readers to ensure a consistent approach at home and school. The Academy will update this section at regular intervals, as the impact of the intervention is measured.

How will changes be communicated to parents and stakeholders?	
The Catch Up plan will be shared on school website. School will seek the views of parents at least termly throughout this academic year, the findings of this feedback will be shared with all stakeholders. Impact of interventions will be shared with individual parents, Class teacher and Governors.	
Final comments	
Final spend:	£6080