# **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 and learning over the previous months. While funding has been allocated on a per-pupil or per-place basis, schools should use the amount available to them as a single total from which to prioritise support for pupils according to their needs. Schools do not need to spend the funds in the financial year beginning 1 April 2020, and may carry some or all catch-up premium funds forward to future financial years if they wish.

Our school will receive £80 per pupil from reception to Year 6 inclusive. This funding will be received in three instalments, the first in Autumn 2020, the second in early 2021 and the third in the 2021 Summer term. School leaders must be able to show that the funding is being used for its intended purposes, and governing boards are advised to scrutinise their school’s plans for its use. The use of the funding will also be inspected by Ofsted when it resumes routine inspections.

This plan outlines how we are going to invest the funding for the whole school, targeted support and wider areas. At the end, there is a summary report to outline the overall goals of the spending. Each section of the plan outlines the relevant considerations for our school, including 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 will be completed and sent out to all staff and governors. It will be posted on our school Website for parents and families to view.

**Catch-up plan**

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| **School name:**  |  **Northowram Primary School** |
| **Academic year:** | **2020-2021** |
| **Total number of pupils on roll:** | **461** |
| **Total catch-up budget:** | **£33,440** | **First installments (Autumn 2020/Spring 2021):** | **£19, 506 (7/12)** | **Third installment (Summer 2021):** | **£16,720 (5/12)** |
| **Date of review:** | **July 2021** |

* **Pleae note that this is the first part of our catch-up funding spend which will be complete by January 2021. The remainder of the grant will be allocated and spent during Summer term 2021. Details will be added when available.**

**Teaching and whole-school strategies**

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| **Action** | **Intended outcome** | **Cost** | **Staff lead** | **Impact/Evaluation** |
| **Prioritising phonics assessment, learning and teaching in KS1**Deploy expert phonics teacher (LH) into KS1 team to model teaching and provide training on most effective approaches to teaching phonicsIncrease time allocated to phonics teaching on KS1 timetables (from 20 to 45 mins in year 1)September 2020 Provide training for KS1 team (teachers and TAs) on school approaches to teaching phonics (LH)Assess all pupils in year 1 and 2 on phonics knowledge in first 2 weeks of full returnYear 1 begin daily RML approach to teaching phonics ensuring that reading and writing skills are practised daily in differentiated groupsYear 2 continue teaching phonics through Autumn 1 to ensure key concepts missed are secured (RM/HM) | New team in KS1 (inc 3 teachers previously KS2 based) are skilled and efficient in RML approach to teaching phonics. Consistently high quality teaching of phonics takes place in year 1 and 2. 80%+ year 2 pupils pass the phonics screener in Autumn 2 meaning they have the decoding skills required for reading and key concepts which may have been missed are secured. Pupils in year 1 learn phonics at a fast pace and are on track for 85%+ to pass the phonics screener in June 2021 | Additional resources for 4 classes to teach RML in small groups (flash cards, sound charts etc.): £1073Additional furniture to transform atrium into phonics intervention space (tables and chairs) £655**£1728 total phonics costs** | **Laura Horsfall** | LH undertook observations of all teachers and TAs teaching phonics in autumn term. The whole team were consistent with the time allocation and teaching approaches90% year 2 pupils passed the phonics screener in November which is likely to be above local and national levels. 2020 meaning that the strategy of high intensity phonics catch up teaching was successful in year 2 and has equipped the children with the decoding skills required to aid them in their readingSupport and additional teaching of phonics for Y2 children who do not pass the screener will be provided. They will re-take the test in Summer 2021.Year 1 will take the phonics screener test in June 2021. Increased daily phonics teaching will take place daily for year one pupils throughout the Autumn, Spring and Summer terms |
| **Curriculum – schemes and resources***The curriculum is a key driver for us during this recovery period. We will deliver a full curriculum in years 1-6 and believe it is vital to retain and improve all other elements which spark joy for both pupils and teachers – offering deeply rewarding experiences which bring satisfaction to the learner is our primary strategy to bring back the joy of school learning. Many teachers are new to year groups this year, which, combined with the removal of the subject specialist curriculum, means that additional support and guidance to increase teacher subject knowledge and confidence is required*Research the best quality schemes and resources to provide support for non-specialist teachers in foundation subjects especially those with creative and practical outcomes. Identify schemes which support development of teacher subject knowledge and high quality learning experiencesPurchase Rising Stars scheme for Geography, History, Science and FrenchPurchase Kapow scheme for Art, D and T, Music and Computing <https://youtu.be/xbpgbGjFjqo> Purchase PE schemePurchase high quality resources to enable high quality teaching and learning and outcomesRe-organise shared resource areas for storageProvide initial training in rationale & use of new schemes | All Children have access to full curriculum from September 2020 which is not narrowed to develop skills, knowledge and interest and the satisfaction and joy of learning across a broad range of subjects using high quality resources, producing high quality outcomesNon specialist teachers develop expert subject knowledge in teaching techniques across all subjects |  *Rising Stars schemes (Geog/History/Science/French): £1969**Kapow Schemes (Art, D and T,Music, Computing, PSHCE):£1125**PE scheme (PE premium funding to be used)*Additional resources (in addition to allocated budget spend) to support more ambitious Art/D and T programme of study:Art resources:£493D and T resources: £604**£4191 total catch up curriculum costs** | **Jane Scardifield/Laura Horsfall** | **Outcomes from wide range of curriculum areas to be displayed and celebrated through schools in corridors and in assemblies****Teacher meetings on different curriculum areas from January 2021 to examine progression in skills/knowledge and quality of outcomes in different subjects****Feedback from teachers on how curriculum schemes are supporting their teaching and subject knowledge****Feedback from pupils on skills/knowledge and engagement levels linked to different curriculum areas** |
| **Prioritising handwriting and presentation**Monitoring of pupils’ workbooks across classes and year groups in the Autumn term identified a need for great focus, time and support to be given to develop children’s handwriting. It seems some ground has been lost during the lockdown period and children are not where we would be usually by the end of the Autumn term. Research best quality handwriting schemes for use from R-year 6 which have clear progressions and are endorsed by National Handwriting associationProvide training for new Penpals scheme January 2021Implement new Penpals scheme (teaching resources, pupil text books, pupil work books) from January 2021Ensure handwriting and presentation have high status in the school from Spring 2021 | **Children’s handwriting and presentation is given a high status across the school and rapid progress is made by children over Spring Term 2021. By June 2021, most children (80%+) have handwriting and presentation which at least meets the year group descriptor for their age group and which is sustained over work in different subjects** | Penpals scheme (Reception-year 6)including: IWB resourcesTeachers guidesPractice booksIndividual workbooks**£3,444.24** | **Jane Scardifield/Meganne Green** | **Handwriting and presentation scrutiny at end of Spring term and end of Summer term 2021 – what % of each class have met the year group expectation for handwriting and presentation?** |
| **Total spend:** | **£9,363.24** |

**Targeted support**

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| **Action** | **Intended outcome** | **Cost** | **Staff lead** | **Impact/Evaluation** |
| **To fund additional educational psychology assessment and support for pupils identified as requiring this urgently** | **School funds all education phsychology through our own budget. Post-lockdown, pupils identified as needing ed psych support or assessment urgently will have it provided** | **£3000** | **Jane Scardifield/Amy Beanland** | **Educational psychology assessments, observations and reports have been completed for 6 pupils. These provide vital recommendations for how best to support these pupils in school.**  |
| **Total spend:** | **£3000** |