

Covid-19 Grant Funding Strategy Statement 2020/2021

1. Summary information					
School	Selwyn Primary School				
Academic Year	2020-2021	Total budget	£33 360	Date for internal review of this strategy	March 2021 July 2021

Guidance:
<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 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. This could include, for example: small group or one-to-one tuition or extra teaching capacity from September 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.</p> <p>Accountability and Monitoring As with all government funding, school leaders must be able to account for how this money is being used to achieve our central goal of schools getting back on track and teaching a normal curriculum as quickly as possible. Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors and trustees should scrutinise schools' approaches to catch-up from September, 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 guidance on full opening sets out that Ofsted will conduct a programme of non-graded visits to some schools during the autumn. During these visits, inspectors will discuss how the school is bringing pupils back into full-time education – this may include plans schools have to spend their catch-up funding.</p>

Ofsted plans to resume routine inspections in January 2021, with the exact timing being kept under review. When routine inspections restart, Ofsted will make judgements about the quality of education being provided, and that will include how leaders are using their funding (including catch-up funding) to ensure the curriculum has a positive impact on all pupils.

1. Current Assessment Targets for KS2 in 2021	
KS2 % of pupils at NS in reading, writing and maths combined	80%
KS2 % of pupils at NS in reading	82%
KS2 % of pupils at NS in writing	82%
KS2 % of pupils at NS in maths	86%

2. Planned expenditure					
The three headings below enable schools to demonstrate how they are using the COVID-19 Catch-up Grant for targeted support and support whole school strategies.					
i. Quality of teaching for all					
Action	Questions to consider/approaches:	How will you achieve it?	Costs	Staff Lead	Impact/Outcomes for Pupils
High-quality teaching for all	<ul style="list-style-type: none"> Explicit, focussed teaching following assessment Scaffolding Cognitive and meta-cognitive strategies Flexible groupings 	In - school hours Additionality <ul style="list-style-type: none"> Appointment of temporary staff member (January 2021) to facilitate additionality in target year groups 	£33956 (½ salary for two terms)	HM, EP	-Identified children diminish the difference and are able to move onto the next steps in their learning -Children are on track to meet age-related expectations
Effective Assessment Baseline	<ul style="list-style-type: none"> What learning has been lost or misunderstood? What new knowledge and experiences have been gained? Should we re-teach to a whole group or move on? 	<ul style="list-style-type: none"> Phonics screening of children in Reception - Y3 September 2020 Half-termly PPM with Teaching & learning lead Adaptations to the school tracking system (Target Tracker - Bromcom) 	£250	EP, SP, DD	-Tracking is robust and subject leaders are able to articulate the data for their area of learning -Class teachers can track the progress of the children in their

	<ul style="list-style-type: none"> What is the right balance between standardised assessment and classroom-based formative assessment? 	<ul style="list-style-type: none"> Staff CPD for Formative Assessments Additional on-line phonics resources to be sourced for teachers and children 			<p>class with accuracy and use this to inform their planning</p> <p>-Phonics lessons are engaging and lead to improved outcomes for all groups of children</p>
Supporting Remote Learning	<ul style="list-style-type: none"> What remote learning has been put in place? How do school practices align with evidence based approaches to remote learning – EEF findings? <ul style="list-style-type: none"> Teaching quality is more important than how lessons are delivered. Have we ensured access to technology – especially for disadvantaged pupils. Support for pupils to work independently remotely. Different approaches to remote learning suits different tasks and content. 	<ul style="list-style-type: none"> Provide support and CPD training for teachers, pupils and parents 	N/A	HM,EP, MB	-Teachers & leaders have access to a wide range of CPD which impacts positively on whole school development areas
		<ul style="list-style-type: none"> Identify high quality websites and learning platforms for children & parents to access 	£100	SLT, AP, GP	-Parents have a ‘bank of resources’ which they can access on-line to support their children at home
		<ul style="list-style-type: none"> Access to online additionality programmes to support identified children to make accelerated progress 	N/A	SLT, AP, GP	-Children receive targeted support which reflects the learning taking place in the classroom
		<ul style="list-style-type: none"> Support access for disadvantaged families - purchase a class set of chromebooks which can be deployed to families should there be a need due to school closure 	£8000	AP, HM, GP	-Families have access to the internet and the school has sufficient devices to ensure that children can access remote learning when needed
Professional development for all Teaching Staff	<ul style="list-style-type: none"> Prioritising high quality training for teaching in classrooms. 	Staff CPD <ul style="list-style-type: none"> Source high quality external providers to enhance subject knowledge 	£2000	HM, EP, MB, SP	-Subject knowledge improves over time

	<ul style="list-style-type: none"> ● Deep subject knowledge and flexible understanding of curriculum. ● Excellent assessment is key to excellent teaching – helping teachers know what pupils know and don't know. 	<ul style="list-style-type: none"> ○ Provide opportunities for school leaders to improve skill set to enable them to support colleagues effectively ○ Modifications to be made to the school's bespoke NQT training programme ○ Subscription to National college webinars 			<p>-Increased confidence in all subject areas</p> <p>-NQTs receive a through training programme which improves pedagogical subject knowledge and ensures that there is consistency in approach in all classrooms</p> <p>-All staff have access to a wide range of online training opportunities</p>
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Total budgeted cost **£44306**

ii. Targeted academic support

Action	Questions to consider/approaches:	How will you achieve it?	Costs	Staff lead	Impact/Outcomes for Pupils
High quality one to one and small group additionality	<ul style="list-style-type: none"> ● Some pupils need high quality, structured, targeted interventions to make progress, even after high quality first teaching. ● Sessions could be 15-45 minutes, 3-5 times per week – maintained over a sustained period of time 8-12 weeks? ● How are pupils chosen? ● What is the timescale for tuition? ● What support programmes are the school using? 	<p>Early Riser groups</p> <ul style="list-style-type: none"> ● Identify children requiring additional support to diminish the gaps in their phonics knowledge ● Identify children requiring additional support 	£2131	HM, EP, LE, MB	<p>-'Gaps' in learning are diminished and children are able to confidently move onto the next stage of learning</p>
		<p>NELI Intervention</p> <ul style="list-style-type: none"> ● Delivery of the NELI intervention to Reception children before / after school for identified pupils ● Training for identified adults to deliver the NELI programme of learning 		HM, EP, LE, MB, TC	<p>-Identified Reception children's language understanding and use shows improvement from baseline assessment</p> <p>-Learning walks evidence children being engaged and fully active in learning as their confidence increases</p>

	<ul style="list-style-type: none"> How is support aligned to everyday classroom practice – connections are made between the interventions and the classroom teaching. Have you considered how to support the pupils when they have completed the intervention cycle? 	Tutoring <ul style="list-style-type: none"> Identified pupils to be given access to high quality tutoring outside of school hours from accredited providers or members of the school team FFT Lightning squad tutoring in school hours 	<p>£2000</p> <p>£4400</p>	<p>HM, EP, SPo</p>	<p>1:3: NTP x15 sessions</p> <p>-Children have targeted support which reflects the learning taking place in the classroom</p> <p>-Children meet end of year targets</p> <p>-Reading fluency improves which supports comprehension development</p>
Total budgeted cost					£6531
iii. Wider Strategies					
Action	Questions to consider/approaches:	How will you achieve it?	Costs	Staff lead	Impact/Outcomes for Pupils
Supporting pupils' social, emotional and behavioural needs.	<ul style="list-style-type: none"> Most schools will be satisfied with their excellent PSHE provision, but may need to adopt some aspects of a SEL (Social and Emotional Learning) curriculum. Using the SAFE model (EEF report) if required. 	<ul style="list-style-type: none"> Implementing SEMH support. CPD for implementing SEMH support. Increase OT sessions 	<p>N/A</p> <p>£5000</p>	<p>SK, JL, SL, MB</p>	<p>-Children are fully supported</p> <p>-Teachers know how to signpost children should there be any concerns</p> <p>-Teachers are equipped to support children who may be having difficulties regulating their emotions or behaviour</p>
Communicating and supporting parents	<ul style="list-style-type: none"> Clear plan for communication with families across the academic year. Targeted support for hard to reach families. 	<ul style="list-style-type: none"> Increase text message purchases on Parentmail - alerts to prompt to read emails Invest in Family Support Services where needed. 	<p>£500</p> <p>£500</p>	<p>AP, GP, SL, JL</p>	<p>-Parents are fully informed</p> <p>-Parents are able to support children with their learning at home through the guidance / tutoring provided by school</p>

	<ul style="list-style-type: none"> Personalised messaging for parents. 				
Tackling non-Attendance	<ul style="list-style-type: none"> Vigorous application of the Attendance Policy. 	<ul style="list-style-type: none"> Bespoke support for families who are not engaged with the school and where attendance is a concern - referral to Newham 	N/A	AS	-Attendance improves
Total budgeted cost					£6000
Overall budgeted cost					£56 837