

Monkshouse Primary School

Coronavirus (COVID-19) Catch-up funding plan

Children and young people across the country have experienced unprecedented disruption to their education as a result of Coronavirus (COVID-19). The government is providing schools with one-off catch-up funding for the 2020-2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time.

Our allocation has been calculated on a per pupil basis, providing us with a total of £80 for each pupil from Reception to year 6. For the academic year 2020-2021 Monkshouse School will receive £33,040 catch-up funding. The funding will be received in three installments.

The school does not have to spend the money in one year, and can carry funding forward for future financial years if required, but it must be used to fund specific activities to support the pupils to catch up. 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.

Due to the children having to adapt as learners from the first lockdown in March 2020 and rely on a combination of home schooling, remote learning and a reduced amount of face-to-face teacher support from that point many, inevitably, have developed gaps in their knowledge.

This plan shows how Monkshouse School intends to use its funding in order to address these gaps and ensure that the children catch up on lost learning time. It will be reviewed termly and will continue for as long as funds permit.

Barriers to learning

Maths	Specific content from terms 3/4/5 of academic year 19-20 has been missed leading to gaps in learning. On return assessment showed a decrease in the number of pupils at the expected standard for their age. Recall of basic skills has suffered – children are not as quick to recall addition facts, times tables, and have forgotten some calculation strategies. This has also meant their ability to apply their knowledge to problem solving is reduced.
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Reading	Reading has seen a decrease in attainment levels, but not as much as in writing. EYFS and KS1 phonics – specific content not taught due to lockdown, meaning an interrupted programme. This has been addressed since the pupils' return.
Writing	This area has been hit the hardest, with a significant decrease in the number of pupils at expected standard for their age. Writing analysis showed a lack of fluency and poor writing stamina, with understanding of punctuation, spelling and grammar rules forgotten by a significant number of pupils. As a result the first two terms of 20-21 will be spent addressing this.
Speech and Language/communication	We have seen a deterioration in speech and language/communication skills in EYFS.
Non-core	There are now significant gaps in knowledge with whole units of work not having been covered. This means that the children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. They have also missed out on curriculum experiences eg visitors, trips and 'Wow' moments.
Emotional	Anxieties about return to school after lockdown, impact of virus, social issues relating to not seeing friends/mixing, potential loss/bereavement, family issues, attendance

Catch-up plan

School name:	Spalding Monkshouse Primary School
Academic year:	2020-2021

Total number of pupils on roll:	413 (as per October census)
Total catch-up budget:	£33,040
Date of review:	On-going dependent on timings

Group Identified/ Pupil needs	Chosen Action	How measured?	Cost	Staff lead	Intended impact/ Outcome
Year 2 – children not on track to achieve phonics screening pass mark.	<p>Extra TA support for specific children.</p> <p>Training for Year 2 teachers from Phonics Lead.</p> <p>Additional focus on the teaching of Phonics.</p> <p>Focus on Phonics for early recovery curriculum.</p>	Outcomes of Phonics screening assessment.	£3000	Amy Rawling (KS1 and Phonics Lead)	<p>A high % of those identified Year 2 children will pass the Phonics screening test.</p> <p>82% of children passed at the end of the Autumn Term.</p> <p>A further 4 were very close (29-31 marks) to achieving the standard.</p> <p>This leaves 7/60 children not achieving the standard.</p>

<p>Children moving from Reception to Year 1</p> <p>The curriculum needs to be balanced and tailored to the address the children's lost learning.</p> <p>Specific speech, language and communication support to be provided</p> <p>Resources to enable Y1 provision to follow more along the lines of Reception</p>	<p>Collaboration between Reception and Year 1 teams to engineer a transition curriculum in order to facilitate an extension of the Early Years' curriculum for 2 terms, thus enabling the children to make up for lost learning.</p> <p>Money to be spent on intervention and resources. (including speech and language)</p> <p>Lucy Perry (additional TA)</p> <p>Jo Sandhu (training)</p> <p>Outdoor area developed and resources purchased for more EYFS style learning</p>	<p>Progress of Year 1 children from September baseline.</p> <p>Pupil Progress meetings</p> <p>Teacher Assessment</p>	<p>£11500</p> <p>£2000 (+ £3000 school budget)</p>	<p>Amy Rawling (KS1 Lead)</p> <p>Holly Lincoln (EYFS Lead)</p>	<p>Children close gaps in EYs learning and are better prepared for Y1 curriculum.</p> <p>Provision of Y1 outdoor area (previously not available) enhances Y1 offer improves curriculum offer</p>

<p>Early Years SEND children.</p> <p>Children have a variety of needs, many of which relate to speech and language development.</p>	<p>Establish Early Years Special Needs Lead.</p> <p>Additional support provided for those with identified S&L/communication needs.</p> <p>Early identification of children through Baseline</p>	<p>Monitoring of progress data. Comparison with non-SEND.</p>	<p>£750</p> <p>£1300 (JS)</p> <p>£530 (MQ)</p>	<p>Helen Kay EYFS SENDCO</p> <p>Jo Sandhu (S&L development)</p> <p>Melissa Quinton (Early Communication)</p>	<p>Early identification enables gaps to be filled and specific intervention to be provided.</p> <p>Clearer understanding of SEND v EAL issues</p> <p>SENDCO has strong EYFS background and therefore greater understanding of EYFS development and needs enabling accurate identification of specific needs and swift tailored intervention</p> <p>Improvement in speech/language/communication development in the identified children</p>
<p>Years 2-6</p> <p>Identification of children who are no longer on track to meet expected standard.</p>	<p>Extra Teachers and Teaching Assistants placed in all year groups to assist with catch up.</p> <p>Scooping, led by both teachers and TAs to support individuals/</p>	<p>Termly monitoring of progress.</p> <p>Pupil Progress meetings</p> <p>Are these children closing the gap?</p> <p>Are these children still behind where they would be expected to be?</p>	<p>£12000</p>	<p>Sue Goodsell (Strategy)</p> <p>John Slater (English Lead)</p>	<p>Small group focused quality support facilitates more rapid reduction in gaps in learning.</p> <p>Identification of any further issues</p> <p>Pupil progress is good</p>

	<p>groups with specific learning needs.</p> <p>Additional intervention timetabled and delivered by teachers to address gaps.</p> <p>Pre-teach sessions in place to support children who may struggle to follow concepts in a future lesson.</p> <p>Development of a school Recovery Curriculum with a focus on basic Maths and English skills.</p>	<p>Identification of further gaps and intervention swiftly put in place.</p>		<p>Holly Lincoln/ Hannah Turner (Maths Leads)</p>	
<p>Year 6</p> <p>Supporting the transition from Year 6 - 7</p>	<p>Year 6 Teachers to devise a series of lessons to focus on what changes the children can expect in the coming months.</p>	<p>Individual pupil discussions</p> <p>Pupils survey to establish that Year 6 children feel more confident and less worried about moving to their new schools.</p>	£2265	<p>Danny Roberts</p> <p>Paul McHugh</p> <p>John Slater</p>	<p>Those children who have received additional emotional support will feel better prepared and more positive about the change.</p>

	<p>Daily teaching will focus on the necessary skills and knowledge that the children will need in order for a smoother transition to secondary school.</p> <p>Additional support to be put in place for those children who are anxious about next year.</p>				
All year groups	<p>Focus on the development of writing across the school.</p> <p>Training for staff on modelled writing and 'i.Write'</p>	<p>Teacher assessment</p> <p>In-class verbal feedback</p> <p>Pupil Progress meetings</p>	No cost (see support/ Intervention input)	John Slater	<p>Improving outcomes in writing at data collection points.</p> <p>Clear evidence of progress in teacher assessment</p> <p>Identification of any further issues</p>
<p>All Year Groups</p> <p>Identification of children with social/ emotional needs.</p>	<p>All classrooms are to establish an emotional check-in board.</p> <p>Use of ELSA TA to work with individual children in UKS2</p>	<p>Any children expressing concern will be picked up daily and monitored. Parents will be informed when required</p> <p>Regular discussions with children identified for ELSA support will</p>	£3150	<p>Mrs Elston (ELSA)</p> <p>Hannah Turner (Art Therapy)</p>	<p>Check in boards will show that the vast majority of children are feeling positive and are ready to learn.</p> <p>Children are supported to overcome any issues relating to the return to school or pandemic.</p> <p>Children will be encouraged to develop skills that enable them to</p>

	<p>Teacher trained in Art Therapy. Sessions delivered to individual children in LKS2.</p>	<p>demonstrate that their anxiety etc is falling and that overall they are feeling more positive.</p> <p>Regular discussions with children identified for Art Therapy support will demonstrate that their anxiety etc is falling and that overall they are feeling more positive.</p>	£250		<p>cope with any challenging situations they may be presented with in the future.</p>
<p>All children Planning for remote learning.</p>	<p>EYFS – use of Tapestry to engage with children and families on a daily basis.</p> <p>KS1 – Use of Seesaw to upload daily activities linked to all areas of the National Curriculum.</p> <p>KS2 – Use of Teams. Staff training in order that this resource can be used confidently. Remote learning to focus on Reading development and fluency in Maths.</p>	<p>Teachers will be speaking to children daily for verbal feedback support and also contacting children/parents directly via courtesy calls. Children not engaging are a focus.</p> <p>Use of insight function on Teams to identify what lessons children accessing and what activities are being completed.</p> <p>Impact of the quality of remote teaching and learning will be somewhat measurable once the children complete baseline</p>	£1500 (grant to set up Microsoft Teams)	<p>Callum Price (Computing Lead)</p>	<p>Staff are able to provide effective home learning to ensure all children have access to quality teaching.</p> <p>Children learning from home will have full access to an adapted curriculum.</p> <p>Children will be accessing their online learning regularly (daily where possible).</p> <p>Vulnerable children able to access learning throughout lockdown.</p> <p>No break in provision means fewer gaps should be evident on return.</p>

	Parent survey conducted to ascertain if any barriers to the access of technology for families was present.	assessments on return to school.			
<p>All children</p> <p>Many children have not been active during lockdown.</p> <p>To support their mental and physical wellbeing, we are to develop our outdoor space with the aim of extending our outdoor curriculum.</p>	<p>Teacher CPD led by experienced Forest School Lead.</p> <p>SLT to devise plan for the outdoors, consulting outside agencies where necessary.</p> <p>Teachers to begin to effectively plan for outdoor provision, making use of skills learned.</p>	<p>Pupil interviews will demonstrate a passion for outdoor learning and clear articulation of what has been learned.</p> <p>Teachers will be utilising the outdoors more regularly, purposefully and confidently. (evidenced in planning)</p> <p>Clear plans will be in place for the development of the outdoor space. (KP – SIP)</p>	<p>£300</p> <p>£2000 (+ £8000 school budget)</p>	<p>Sue Goodsell</p> <p>John Slater</p> <p>Ed Myland</p> <p>David Hawes</p>	<p>Further development of confidence, resilience and team-building skills.</p> <p>Enhanced curriculum provision</p> <p>More meaningful and relevant outdoor learning opportunities</p> <p>Sustainability due to staff development.</p>
Total spend:			£33,040		

