



2020/2021 COVID-19 Recovery 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). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

The government has announced £1 billion of funding to support children and young people to catch up. This includes a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time.

Although all children have had their education disrupted by the coronavirus (COVID-19) outbreak, it is likely that disadvantaged and vulnerable groups will have been hardest hit. This Plan will outline how the school will use the money to help close the gap and get children back on track.

School Context

St George's C of E School is an academy, part of the Black Pear Trust MAT. It converted to academy status on 1st September 2019. The school is a one form entry primary with a PAN of 30. It offers a 26-place nursery with both full and part time places available. In September 2020 we launched our 2-Year-old 'Tots' provision. Currently we would be able to have 8 2-Year-olds as we have 2 qualified members of staff. However, if numbers rise, we would re-evaluate staffing.

School Context

St. George's CE VC Primary school is an average primary school, serving an urban community. It is a one form entry school with 206 pupils currently on roll, who are taught in single year classes. Historically, there has been a high percentage of pupil mobility throughout an academic year. The percentage of disadvantaged pupils is above average, a high percentage of our pupils living in the most deprived areas. The percentage of pupils eligible for a Free School Meal is 24 % which is above national (15.1%). The percentage of children receiving support for Special Educational Needs is also above average 17% compared to National (11.9%). Most children are white British with English as their first language. Approximately a third of our children (30%) are EAL, the majority of which come from our close-knit Bangladeshi community.

Most of our children come from families where there are high levels of domestic violence, alcohol and substance abuse and mental health problems. Our school community crime statistics show that there are high levels of anti-social behaviour and violent offences. Our school curriculum and policies promote the health and wellbeing of our pupils and it reflects and addresses the needs of the most recent school health profile.

The school joined the Black Pear Trust on September 2019 and due to internal restructuring, a Head of School and a Deputy Headteacher were appointed following the MAT conversion. Staffing has been stable for 2 years after a period of instability and we are developing our leadership capacity with a newly appointed KS1 Leader, KS2 Leader and Early Years Leader from September 2020.

Due to COVID-19, School was closed from 20th March 2020, apart from vulnerable and Key Worker children attending. On June 1st, school was open to eligible year groups. We saw 15% of the school cohort return. On the last week of term, 40% of the school cohort had returned to school. The year 5 children were invited back too.

Current Learner Characteristics	Total	Boys	Boys %	Girls	Girls %	PPG	PPG%	FSM	FSM%	SEND	SEND%	EAL	EAL
Nursery	22	15	68	7	32	0	0	0	0	4	18	5	23
Year R	27	11	41	16	59	8	30	8	30	2	7	5	19
Year 1	28	14	50	14	50	10	36	11	39	4	14	12	43
Year 2	24	11	46	13	54	6	25	6	25	8	33	7	29
Year 3	31	18	58	13	42	11	35	13	42	3	10	11	35
Year 4	26	11	42	15	58	8	31	6	23	3	12	11	42
Year 5	26	15	58	11	42	7	27	6	23	2	8	3	12
Year 6	27	14	52	13	48	11	41	8	30	6	22	7	26
Total	211	109	52	102	48	61	29	58	27	32	15	61	29

Financial Breakdown

Number of children eligible to receive Funding

186

Funding Per child

£80

Estimated Total Allocation

£15,040

The Tiered Approach

Teaching	The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils. Expert teachers develop a broad array of teaching strategies that, combined with subject knowledge and knowledge of their pupils, positively impact upon learning. Developed Teaching & Learning including delivery of remote learning.
Targeted Academic Support	Evidence consistently shows the positive impact that targeted academic support can have, including for those pupils who are not making good progress across the spectrum of achievement. This may include structured interventions, small group tuition, one to one support, effective deployment of teaching assistants and reading interventions.
Wider Strategies	Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. These local needs and challenges have been highlighted in our recovery plan. Supporting families will be vital for success. This may include sustaining wider parental engagement, social and emotional learning, reinforcing behaviour routines and breakfast clubs.

Rationale for Spending at St George's School

	Identified Gaps as a result of the Pandemic	Cohorts affected	Desired Outcome	Success Criteria
A	Evidence from baseline phonics assessments show children have not retained their sounds knowledge and are less	EYFS, KS1 & SEND Pupils in KS2	Children to have a secure knowledge of the complete range of graphemes in order to apply their	<ul style="list-style-type: none"> The proportion of children passing the phonics screening test is at least in line with children nationally. In school data show children have made at least expected levels of progress in phonics The vast proportion of children have completed the phonics programme by the end of Spring Term Year 2 this academic year.

	confident applying the strategies of blending to word reading.		skills to decode words efficiently.	<ul style="list-style-type: none"> Intervention entrance and exit data show children are making good levels of progress and that interventions are having the intended impact. A greater proportion of children are reading an age-appropriate text with fluency (90 words per minute) by the end of Key Stage 1.
B	Poor oral language skills-Language Link assessments have shown significant gaps in language development.	EYFS	children are able to use language to express their understanding and ask questions. Language is not a barrier to accessing all areas of the curriculum.	<ul style="list-style-type: none"> The proportion of children working at the expected standard in language screen has risen. Language link rescreening shows that gaps in language development have closed.
C	Pupils handwriting across the school is less fluent, impacting the presentation of work and their fluency	KS1 & KS2	Children write legibly, fluently with clear ascenders, descenders and a joined style.	<ul style="list-style-type: none"> Children's poor letter formation is not a barrier to writing stamina. Writing can be read and understood without mediation. Children have the necessary motor skills to maintain style and write at length across the curriculum
D	Identified groups of children have lost automaticity with the application of written methods in Maths and fluency with calculations.	KS1 and KS2	Children have a clear understanding and method for all 4 operations.	<ul style="list-style-type: none"> A greater proportion of children are able to achieve 30 or more on the arithmetic paper 1 at the end of KS1. Children are able to utilise clear calculation methods to solve problems in reasoning papers. Children have greater levels of confidence and competence in applying written calculations.
E	For identified children the impact of prolonged	EYFS, KS1 & KS2	Children will have a good sense of wellbeing and will be	<ul style="list-style-type: none"> Children feel happy and confident. Identified children can access learning in a calm and happy manner.

	absence from school and social isolation has impacted on social skills and wellbeing.		able to access their learning effectively.	<ul style="list-style-type: none"> Children feel confident in socialising with their peers in a respectful manner.
F	Children's grammatical understanding is less secure when writing at length	KS2	Children are able to both speak and write in grammatically accurate sentences.	<ul style="list-style-type: none"> It is evident through both informal and formal assessments that children have a clear understanding of a range of word types, tenses and punctuation marks. A greater proportion of children are able to achieve the expected standard in the GPS test at the end of KS2 from their baseline point. A greater proportion of children are able to add structure, clarity and variety to their writing by demonstrating their understanding of GPS appropriate to their age range.

Action Plan

Focus & Year group	Number of children	Identified Need	Cost	Lead By	Rational (research-based decision making)	Evaluation
Teaching						
Rec, KS1 and SEND pupils	Rec X27 Y1 X28 Y2 X24 Total X 79 children	Further upskill staff to deliver highly effective phonics interventions, both small group and 1:1. Use of development days with Read, Write Inc Regional	1 X supply day a month TA Grade 4 (MDM) to release AS for	AS Reading Leader	Read, write, Inc phonics is currently one of EEF promising projects – the evaluation will be published in Summer 2021. The EEF guide to supporting school planning states 'Improving the quality of teaching—both the planning and implementation—is almost always supported by high-quality professional development.' The development day practice will provide ongoing support to continually develop practice ensuring delivery continues to develop and refine practice.	

		<p>Trainer to support staff within bubbles who may not have led interventions previously.</p> <p>Children in Year 2 need to assess age-appropriate reading books and read fluently.</p>	<p>coaching 1:1</p> <p>3hours-£1817</p>		<p>'...but a common mistake in implementing new programmes and practices is only providing up-front training, with little or no follow-on support'</p> <p>The ongoing support will enable coaches both internal and external to support staff through modelling, feedback and reinforcement of effective practice.</p>	
Key Stage 2	<p>Y3-29</p> <p>Y4-26</p> <p>Y5-26</p> <p>Y6-27</p>	<p>Baseline data at the end of September shows significant gaps across KS2 in relation to Maths and Writing. Basic skills have been forgotten or have not been taught due to lockdown.</p> <p>Key skills for writing and maths need to be taught in order for children to reach ARE at the end of the academic year.</p>	<p>A Main scale teacher will be employed as soon as possible on a fixed term contract until the end of the year</p> <p>1 and a half days COVID-19-</p>	<p>LL and LS</p>	<p>Quality First Teaching</p> <p>Wave 1 provision is established across the school</p> <p>Adult Pupil ratio in Year 5 is reduced.</p> <p>Interventions are in place to address key basic skills in Writing (handwriting and Grammar) and Maths.</p> <p>Gaps in phonics are addressed in KS2-Nessy Phonics is used for intervention.</p> <p>Intervention for timetables- a higher percentage of children in Year 4 will be on track to pass the Year 4 timetables assessment in the Summer term.</p> <p>Children in Year 4 will be more fluent with using and applying their knowledge of their timetables.</p>	

			catch up intervention £7864			
Targeted Academic Support						
Upper Key stage 2	Small groups of children	Small group tutoring for children with poor recall or less secure recall of the written methods for each of the 4 operations including using decimals and fractions.	3 tutors identified in school- (grade 2) LP, LW and LL £1591-(1 hour)	MM and LL	The EEF guide to supporting school planning states 'The evidence indicates that small group and one to one intervention can be a powerful tool for supporting pupils. High-quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress' No identified existing project but the school will utilise the principles from the EEF guide 'PUTTING EVIDENCE TO WORK: A SCHOOL'S GUIDE TO IMPLEMENTATION'. It will also ensure the common elements identified from the successful projects in the EEF trial evaluations. The tutoring will be led by qualified teachers.	
KS1 & KS 2		Handwriting and presentation – letter formation and size proportion	(£427-1 hour-LL) Intervention support	LL- Grade 1	Debbie Hepplewhite scheme. This can be delivered online and in school ensuring continuity for delivery if school learning needs to become remote.	
EYFS, KS1 and		Language Link Programme- Baseline assessments have revealed gaps in	Grade 2 – LP £32- photoc	Grade 2 TA- LM	Oral language skills form a crucial foundation for thinking, learning and social interaction. Children's oral language ability during their early years is one of the strongest predictors of	

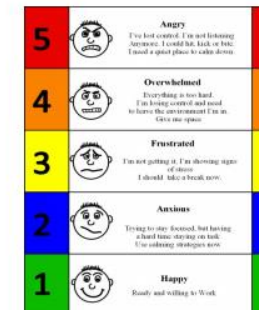
KS2 (SEND)		language development. Language intervention groups will begin after October half term. D of E -School has been approached and offered £2,500 of free resources to deliver a robust and highly recognised language intervention programme	copying resources £2,739 40 mins daily X5 pupils 15mins daily 1:1	Grade 1 TA-SG	success in literacy and numeracy and later employment and wellbeing. Language Link- 'Our award-winning Infant Language Link is an innovative online package used to identify and support children with mild to moderate SLCN and those new to English. The assessment will also identify any children who may have more severe language needs, such as Developmental Language Disorder (DLD), so that these children can be considered for further investigations and diagnostic assessment with your local Speech and Language Therapy team'. Reception children will be assessed for language development using a recognised research-based Language programme - Nuffield Early Language Intervention. This will be delivered by a TA and targeted intervention for X5 Reception children who have been identified as having the weakest language skills.	
Wider Strategies						
KS1 & KS2	Small groups of children e.g. no more than groups of X3 from the same 'bubble'. 1:1	Nurture – Social and Emotional support- Children across the school have been identified as requiring social and emotional support. Pupil questionnaires have been analysed and	Grade 1 1T A £570-(1 hour of annual salary)	TA-LM	Adverse Childhood Experiences (ACE) Bruce Perry- 'A 3-year-old, through extreme neglect, has a markedly shrunken cortex'. Barry Carpenter- 'Wellbeing should be timetabled'-Recovery Curriculum-2020	

structured conversations with parents/carers indicate that some children have struggled with wellbeing and have high levels of anxiety in relation to COVID-19.

A group of children across the school are using the 3- or 5-point scale to reduce levels of anxiety.

These children have been assessed with the Boxall Programme to identify their key areas of need. Targets have been set and strategies put in place to address their individual needs.

Additional examples of the 5 Point Scale are below for voice and anger. For more information and ideas go to <http://www.5pointscale.com/>.



REFERENCES

Buron, K. D., & Curtis, M. (2003). *The incredible 5-point scale: Assisting students with autism spectrum disorders in understanding social interactions and controlling their emotions responses*. Shawnee Mission, KS: Autism Asperger Publishing Company.

