

### COVID Catch Up Funding: Charlton Mackrell C of E Primary School Plan for allocation

<b>Background</b>	<p>Total number of pupils: 77                  The COVID pandemic caused schools to close from March 20<sup>th</sup> 2020. Childcare provision was quickly established and opened for families from Monday March 23<sup>rd</sup>. Education for some of the children resumed in small pods and for a reduced number of hours between June 1<sup>st</sup> and July 20<sup>th</sup>. The whole school reopened to all pupils from September the 1<sup>st</sup>. This had left the children and families from our community with 14 weeks of interrupted education and a gap within their learning that will need to be addressed across this and subsequent academic years.</p> <p>Lockdown anxiety is becoming a new phenomenon. Victims of COVID 19 are presenting with PTSD due to their experiences within critical care units and children are increasingly presenting with panic attacks. We do not want this pandemic to rob our pupils of their childhood. Childhood should be built on hope. Recently in some homes it will have been filled with fear. We know that fear leads to anxiety which then results in the crippling of interactions and rigidity within our mental health. We need to rekindle hope and rebuild resilience. Remember resilience is that skill that if you get knocked down by life you can come back stronger than ever. If we plan time for a deep rediscovery of our children now, then we will benefit in the longer term.</p> <p>The government has provided schools with a catch-up premium designed to mitigate the effects of the unique disruption of COVID 19.</p>			
<b>Aim</b>	Charlton Mackrell C of E Primary School is committed to ensuring the recovery of the education for the children within our setting. The teaching and learning team will support pupils in line within the guidance on curriculum expectations for the next academic year. To ensure that the school makes the best use of the funding the headteacher has consulted external documentation such as those published by the Education Endowment Fund or EEF e.g. <i>'COVID 19 Support Guide for Schools'</i> and <i>'A Tiered Approach to 2020-21'</i> .			
<b>Allocation</b>	Provisional Allocation for the Academic Year 2020 – 201 £80 per pupil School role of 77 Total £6,160 The allocation is paid in three tranches	Autumn Payment: £1,540	£46.66 per child across both payments	Payment Received: £1,540
Spring Payment: £2,053		Payment Received:		
Summer Payment: £2,567				

<b>Barriers</b>	<ol style="list-style-type: none"> <li>1) An opportunity to continue to attend school with interruption and consistency due to further COVID outbreaks</li> <li>2) Full attendance for individual children due to the nervousness of individual families</li> <li>3) The gap between families which was present before COVID 19 has now increased. Vulnerable families are more vulnerable and the inequality of opportunity has increased</li> <li>4) Although we have all experienced the pandemic the journey that we have had through it will be very different</li> <li>5) As yet we do not know the full fallout for families e.g. the impact of local redundancy and job losses</li> <li>6) Identifying too many areas to focus on and not being focused to the main areas that need addressing within our school</li> <li>7) Implementing the new approaches in the midst of routines that are already embedded within the school</li> <li>8) Change will not be sustainable due to the workforce within school becoming sick</li> <li>9) A lack of shared understanding across the teaching and learning team leading to an inconsistent approach</li> <li>10) Data used to inform decisions made will not be robust and rigorous to inform reliable teacher assessment</li> </ol>
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<b>Priority 1: High Quality Teaching Step 1:</b>	<p><b>Autumn term 1: A recovery curriculum:</b>  <i>‘Teach an ambitious and broad curriculum in all subjects from the start of the Autumn term, but make use of existing flexibilities to create time to cover the most important missed content’.</i> DfE Guidance for wider opening July 2020. We want to formalise a curriculum of compassion. <b>To respond to the lived experience for ALL pupils through a</b> consistently sensitive approach for all pupils to rebuild relationships by having a supported transition through time to repair. We want the children to have the space to rediscover their self-image, confidence, self-esteem and concept of self. It is the unwritten relationships that will repair this period of neglect so we want all staff to be caring, open, accepting to ensure that they connect with each child. (Dr Barry Carpenter ‘Recovery Curriculum’)</p> <p>EEF: <i>‘Schools may want to consider assessing the SEMH outcomes that relate to how well children learn. What approaches to social and emotional learning will best support pupils to reconnect with their peers and to re-establish positive learning behaviours?’</i></p>			
	How Long?	How Much?	Who?	Monitoring & Review



4 weeks	£0 resources provided from the Anne Freud Toolkit and Somerset County Council Educational psychology £80 Training from InspirEd	Inset day training	<p><b>Staff participated in the INSET day and reflected on the importance of reconnection through connection. The opportunity to reflect on the relationship styles that we use within the classroom was taken. SLT also shared the outcomes from the COVID impact questionnaire. The opportunity for a flexible timetable during this period enabled children to rebuild their stamina for learning after a long period of absence from focused learning. The impact of the first two weeks was assessed through the use of a staff/teacher questionnaire. The results of this clearly showed the children were ready and wanting to move back to a more focused day. The first two weeks focused on the book Here We Are by Oliver Jeffers. As a result, the children returned to school incredibly well.</b></p> <p><b>Evidence:</b>          The Anna Freud well-being toolkit was used in all classes. ELSA support was put in place for those children who found the transition back to school difficult.          Mindfulness and well-being activities were planned into each day, which the children found helpful and enjoyed.  <i>Parents: Commented on how happy the children were to be back at school.</i></p>
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<b>Priority 1: High Quality Teaching Step 2:</b>	<b>Autumn term 1: A period of effective diagnostic assessment:</b> <i>EEF documentation: 'Assessment can help teachers determine how to most effectively support their pupils. Every pupil will have been affected differently by COVID 19.' 'Schools will have to deploy their own assessment approaches to sensitively diagnose the actual impact that COVID 19 school closures may have had on their pupils. Teachers need to recognise the importance of every small piece of information which contributes towards the bigger picture of the child'.</i>			
	How Long?	How Much?	Who?	Monitoring & Review
	6 weeks	NFER Assessment materials  £350	Class Teachers, SLT, SENCO/ HT	<p>Senior leaders and teachers ensured that they considered questions such as those highlighted in the EEF document e.g.</p> <ul style="list-style-type: none"> <li>* What learning has been lost or misunderstood?</li> <li>* What new knowledge and experiences have been gained?</li> <li>* Should we re-teach that material to the whole group, or move on?</li> <li>* What is the right balance between standardised assessments and classroom-based diagnostic assessments?</li> </ul> <p>Base line data was compiled for pupil progress meetings to share with senior leaders, the SENCO / the Head Teacher. A realistic overview showed the gaps and pupils who would need additional support to make rapid progress to enable the difference between them and their peers to be diminished. The SEND register was updated and interventions began in week 5 for children who were requiring small group or 1:1 support. Additional professionals such as the learning support team were contacted in week 3 with a view to the SENCO completing an EHCP for these children later in the school year. NFER and Read, Write, Inc. assessments were used to inform teacher judgements in years 1 to 6.</p> <p>Evidence:</p> <p>Whole school data shows that overall there is a much lower baseline for all three core areas of reading, writing and maths.</p> <p><i>KS1: There has been a loss of fluency in phonics, an impact on pencil control and scissor control. At this time, it appears that reading and writing are particular areas that have been impacted. It is very difficult as some families have done a lot during lockdown and some have done very little, every family circumstance has been different.'</i></p> <p><i>KS2: Retention of knowledge previously taught was poor. Gaps in learning were identified. Reading for understanding and comprehension, maths ability and writing have been impacted.</i></p> <p>Data:</p> <p>In Y6: Reading 38% are working below the expected level            Writing 38% are working below the expected level            Maths 25% are working below the expected level            In Y5: Reading 33% are working below the expected level</p>

<b>Priority 1: High Quality Teaching Step 3:</b>				<p>Writing 33% are working below the expected level Maths 33% are working below the expected level</p> <p>In Y4: Reading 44% are working below the expected level Writing 44% are working below the expected level Maths 33% are working below the expected level</p> <p>In Y3: Reading 36% are working below the expected level Writing 36% are working below the expected level Maths 29% are working below the expected level</p> <p>In Y2: Reading 36% are working below the expected level Writing 36% are working below the expected level Maths 27% are working below the expected level</p> <p>In Y1: Reading 25% are working below the expected level Writing 25% are working below the expected level Maths 25% are working below the expected level</p> <p>In YR: Reading 33% are working below the expected level Writing 33% are working below the expected level Maths 33% are working below the expected level</p>
	<p><b>Autumn term 1 &amp; 2: Diminishing the difference within phonics</b> EEF: <i>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress.</i></p>			
	How Long?	How Much?	Who?	Monitoring & Review
Term 1 to Term 6	£1,400 but funded by the English Hub to support Read, Write, Inc. training.	Class Teachers, reading lead, SLT, SENCO, HT	<p>Teachers made the teaching of phonics a priority within their timetables. Observations showed that children were happy to return to the familiar teaching routines of the school phonics program, Read, Write, Inc. Previous years phonics screening tests were used to ascertain a baseline in years 1 and 2 so that teachers and SLT could assess the level of learning lost for those children who had and had not been in school during the closure. Catch up materials were purchased to support a large group of pupils who were working well below their peers. As a priority classes were found additional allocated, sanitised safe spaces to work in small groups outside of the classroom. Additional Read, Write, Inc., word reading and fluency intervention put in place for year 1, 2 and 3 children.</p> <p>Evidence: KS1: <i>'There has been a loss of fluency of the phonic code.'</i></p> <p>Data:</p>	

<b>Priority 1: High Quality Teaching Step 4:</b>				<p>Baseline: 73% of Year 2 pupils were on track to pass the phonics screening. This is a dip from the 82% who were on track in February 2020 when the children were in school full time and accessing Read, Write, Inc. in line the with school's phonics policy. It was hoped that this percentage would have been increased to 90%+ through the targeted intervention and pre/post teaching of small groups which normally takes place across the summer term. The school are planning to undertake the screening by December 18<sup>th</sup></p> <p>December 18<sup>th</sup> Year 2 screening results: 100% An excellent result thanks to the effective interventions and the hard work of staff and pupils.</p>
	<p><b>Autumn term 2020 –Summer term 2021: Diminishing the difference within reading</b></p> <p>EEF: <i>'On average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. Reading aloud is valuable insofar as it improves students' reading fluency, which is strongly associated with comprehension.'</i></p>			
	How Long?	How Much?	Who?	Monitoring & Review

	Term 1 to Term 6	Targeted reading materials Comprehension skills training for one teacher £160	Class teachers, volunteer readers, SLT, Intervention leaders/ teachers	<p>The Reading Lead has ensured that there are enough phonically decodable books for the children in KS1. Further books were located and added into the reading scheme to help support a balance of low levels of attainment but a high level of appeal for those children who were maturing in their interests but did not have the skills to access more challenging texts. All classes have either a redeployed member of staff or an intervention teacher to deliver reading comprehension interventions for those children who need the most support. Individual reading was prioritised during the first 2 weeks and guided reading begun in weeks 3 and 4.</p> <p>Evidence:  Year R: <i>'A level of flexibility will be needed within Reception as we may need to start guided reading at the tables with the children later in the term. Addressing gaps in early speaking and listening will also be a priority.'</i>  KS1: <i>'There has been a loss of fluency of the phonic code, an impact on pencil control and scissor control.'</i></p> <p>Data:  In Y2: Reading 36% are working below the expected level  In Y1: Reading 25% are working below the expected level  In YR: Reading 33% are working below the expected level</p> <p>End of Autumn term 2 Data Update: TBC</p>
<b>Priority 1: High Quality</b>	<b>Autumn term 1: Providing a high quality remote learning package:</b> EEF: <i>'There is still a great deal of uncertainty as to whether the academic year will be interrupted by Covid-19 outbreaks. School leaders will therefore have to plan for a range of eventualities that will likely involve high-quality remote learning. Focusing on high-quality remote learning will always be valuable for pupils. Planning for a well implemented remote learning strategy can be effectively combined with revisiting homework policies and related approaches to</i>			

<p><i>fostering independent learning.’. Questions to consider: ‘How will remote learning provision be provided for pupils who are absent from school, in both planned or relatively unplanned circumstances? What aspects of remote learning provision will be integrated in school policies attending homework, feedback, teaching and learning? How well do school practices align with the best available evidence on remote learning?’</i></p>					
How Long?		How Much?	Who?	Monitoring & Review	
Ongoing for homework and should blended learning be required.		Google Classroom £0 Staff time	HT, SLT, Class Teachers and TAs	<p>The development and implementation of a remote learning package. A clear policy has been written with supportive materials for parents and staff which enables them to then implement a period of home learning if required. There are two tiers to the home learning program. Learning for those children who are isolating at home for two weeks or awaiting tests and tier two for whole classes or bubbles who are off school due to COVID restrictions. Parents and staff use the platform for homework tasks to ensure that they are able to access the learning in the event of closures or home learning. INSET time was allocated to enable teachers to upskill. The use of Google Classroom is in line with the requirements of the ELIM and National guidance and the priorities highlighted by the EEF documentation e.g.</p> <ol style="list-style-type: none"> <li>1. Teaching quality is more important than how lessons are delivered</li> <li>2. Ensuring access to technology is key, particularly for disadvantaged pupils</li> <li>3. Peer interactions can provide motivation and improve learning outcomes</li> <li>4. Supporting pupils to work independently can improve learning outcomes</li> <li>5. Different approaches to remote learning suit different tasks and types of content</li> </ol> <p>Evidence: An audit tool was also used to check full compliance and all policies were in place for the national deadline of 22/10/20. Class teachers were prepared as this platform had been used during the earlier lockdown.</p>	
<b>Priority 2: Targeted Academic Support Step 1:</b>	<p><b>Autumn term 1: Providing targeted intervention</b> EEF: <i>‘High quality teaching is supported by, and inextricably bound to, targeted academic support. Good assessment will reveal that some pupils have lost learning, misunderstood content, or made gains in their knowledge, during the extended period of Covid-19 partial school closures. This may require targeted one to one or small group tuition to address gaps. We can also anticipate that pupils with SEND will need specific support in the academic year ahead. The evidence indicates that small group and one to one interventions 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.’</i></p>				
	How Long?		How Much?	Who?	Monitoring & Review
	Autumn term		£6,160 Employment of a skilled interventions practitioner to work 4	WU	<p>A review of the base line assessments is demonstrating a clear need for a very large percentage of pupils. WU will provide 4 afternoons per week of interventions to children requiring support in Wildfire Class. The focus will initially be on phonics, reading and comprehension. Teaching assistants will be redeployed in Rainbow and Hurricane Classes to cover daily afternoon interventions.</p> <p>Evidence: All class data, pupil progress meetings, book looks</p>

		afternoons a week.		Data: See data above
Priority 2: Targeted Academic Support Step 2:	<b>Autumn term 1: Supporting pupils with SEND</b> EEF: <i>'High quality teaching for SEND children is high quality teaching for all children. 'Questions to consider, how do staff know their pupils, including those pupils with SEND? How is this communicated widely? How will your school plan for effective teaching assistant deployment to offer both targeted interventions and supplementary classroom provision? How are supportive relationships with an adult in school developed for pupils with SEND?'</i>			
	How Long?	How Much?	Who?	Monitoring & Review
		INSET Day Staff Meeting weekly agenda item	HT, SLT, Teachers, TAs	<b>Inset Day 1: Recovery through reconnection: The Importance of relationship building</b> All teachers were provided with an SEND register for their new class at the end of the summer term. This enabled them to be prepared for the needs of the children before they returned in September and ensure that their needs were planned for. This was then updated once the recovery curriculum had been completed and teacher assessments were complied.
Priority 2: Targeted Academic Support Step 3:	<b>Autumn term 1: Supporting pupils with low levels of vocabulary</b> EEF: <i>'Children's oral language ability during their early years is one of the strongest predictors of success in literacy and numeracy and later employment and wellbeing.'</i>			
	How Long?	How Much?	Who?	Monitoring & Review
	20 weeks blocks	£0 Nuffield Early Language Intervention – government funded training.	EH	<b>Time was spent completing a thorough baseline of the vocabulary skills of the children when they started school. In the first part of the Autumn term the BVPS was used to give the children a scaled score in line with their national peers. The outcome of this showed that over half of the children were working below the expected level. The results were then used by the class teachers and the school SENCO to identify children for targeted intervention through a scheme called Talk Boost.</b>  Data: BVPS scores: **% working below and **% working significantly below
Priority 3: Wider Strategies Step 1:	<b>Autumn term 1: Providing a high quality professional development:</b> EEF: <i>'Improving the quality of teaching—both the planning and implementation—is almost always supported by high-quality professional development. High quality professional development is divided into two categories e.g. face to face training and follow on support. Is there a logical and well-sequenced plan to support and sustain high quality teaching? Are our school staff sufficiently skilled in approaches such as assessment or remote teaching? If not, does our planning contain the right blend of professional development activities to develop these skills? Will changes to rooming or timetables as a result of social distancing measures have direct or indirect impact on teaching and whole school approaches (e.g. limiting classroom activities and flexible groupings)?'</i>			

	<i>Is there legacy training from the previous academic year on teaching and learning that needs to be revisited, sustained, or adapted?'</i>			
	How Long?	How Much?	Who?	Monitoring & Review
	Term 1 - Term 6	£0 Inset training days in September 2020 and January 2021	Class teachers, TAs and SLT	<p>SLT have planned for a range of opportunities for staff to participate in. Where there has been direct, face to face training this has been followed up with time for staff to try out the suggestions e.g. using Google Classroom to set homework before having to use the virtual platform to provide home learning as a result of another lockdown. Training planned from last year has been balanced with training that is required to manage the impact of the continuing pandemic during the Autumn term.</p> <p>Performance management targets have been set in line with the main priorities which have been outcomes within our setting following our return to school e.g. developing confidence within remote learning and ensuring accurate assessments to provide altered planning which has been adjusted to meet the needs of lost or not covered learning.</p> <p>SLT have tried to ensure that all classes have a working space outside of their class bubble to enable them to e.g. deliver Read, Write, Inc. in small groups.</p> <p>Evidence: Staff meeting, INSET day feedback, performance management documentation, planning overviews</p>
Priority 3: Wider Strategies Step 2:	<b>Autumn term 1: Supporting SEMH:</b> <b>EEF:</b> <i>'A common misconception can be that pupils' wellbeing and social emotional learning is separate from their academic, curriculum-based learning. What opportunities are there to meaningfully combine SEL and the academic curriculum? How can we draw out the children's emotions in relation to their experiences?'</i>			
	How Long?	How Much?	Who?	Monitoring & Review
	Term 1 1 Term 6	£0 Supervision time for ELSA Anna Freud toolkit	Class teachers, ELSA, TAs, SLT	<p>Has the staff meeting and inset training helped to understand the children's emotions in relation to their experiences? To what extent has using the Anna Freud toolkit and circle time activities help the children with their wellbeing and emotional learning?</p> <p>Evidence: Feedback from pupil questionnaires, school council, pupil voice, staff meeting discussions, safeguarding concerns, feedback from parents, feedback from ELSA and number of referrals for ELSA support.</p>

Pupil Numbers

77

Per Pupil Rate

£ 80

Provisional Allocation academic year 2020 to 2021

£ 6,160

