

COVID-19 Grant Funding Strategy Statement 2020-2021

1. Summary information					
School	Ravenscroft Primary School				
Academic Year	2020/21	Total budget	£47,000	Date for internal review of this strategy	December 2020

Guidance:
<p>Use of funds</p> <p>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.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>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.</p> <p>This could include, for example: small group or one-to-one tuition or extra teaching capacity from September</p> <p>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</p> <p>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.</p> <p>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> <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.</p>

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

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 	<ul style="list-style-type: none"> • Staff CPD • Support to make quality first teaching and learning as precise as possible. • Two days of initial INSET to support approach to teaching and learning – emphasis on Reading, writing and mathematics, and these skills within foundation subjects. Focus on sensitivity, but high expectations of pupils. 	NA	SLT	Staff direct their teaching towards key skills in reading, writing and mathematics during core teaching as well as of the foundation subjects. Focus on ‘the basics’ and handwriting – building up skills towards age expected standards. Initial focus on handwriting and stamina. Pupils rapidly build up knowledge and skills to expected levels over the course of the first term – and beyond, where appropriate.
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? • What is the right balance between standardised assessment and classroom-based formative assessment? 	<ul style="list-style-type: none"> • Summative Assessments (initially – reading assessment, followed by <i>Rising Stars</i> formal assessment later in Term 1. • Staff CPD for Formative Assessments – Phase Meetings comparing pupils’ work and identifying key individuals and key gaps in skills, knowledge and attainment. 	Cost of <i>Rising Stars</i> ?	SLT	Teachers have a mixture of formative and summative assessment to guide planning for teaching and learning. Phase meetings ensure moderation of assessment across year groups – as well as quality assuring high expectations of pupils’ work.

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"> • <i>Google Classroom</i> has been used consistently by all year groups during the lockdown period – and is now being used for homework in order that pupils and their families remain well practised. • Provide support and CPD training for teachers, pupils and parents. Provided by the Computing Lead. Parents receive flyers and the school sets up a “support@” mailbox for all parents’ technical queries. The mailbox is checked and passed on to relevant members of staff to find solutions (including our <i>Adept</i> technician. • Support access for disadvantages families – parents surveyed by <i>Survey Monkey</i> to ascertain access problems and begin to workout which families should be provided with a laptop or wifi solution during lockdown – or for homework in the interim. 	TBC	SLT Computing Lead <i>Adept</i> technician	Pupils have been accessing <i>Google Classroom</i> since the start of the lockdown period – but initially by some pupils, and not always consistently. Use of remote learning for homework should ensure that pupils and families become further experienced with its use – flyers to parents with support email and access to technical guidance by appropriate staff should ensure that families are well supported in their access. Analysis of the <i>Survey Monkey</i> data should allow SLT to target families (including those disadvantaged) with hardware and wifi access. Analysis will guide whether any catch-up grant should be spent to augment the approximately 60 laptops expected to be supplied by the local authority in the case of a local lockdown.
Professional development for all Teaching Staff	<ul style="list-style-type: none"> • Prioritising high quality training for teaching in classrooms. • Deep subject knowledge and flexible understanding of curriculum. 	<ul style="list-style-type: none"> • Curriculum Training and CPD • Subject Knowledge CPD • Support teaching staff with planning. • Support teaching staff with assessment. 	NA	SLT Subject Leaders Trust CPD – Network meetings etc.	Teachers’ planning, teaching and assessment is enhanced to ensure good quality learning experiences for all pupils – including those who are disadvantaged, and those to have been assessed as having gaps in their knowledge and understanding.

Total budgeted cost					TBC following survey analysis
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 tuition	<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? • 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? 	<ul style="list-style-type: none"> • Carefully targeted interventions through identification and assessment of need. • Intensity of assessments should be should be monitored over time. • Staff training to deliver interventions well. • Structured supporting resources and lesson plans with clear objectives. • Assessments undertaken to guide areas for focus and track pupil progress. • Teachers deliver extra-curricular interventions in reading, writing and mathematics at the end of the school day to identified pupils within their year group augmenting quality first teaching in classrooms. • Part time teacher/s deliver focussed interventions within the school day to identified pupils. (EYFS/KS1 from November – KS2 from January). 	<p>Extra-curricular academic clubs approx £7000 per half term (from Autumn 2 until Spring 2 - approx. £14K</p> <p>Teacher 3 days per week from November to July – approx. £20K</p> <p>Teacher 3 days per week from January to July – approx. £16K</p>	<p>All class teachers</p>	<p>Pupils get extra time and support from qualified teachers who work in their year group (if not their class teacher).</p> <p>Learning is based directly on lessons and teachers have a thorough knowledge of their pupils and their pupils’ gaps in knowledge and skills in order to close those gaps.</p> <p>Part time teachers (known to the school and to pupils) deliver focussed interventions during the school day to identified pupils and groups of pupils.</p>
Total budgeted cost					Approx £50K

iii. Wider Strategies

Action	Questions to consider/approaches:	How will you achieve it?	Costs	Staff lead	Impact/Outcomes for Pupils
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Tackling non-Attendance	<ul style="list-style-type: none"> Rigorous application of the Attendance Policy. 	Bespoke attendance analysis by year group, and also by individual pupils and families. Phone calls and home visits where required.	Cost of LA officer?	HT, Attendance lead, LA attendance officer	Families are encouraged to ensure the attendance of their children at school
Total budgeted cost					NA
Grand total					Approx. £50K (plus any costs associated with hardware procurement beyond the laptops to be provided to families by the Local Authority in the event of local lockdown).