

## **COVID-19 Catch-Up Funding Report 2020-2021**

### **ALFRISTON PRIMARY SCHOOL**

The government recognises that 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 are among those hardest hit. The aggregate impact of lost time in education is substantial, and we need to ensure that children and young people recover and get back on track. Returning to normal educational routines as quickly as possible is critical to our school recovery.

#### **Funding Allocation**

Schools' allocations are calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in Years Reception through to 11. Our allocation is £8086.

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 curriculum expectations for the next academic year in actions for schools during the coronavirus outbreak.

While schools can use their funding in a way that suits their cohort and circumstances, they are expected to use this funding for specific activities which will help pupils catch up on missed education.

To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a coronavirus (COVID-19) support guide for schools with evidence-based approaches to catch up for all students.

[https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19\\_Resources/Covid-19\\_support\\_guide\\_for\\_schools.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf)

#### **Strategy Statement**

Our catch up priorities are to assess and close gaps in children's learning caused by school closure during the COVID-19, support children's social, emotional and mental health needs and promote children's independence and resilience.

The support strategies we will use are quality first teaching and targeted academic support alongside wider support strategies, such as mental health and emotional wellbeing.

High quality teaching will identify gaps in knowledge and allow for these to be filled during well planned lessons which are taught in school and uploaded to Google Classroom for home learning. Well planned inset days and regular training for CPD and supporting new technology processes will continue to be prioritised for all school staff.

## Barriers to learning

- Low attendance caused by isolation periods;
- Inconsistency of teaching caused by lack of online teaching experience;
- Variation in academic ability in classes due to national lockdown in March 2020;
- Lack of ICT/Internet capacity in the home environment;
- Lack of parental support for learning at home;
- Emotional impact of being away from school and friends during school closure.

## Additional information to aid our spending plan

- What's working well in remote education - Ofsted 11th January 2021;
- Internal assessment and reporting;
- Evidence from the EEF Teaching and Learning Toolkit;
- Analysis of attendance records;
- Recent school Ofsted report demonstrates school's very well sequenced curriculum, allowing assessment of missed steps in sequence for each child;
- Assessment and guidance from experts (School Advisor, iSEND);
- Feedback from staff, parents and pupils.

## The Plan

Action	Intent and Rationale	Cost	How will impact be assessed
Targeted support  (one to one tuition and small group intervention)	There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. To be most effective, creating a three-way relationship between tutor, teacher and pupils is essential, ensuring that tuition is guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback.	Employment of qualified and outstanding teacher, already known to the pupils,	Regular assessments, dialogue between professionals, pupil progress meetings, records of Assess, Plan, Do, Review.

	<p>As a rule of thumb, the smaller the group the better.</p> <p>Tuition delivered by qualified teachers is likely to have the highest impact, with regular sessions maintained over a sustained period and carefully timetabled to enable consistent delivery.</p> <p>Interventions might focus on other aspects of learning, such as behaviour or pupils' social and emotional needs, or focus on particular groups of pupils with identified special educational needs or disabilities.</p> <p>Effective intervention follows assessment, which can be used to ensure that support is well-targeted and to monitor pupil progress.</p>	<p>parents and staff.</p> <p>£8086</p>	
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#### Review of Impact – Summer/Autumn 2021

Action	Impact	Next Steps