



## John Perry Primary School - Covid-19 Grant Funding Strategy Statement 2020/2021

### Description

Catch up funding has been allocated to schools on a per pupil basis. Schools should use this funding for specific activities to support their pupils' education recovery in line with the curriculum expectations.

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 learning. Schools should particularly focus on disadvantaged and vulnerable pupils as we know they have been most affected.

<b>Summary information</b>			
<b>Total number of pupils on roll</b>	552	<b>Number of pupils eligible for pupils premium, excluding nursery</b>	167 (29.7%)
<b>Amount of catch-up premium received (Number of pupils x £80)</b>	£46,040	<b>Plan written by:</b> <b>Plan monitored by:</b>	SLT Standards Committee

<b>Strategy Statement</b>
<p>This plan fully supports and provides more detailed actions linked to the key priorities and actions in our School Improvement Plan (SIP) 2020/2021, with particular reference to Priority 1: Quality of Education:</p> <p><i>To implement and deliver a 'recovery curriculum' that:</i></p> <ul style="list-style-type: none"> <li>• <i>addresses pupils' mental health and emotional wellbeing</i></li> <li>• <i>is holistic, based on compassion and personalised to children's needs</i></li> <li>• <i>re-engages and re-integrates children back into classroom learning.</i></li> <li>• <i>identifies and targets gaps in pupils' learning</i></li> </ul>



A Recovery Curriculum was planned and delivered when school re-opened to all pupils in September 2020. Throughout the first half of the Autumn term, assessments were carried out in line with our Assessment Schedule to help us to identify the impact that school closure had had on children's learning. Detailed conversations were held between SLT and class teachers as part of Pupil Progress Meetings to identify key priorities for action for:

- The whole school;
- Each year group/class;
- Specific subjects;
- Groups and individual pupils.

This plan is written on the premise that learning gaps have widened as a direct result of partial school closures linked to COVID-19 and focuses on a small number of strategies that we believe will make the biggest difference. We recognize the importance of great teaching to support ALL pupils and therefore this plan has been developed in line with recommendations from the EEF Guide to Support School Plans: A tiered approach to 2021 (Dec 2020) and considers three main areas for action linked to identified barriers to future attainment: high quality teaching, targeted academic support, wider strategies. The actions identified are in addition to the usual, targeted interventions that are detailed within our Whole School Provision Map.

In conjunction with our Pupil Premium Strategy 2020/21, the plan aims to:

- Make effective use of DfE funding to resume teaching to a normal curriculum as quickly as possible.
- Help children to catch up on missed education as a result of partial school closures linked to COVID-19.
- Reduce the attainment gap between disadvantaged pupils and their peers.

SLT, SMT and Curriculum Team Leaders have a shared responsibility for the effective implementation of this plan. Governors will hold leaders to account through consideration of evaluation reports provided to committee meetings and the full governing body each term.



## Planned Spending (Spring and Summer 2021)

### Tier 1: High Quality Teaching

Identified Barriers to Learning	Intended Outcomes	Key Actions	Planned Spending/Support
<p><b>Remote Learning:</b> Children are unable to attend school and must access learning from home. Some children do not have access to IT and connectivity to complete remote learning. Some children/parents do not have skills to access or complete online learning. Some staff do not have the IT resources needed to work effectively from home</p>	<p>Effective implementation of our Remote Education Plan across the school.</p> <p>All children have access to appropriate technology and internet connection.</p> <p>All staff have the devices and internet connectivity they need to work remotely</p>	<p>Staff training sessions to use Zoom and Google Classroom. Live lessons are carried out via Zoom and Google meet. Different approaches to suit different tasks:</p> <ul style="list-style-type: none"> <li>• some lessons have demonstration pre-recorded videos</li> <li>• some lessons are live - using <b>live-streaming</b> and video-conferencing</li> <li>• there is a balance in the type of tasks set and whether these are online or off line.</li> </ul> <p>Remote learning to be integrated into teaching in school to ensure a consistent approach. Individual support sessions to be offered to children who need it. Chrome books and laptops provided (in addition to government allocation of 32 devices) to some families who do not have devices. Dongles and SIM cards to be offered to families who have issues with connectivity. Work packs to be offered to families who have IT issues that school cannot resolve.</p>	<p>Google Classroom training for Phase Leads – how Chromebook trolley x2 (£650.00) Cost of 30 Chromebooks (£10,770) Cost of staff laptops and dongles (£3,440) Planned Total Expenditure: <b>£14,860</b></p>



		<p>Staff loans of school laptops to work from home and some dongles purchased to help with connectivity.</p> <p>Continual review and monitoring</p>	
<p><b>Missed learning: Priority areas identified from baseline data (September 2020)</b></p> <p>Phonics: Reception, Year 1, Year 2 Reading: All year groups Maths: Year 2, Year 3, 4, 5 and 6 Writing: Year 2, 3 and 4</p> <p>Other areas in Reception: Communication and Language Independent learning skills</p>	<p>All children make progress and gaps caused by school closures are plugged. Accelerated progress in the areas identified in the missed learning priority areas (see column 1)</p> <p>Assessment systems are more accurate; as a result teachers can identify and plan for gaps in learning.</p>	<p>Review assessment systems, considering school closures. Assess learning on return to school (September and March) Review teaching structure in line with EEF guidance.</p> <ul style="list-style-type: none"> <li>• Explicit teaching</li> <li>• Scaffolding</li> <li>• Cognitive strategies</li> <li>• Flexible grouping.</li> </ul> <p>Catch up curriculum:</p> <ul style="list-style-type: none"> <li>• Curriculum leads to give advice/support</li> <li>• Review of plans to ensure gaps are covered before moving on and to address missed concepts</li> </ul> <p>Provide training for teachers where needed.</p> <p>Ensure a vocabulary rich curriculum and a whole school approach to language and communication.</p>	<p>Cost of Assessment Materials – NFER (£906.22)</p> <p>Cost of new Phonics Scheme (Teacher Hub) – (£778.28)</p> <p>Cost of POPs Phonics Intervention – (£280.76)</p> <p><b>Planned Total Expenditure: £1965.26</b></p>



## Tier 2: Targeted Academic Support

Identified Barriers to Learning	Intended Outcomes	Key Actions	Planned Spending/Support
<p>Language and communication skills: EYFS</p> <p>Phonics: Reception, Year 1, Year 2</p> <p>Reading: Year 1 and Year 5 identified as year groups to focus on.</p> <p>Writing: Year 4 identified as a year group to focus on. Maths: Reception, Year 1, Year 2 and Year 5 identified as year groups to focus on.</p> <p>An ever-growing number of children with complex needs and/or English as an additional language</p>	<p>In identified areas, attainment is raised.</p> <p>The majority of children to be at, or above, age related expectations by Summer term 2021.</p> <p>To ensure that pupils are able to access age appropriate learning resources, as well as teaching and learning.</p>	<p>Research and resource key interventions, led by class teachers and/or LSAs.</p> <p>Deploy supply teacher as booster/intervention lead (small group interventions, one day per week)</p> <p>Deployment of LSAs and HLTAs to be re-evaluated.</p> <p>Participate in the National Tutoring programme (NTP) – target Year 1 and Year 5 Reading and Maths</p> <p>Develop an effective model that:</p> <ul style="list-style-type: none"> <li>• Provides training in relation to delivery and pupil feedback</li> <li>• Considers timetabling which will have the most impact on learning e.g. children being taught in a small group during the lesson rather than in the afternoon.</li> <li>• Ensure children receive a balanced curriculum if doing intervention sessions.</li> </ul>	<p>Cost of supply teacher (12 days x £228.09 = £2,737.08)</p> <p>Cost of NTP tutor (£1,368)</p> <p>Cost of Collins Big Cat reading scheme (£7,518)</p> <p><b>Planned Total Expenditure: £11,623.08</b></p>



### Tier 3: Wider Strategies

Identified Barriers to Learning	Intended Outcomes	Key Actions	Planned Spending/Support
<p>Lockdown has had a financial impact on many families.</p> <p>Many parents/carers lack the understanding/language skills to successfully support children at home.</p> <p>Many children have suffered mental wellbeing issues related to school closure which has impacted on their ability to learn.</p> <p>Not all children are engaging fully in the home learning and some work is not to a good standard.</p> <p>Some children might not attend above 96% once school is fully open.</p>	<p>Parents/carers have the skills to support children at home.</p> <p>The wellbeing of all children is supported and issues are identified and addressed.</p> <p>All children are engaging fully and have the tools they need to do so.</p> <p>Once school is fully reopened attendance for all will be above 96%</p>	<p>Targeted support from SLT with regards to families having difficulties.</p> <p>ESOL course for parents.</p> <p>Targeted support for children from JG – Thrive Lead and Learning Mentor.</p> <p>Targeted support for children from the school counsellor.</p> <p>Art/Play Therapy for identified children.</p> <p>Staff insets on Thrive, emotional regulation and mental health and wellbeing.</p> <p>Chill Zone for children at lunchtime</p> <p>Use own school staff (HLLSAs) to cover classes when teachers are absent rather than supply staff to ensure better engagement.</p>	<p>School Counsellor £6,500</p> <p>Art/Play Therapist £4,620</p> <p><b>Planned Total Expenditure: £11,120</b></p>
			<p><b>Overall spending: £39,571.34</b></p>