



Catch up Premium: Coronavirus (COVID-19) Funding Plan

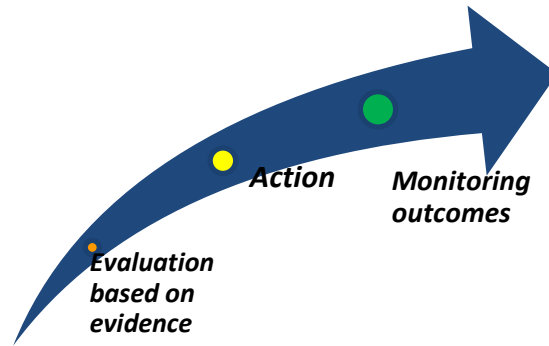


St. Barnabas
CofE Primary School

St. Barnabas CE Primary School 2020-21

Inspire, Nurture & Achieve

1. Summary information					
School	St. Barnabas C.E Primary School			Total number of pupils	416
Academic Year	2020-21	Total Catch Up Premium budget	£33,280	Date of most recent review audit	January 2021
Purpose of Funding: To ensure schools have the support they need to help all pupils make up for lost teaching time. Additional targeted support for children who need the most help An oral intervention programme for reception aged children					
Evidence Base: Covid-19 support guide for schools.pdf (educationendowmentfoundation.org.uk)					



Sustained Improvement for Pupils

School Aims:

We aim to make this **Christian School** a happy, welcoming and purposeful place where each individual is **valued, respected, encouraged** and **cared for**:

We aim to:

Inspire a **positive approach to life and learning**;

Value and nurture **each child as an individual**: developing **resilience, independence and an understanding** of what they bring to the world;

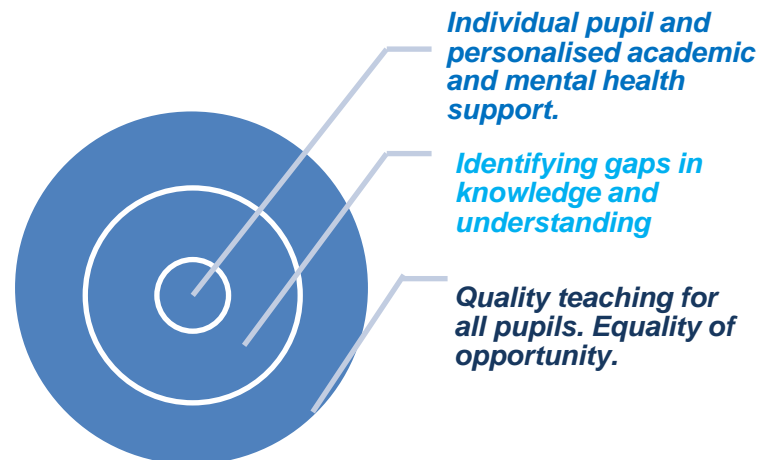
Create a **rich, stimulating environment** where achievements are celebrated and **team work and co-operation** are expected;

Promote **high expectations** and **self-confidence** for each individual;

Ensure each child strives towards **excellence**, supporting those who find learning difficult and challenging the most able children;

Develop and foster **motivation for learning** and **enthusiasm for life**;

Promote a sense of **belonging** and build **outstanding relationships** between school, home, church and the wider community.



2. Planned expenditure

Academic year 2020-21

Key indicator 1: The engagement of all pupils in their return to school and equipping and supporting all teachers with the resources, tools and training needed to improve outcomes and ensure a smooth transition.

i. Teaching and Whole School Strategies

School focus with clarity on intended impact on pupils:	Chosen action / approach	What is the evidence and rationale for this choice?	Sustainability and suggested next steps:	Staff lead	Review
Focussing support on the effective use of technology will support teachers to create a smooth transition back to school and then support pupils to receive their education during any periods of further disruption (such as in self-isolation and bubble closure). It will also ensure the school is well prepared for children returning to education through excellent staff communication.	<p>Further develop the use of Microsoft Teams so that all school staff- teaching, support, site and office and admin can hear key messages and contribute effectively to school planning.</p> <p>Further develop the learning platform Seesaw to allow for recorded lessons to be uploaded so that disruption is minimised and children receive equality of learning as well as transition videos to support returning to school.</p> <p>Introduce Loom to allow for greater flexibility in presentation styles</p>	<p>Significant adjustments have been needed to organisational and logistical aspects of the running of the school. Staff will need support and on-going training in the use of new technologies to keep processes as smooth as possible and minimise disruption.</p> <p>Development of existing and successful strategies is more time effective and productive.</p>	<p>The use of Teams Live to run parents' meetings and presentations to ensure that parents/carers can remain informed and contribute effectively to their children's learning and education (eg Phonics sessions/early reading/ supporting behaviour or motivation at home).</p> <p>Additional support and mentoring for teachers and school staff who have less confidence or well developed technology skills.</p> <p>Additional support and mentoring for early career stage teachers as they manage children with significant gaps in learning, additional mental health and well-being difficulties and disruption.</p>	Kate Robertson Martin Cockersole	Termly from September 2020

<p>Pupil Assessment and Feedback: Prioritising time to allow for thorough assessment of mental health and well-being needs, followed by academics assessment to determine and then prioritise gaps in learning.</p>	<p>Planning and use of a Recovery Curriculum which supports mental health and well-being and allows children to address the possible traumas and significant disruptions to their lives.</p> <p>Use of THRIVE whole class and individual screening to carefully assess each individual including new pupils to school in their social and emotional development.</p> <p>Use of PIRA and PUMA tests to establish gaps in learning which can be used to prioritise teaching and give individual or small group support.</p>	<p>A recovery curriculum addresses the trauma and life disruption that pupils of all ages and their families have experienced. It allows greater curriculum and timetable flexibility to teachers for a period of time to allow for transition.</p> <p>Two further staff have received THRIVE accredited training using PP Funding. This is a successful, well established and reviewed strategy.</p>	<p>Careful consideration and planning will be needed as we move from a Recovery curriculum to a full curriculum.</p> <p>THRIVE trained practitioners will be needed for all key stages; all staff need regular updated THRIVE training and practical strategies for whole class and small group use.</p> <p>Pupils have also missed statutory testing and assessments which are used to assess progress and next steps in learning. Some year groups may need greater depth of assessment.</p>		
<p>Total budgeted cost: Seesaw £1,835 PIRA & PUMA; £715 per term pay for one additional term of assessment materials additional classroom resources for Recovery curriculum £500 Training 1 more THRIVE practitioner £1,400</p>					<p>£5,850</p>

Key indicator 2: Targeted Support. Using 1:1 support, small group tuition and intervention programmes to support learning and help close gaps

<p>Focussing support on targeted provision will build on already successful strategies underway using Pupil Premium Grant Funding. This will mean that more pupils receive either 1:1 or small group intensive additional support.</p>	<p>To extend the additional 0.5 KS2 teacher to remain in place until the end of the academic year (Spring and Summer Terms 2021; already in place for Autumn Term 2020).</p> <p>Children to work in a group of up to 10 pupils for 3 mornings a week for a block of at least 6 weeks with a highly experienced KS2 teacher. Specific learning gaps to be addressed in core areas of learning. Liaison with class teachers and parents to be embedded in structures.</p>	<p>Children in Years 5 and 6 will be transferring to high school in the next 18 months and will need to be as well prepared as possible for the KS3 curriculum. Many pupils are disadvantaged in these cohorts and many pupils have additional learning needs such as a dyslexia diagnosis. Several pupils have significant identified mental health and well-being difficulties which have been exacerbated by lockdown and isolation from friends, routine and support structures. This small group additional teaching will help to support excellent attendance, increase self-confidence and motivation and address learning gaps in the core areas of reading, writing, speaking and listening and maths.</p>	<p>Careful use of both THRIVE and PIRA/PUMA and other used assessment tools as well as long term knowledge and information about our pupils to be considered and regularly reviewed (at least half termly) to ensure that the right pupils are receiving additional teaching for a block of time.</p> <p>Excellent liaison with parents and carers to be built into the process and allow and encourage support from home.</p> <p>Transition to High school to be considered also, so that pupils are ready to adjust to working in a normal sized class too.</p>	<p>Sarah Hanson Esther Penwarden</p>	<p>Review half termly from Sept 2020</p>
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<p>Whole school approach with additional targeted support for small groups or 1:1 for speaking and listening</p>	<p>Word Aware project in place in Reception and training and associated resources to be in place for all other year groups.</p>	<p>Evidence based programme which prioritises the specific and targeted teaching of vocabulary. It is a structured whole school approach to promote the vocabulary development of all children. Evidence shows that this approach is of particular value for children who start with a disadvantaged, including those with SEND or who speak English as an additional language but it also extends the word learning of all pupils. This supports our existing whole school strategy and other funded work using Pupil Premium Funding.</p>	<p>Word Aware resources will be a one off cost of £700. Consider training a member of staff to qualify as an accredited trainer (£3,200). Whole school training costs would be higher.</p>	<p>Marie Beesley</p>	<p>July 2021</p>
<p>Targeted approach mainly 1:1 or some small language groups for speaking and listening</p>	<p>Prioritising the speech and language qualified teaching assistant to work in Reception and Year 1 to ensure that the youngest pupils who have missed significant proportions of their Early Years education receive high quality speech and language support.</p>		<p>Existing use of Language Links assessment and external SLT agencies prioritise support and allow for secure monitoring.</p>	<p>Sarah Carey</p>	<p>Termly from Sept 2020</p>

<p>Whole school approach targeted for 1:1 or small groups in reading</p>	<p>Read, Write Inc & Oxford Owls early reading additional resources. Video lessons for all set 1,2 and 3 sounds, early blending and early reading comprehension lessons.</p> <p>Oxford Owls on-line books for all pupils in Reception-Year 2 and those who still need early reading support in KS2.</p>	<p>On-line lessons means that all children will be able to access missed daily phonics lessons or, revisit lessons where disruption has led to insecure learning. This will be useful if there is the need to self-isolate or for bubble closure, if there are further school closures or for children who have gaps. This will be easy for parents and carers to use and access at home and the learning style matches school based provision.</p> <p>Teachers will be able to assign differentiated level individual reading books in the same scenarios as listed above. This will benefit all Early Years and KS1 pupils and those with SEND or who have not secured early reading skills in KS2. This will also support more able pupils by having challenging texts allocated to them.</p>		<p>Sarah Hanson Kate Robertson Marie Beesley Nikki Sheen</p>	<p>Termly from Dec 2020</p>
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<p>Targeted approach for 1:1 on-line additional support in maths</p>	<p>Third Space Learning is on-line 1:1 maths tuition. Extend to offer 4 more places to pupils in Year 5.</p>	<p>This has been a successful strategy in previous years at Years 5 and 6, using Pupil Premium Funding.</p> <p>This is an evidence based approach; it is set up and running in school already and teachers have been trained in using this system and supporting pupils after school. Catch up funding can pay for further pupils to benefit.</p>		<p>Sarah Carey Hilary Turner</p>	<p>July 2021</p>
<p>Targeted approach for small group additional support in maths and reading</p>	<p>Booster classes are usually run for Spring and Summer Terms for Year 6 and have been successful in supporting children to close specific gaps in learning. Additional after school weekly booster classes for identified children in Years 4 and 5 during the summer term</p>	<p>A previously successful approach usually used for Year 6 pupils as additional preparation for high school and the KS3 curriculum. This will address specific gaps in core learning as a result of significant disruption to education. It will help prepare children and improve self-confidence for the demands of upper KS2 work and prevent misconceptions going unaddressed. Low financial outlay as one weekly session (Y5) can be led by the 0.5 teacher.</p>	<p>Longer term both of these strategies will add to evidence for further support needed as pupils progress through school. Pupil Premium Funding could support the continuation of this strategy if needed for 2021-22</p>	<p>Sarah Carey Kate Robertson Esther Penwarden Annabel Morgan</p>	<p>July 2021</p>
<p>Additional 0.5 teacher £19,068 for two further terms Word Aware resources & Training £3,900 Third Space Learning x 4 places £537 per place = £2,864 RWI on-line lessons and Oxford Owls £1,380 Booster sessions £1,000</p>					<p>£28,212</p>

Key indicator 3: Wider Strategies to include supporting parents and carers and access to technology

<p>Focussing support on high quality and well thought out communication with parents. This includes via ParentMail newsletters, information briefings and text messaging service, year group e-mail, well-being phone calls, remote parent-teacher meetings and curriculum sessions via Teams Live.</p> <p>Ensuring that pupils have access to technology should there be the likely possibility of further disruption</p>	<p>School Cloud remote parent-teacher meetings. Other communication strategies are already in place and financially accounted for.</p> <p>Additional laptops for pupils have already been accounted for using Pupil Premium Funding to ensure that all children are able to access remote learning as and when needed. This is on a short or long term loan scheme and some laptops have been gifted to families.</p>	<p>Normal or on-site parent-teacher meetings are unable to take place due to coronavirus restrictions. Excellent communication and links between home and school are paramount. Offering remote meetings using a video link is a positive alternative and could be useful in the future.</p>	<p>Longer term options available once reviewed and depending on the global, national or local situation.</p>	<p>Kate Robertson Sarah Hanson</p>	<p>Review termly from Oct 2020</p>
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Total Costs Included in Catch Up Funding

Strategy	Cost £	Outcome and review
Additional 0.5 teacher	19,068	
Seesaw learning platform	1,835	
Read, Write, Inc. remote lessons	1,380	
Word Aware Training and resources	3,900	
Additional term PIRA/PUMA Assessments	715	
Third space learning 4 pupils	2,864	
Recovery Curriculum resources	500	
School Cloud remote parent-teacher meetings	548	
Additional THRIVE practitioner	1,400	
Booster Sessions Y 4 & 5	1,000	
TOTAL	33,210	