

# COVID-19 Grant Funding Strategy Statement 2020-2021

1. Summary information					
<b>School</b>	New City Primary School				
<b>Academic Year</b>	2020-21	<b>Total budget</b>	£45 920	<b>Date for internal review of this strategy</b>	February 2021

Guidance:
<p><b>Use of funds</b></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. 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><b>Accountability and Monitoring</b></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	
<b>KS2 % of pupils at NS in reading, writing and maths combined</b>	<b>85%</b>
<b>KS2 % of pupils at NS in reading</b>	<b>85%</b>

<b>KS2 % of pupils at NS in writing</b>	<b>85%</b>
<b>KS2 % of pupils at NS in maths</b>	<b>85%</b>

Targets to be revised on October 16<sup>th</sup> 2020

<b>2. Planned expenditure</b>				
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.				
<b>i. Quality of teaching for all</b>				
<b>Action</b>	<b>Questions to consider/approaches:</b>	<b>How will you achieve it?</b>	<b>Staff Lead</b>	<b>Impact/Outcomes for Pupils</b>
<b>Quality First teaching for all</b>	<ul style="list-style-type: none"> <li>• Explicit, focused teaching following assessment</li> <li>• Scaffolding</li> <li>• Cognitive and meta-cognitive strategies</li> <li>• Flexible groupings</li> <li>• Key skills lessons in weekly timetable</li> </ul>	<ul style="list-style-type: none"> <li>• Staff CPD around CTG</li> <li>• CPD addressing the needs of cohorts and closing any gaps.</li> <li>• Support to make quality first teaching and learning as precise as possible.</li> <li>• Recovery Curriculum-Current curriculum modified to ensure current topics are linked to missed learning opportunities</li> <li>• After school clubs/interventions-Phonics, SATs Booster, reading, homework science, engineering, photography, Thai Chi and comic club. (see costings in tuition section).</li> <li>• Making curriculum connections</li> <li>• Weekly basic skills lessons to address misconceptions and gaps in knowledge.</li> </ul>	SD, MB, RA, CS,SLT  Subject Leads.	<ul style="list-style-type: none"> <li>• CPD to ensure quality first teaching, gaps in learning identified and addressed.</li> <li>• Curriculum is progressive but revisits and connects key skills and content missed.</li> <li>• Extracurricular activities to ensure children are happy and that their well-being and social interactions are being catered for</li> <li>• Curriculum interventions as extracurricular activities ensure that children are filling gaps in knowledge and learning.</li> </ul>

<p><b>Effective Assessment Baseline</b></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 to a whole group or move on?</li> <li>• What is the right balance between standardised assessment and classroom-based formative assessment?</li> </ul>	<ul style="list-style-type: none"> <li>• Staff CPD for Formative Assessments has provided teachers with the necessary knowledge to identify gaps in knowledge.</li> <li>• Pupil Progress Meetings-identify missed learning and how to address these in basic skill sessions, scaffolding &amp; variation.</li> <li>• Catch up for us is effective Quality first teaching</li> <li>• Staff CPD to support with AFL</li> <li>• Intervention lessons and after school tuition/boosters</li> <li>• Year 6 SATs (October 2020) used for baseline and identifying further gaps</li> <li>• PPM INSET day (25th September 2020)</li> </ul>	<p>RA, MB, SD</p>	<ul style="list-style-type: none"> <li>• CPD to deepen teachers subject knowledge</li> <li>• PPM's to further identify key children and to effectively plan interventions to meet their needs</li> </ul>
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<p><b>Supporting Remote Learning</b></p>	<ul style="list-style-type: none"> <li>• What remote learning has been put in place?</li> <li>• How do school practices align with evidence based approaches to remote learning – EEF findings? <ul style="list-style-type: none"> <li>○ Teaching quality is more important than how lessons are delivered.</li> <li>○ Have we ensured access to technology – especially for disadvantaged pupils.</li> <li>○ Support for pupils to work independently remotely.</li> <li>○ Different approaches to remote learning suits different tasks and content.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Invested in platform-Google Classroom</li> <li>• Continue to invest in online learning (Mathletics, bug club, Times table Rockstars).</li> <li>• Investment into SATS companion to assist with in the moment Assessment &amp; Teaching and learning resources</li> <li>• Provide support and CPD training for teachers, pupils and parents.</li> <li>• Support access for disadvantaged families if it enables catch up-For example providing laptops and Home learning packs.</li> <li>• Tracking weekly for who is interacting online and if not how can we assist.</li> <li>• Weekly airing of online assemblies</li> <li>• Parents updated with News Letters and information via our Marvelous Me app</li> <li>• Purchase booklets for all year groups to support remote learning</li> <li>• Ensure the remote learning strategy is evaluated regularly though parent and staff consultations</li> <li>• Videos on phonics and maths to be placed to support key skills at home</li> </ul>	<p><b>MB, JH, BR</b></p>	<ul style="list-style-type: none"> <li>• Google classrooms to be used as a teaching tool in the case of another school lock down.</li> <li>• Online applications available for children to continue to learn from home</li> <li>• Parents to be trained and contacted through Marvelous me on how to use particular applications effectively.</li> <li>• Teachers are able to identify who is not accessing online learning and how we can assist them further.</li> </ul>
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<b>Professional development for all Teaching Staff</b>	<ul style="list-style-type: none"> <li>• Prioritising high quality training for teaching in classrooms.</li> <li>• Deep subject knowledge and flexible understanding of curriculum.</li> <li>• Excellent assessment is key to excellent teaching – helping teachers know what pupils know and don't know.</li> <li>• Morning meetings per year group to provide CPD regards upcoming lessons (critical friend)</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum Training and CPD weekly &amp; Delivered by SLT</li> <li>• Members of SLT working Closely with phases</li> <li>• Subject Knowledge CPD</li> <li>• Termly Subject network meetings across the trust</li> <li>• Support teaching staff with planning.</li> <li>• Support teaching staff with assessment.</li> <li>• Teachers to complete Subject specific ELT reports detailing the impact of their recovery curriculum on assessment.</li> <li>• In house training for TAs with regard to the recovery curriculum</li> <li>• CPD on AFL and questioning</li> <li>• External/trust CPD depending on need</li> </ul>		<ul style="list-style-type: none"> <li>• SLT to continue providing in house CPD to assist teachers with implementing quality first teaching</li> <li>• SLT to communicate within the trust and discuss successful implemented curriculum recovery interventions.</li> <li>• Subject leaders to continue to produce subject ELT reports and to regularly reassess their subject curriculum overviews.</li> </ul>
				<b>Total budgeted cost</b> £7057

<b>ii. Targeted academic support</b>				
<b>Action</b>	<b>Questions to consider/approaches:</b>	<b>How will you achieve it?</b>	<b>Staff lead</b>	<b>Impact/Outcomes for Pupils</b>

<p>High quality one to one and small group tuition.</p>	<ul style="list-style-type: none"> <li>• Some pupils need high quality, structured, targeted interventions to make progress, even after high quality first teaching.</li> <li>• Sessions could be 15-45 minutes, 3-5 times per week – maintained over a sustained period of time 8-12 weeks?</li> <li>• How are pupils chosen?</li> <li>• What is the timescale for tuition?</li> <li>• What support programmes are the school using?</li> <li>• How is support aligned to everyday classroom practice – connections are made between the interventions and the classroom teaching.</li> <li>• Have you considered how to support the pupils when they have completed the intervention cycle?</li> </ul>	<ul style="list-style-type: none"> <li>• Carefully targeted interventions through identification and assessment of need-x10 staff, 2 hours per week Jan-onwards.</li> <li>• Intensity of assessments should be should be monitored over time.</li> <li>• Staff training to deliver interventions well.</li> <li>• Structured supporting resources and lesson plans with clear objectives.</li> <li>• Additional Subject Specific resources</li> <li>• Encourage wider reading opportunities for all disadvantaged pupils (varied range of cross-curricular texts) as well as targeted intervention support and opportunities (Wave 3, after school clubs such as reading, homework and comic club, Y6 boosters).</li> <li>• Teaching Assistants follow the plans and structures of the interventions.</li> <li>• Assessments undertaken to guide areas for focus and track pupil progress.</li> <li>• Using SATs Companion</li> <li>• Intervention groups for after &amp; before school implemented following assessment.</li> <li>• Resources purchased to assist with scaffolding and CTG (eg every child to have a CGP book)</li> <li>• Establish small group maths interventions for disadvantaged pupils falling behind age-related expectations (Wave 3, after school clubs such as TT Rockstars, homework and Athletics club, Y6 boosters).</li> <li>• Encourage wider reading opportunities for all disadvantaged pupils (varied range of cross-curricular texts) as well as targeted intervention support and opportunities (Wave 3, after school clubs such as reading, homework and comic club, Y6 boosters).</li> </ul>	<p>SLT &amp; Booster teachers</p>	<ul style="list-style-type: none"> <li>• Through Quality first teaching and assessment teachers can identify children who need boosters/interventions and in what areas.</li> <li>• Subject leaders to order/provide new subject specific resources to assist with children's learning</li> <li>• CPD to be provided to TA's to ensure Quality first teaching</li> </ul>
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				<b>Total budgeted cost</b>	12,763
<b>iii. Wider Strategies</b>					
<b>Action</b>	<b>Questions to consider/approaches:</b>	<b>How will you achieve it?</b>	<b>Staff lead</b>	<b>Impact/Outcomes for Pupils</b>	
<b>Supporting pupils' social, emotional and behavioural needs.</b>	<ul style="list-style-type: none"> <li>• Most schools will be satisfied with their excellent PSHE provision, but may need to adopt some aspects of a SEL (Social and Emotional Learning) curriculum.</li> <li>• Using the SAFE model (EEF report) if required.</li> <li>• Learning mentors to support targeted pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Implementing SEMH support.</li> <li>• CPD for implementing SEMH support.</li> <li>• Employment of a in school counsellor offering services to both children and staff</li> <li>• Class teachers to identify pupils who need mental or academic support and learning mentors to support those pupils on a 1:1 basis</li> <li>• In school mental health school counsellor x3 days a week</li> <li>• School Council and peer mentor roles to be developed to support children</li> </ul>	SLT, EHT	<ul style="list-style-type: none"> <li>• External provider to provide Well-being insets for staff</li> <li>• School counsellor to provide well-being assistance to children for three days a week</li> </ul>	



<b>Communicating and supporting parents</b>	<ul style="list-style-type: none"> <li>• Clear plan for communication with families across the academic year.</li> <li>• Targeted support for hard to reach families.</li> <li>• Personalised messaging for parents.</li> <li>• Supporting families who are struggling financially</li> <li>• Ongoing hard copies of newsletter given</li> </ul>	<ul style="list-style-type: none"> <li>• Purchased Marvelous Me &amp; Study Bugs to allow communication to parents</li> <li>• Purchase of X1 teacher iPad per class to support further communication lines and engagement with parents and carers via the Marvelous Me app.</li> <li>• The re-establishing of our Family Centre (during and after covid pandemic where physically possible) to engage parents/carers and the community through various sessions such as stay and play sessions, focused coffee mornings, Early Help Support, parenting and ESOL workshops, Subsidised breakfast, afterschool and holiday club provision as well as partly funding the library which is accessible to pupils and the community.</li> <li>• Use of Wonde vouchers or cold packed lunches</li> </ul>	All staff	<ul style="list-style-type: none"> <li>• The launch of marvelous me will ensure that strong communication is continued between staff and parents</li> <li>• Training and information with regard to our school apps is readily available for parents</li> <li>• External after school provision is provided for children</li> <li>• Wonde vouchers or cold lunches are made available to families who have been identified as needing them</li> </ul>
<b>Tackling non-Attendance.</b>	<ul style="list-style-type: none"> <li>• Vigorous application of the Attendance Policy.</li> <li>• Home visits if appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Fund appropriate resourcing to support pastoral team (which includes Attendance Officer, Early Help Lead, Family Support Worker, Welfare officer, Learning Mentors and in-house counsellor for X3 days a week) in enabling them to support our most vulnerable families.</li> </ul>		
<b>Total budgeted cost</b>				£26 100

<b>3. Additional detail</b>
