

Follifoot CE Primary School Coronavirus (Covid-19) Funding Report

SUMMARY INFORMATION			
Total number of children:	First installment funded on -67 children. Second & third installments funded on 63 children.	Amount of catch-up premium received per child:	£80
Total catch-up premium budget:	£5120		

STRATEGY STATEMENT
<p>We are implementing a strategy that will address the impact of the two school closure periods due to COVID19.</p> <p>Our priorities involve two tiers:</p> <p>Tier 1: Quality first curriculum implementation with additional TA support where necessary. See curriculum blocking recovery document.</p> <p>Tier 2: Identified children where the impact has been greatest who will require additional, targeted support.</p> <p>Strategic Principles</p> <ul style="list-style-type: none"> • Positive language choices that contribute to children feeling confident and believing in themselves • A strategic direction and structure from senior leaders that is adaptable enough to maximise the sound and secure working knowledge of each class teacher (see curriculum blocking recovery document) • Additional and targeted support strategically planned and sensitively delivered to avoid cognitive or intervention overload, reinforcement of failure and or narrowing of curriculum experience

Planned expenditure for 2020/21

Tier 1: Quality first curriculum implementation					
Priority	Actions for implementation	Who? When?	How will progress be assessed?	Impact and Progress	Cost
Mitigate impact of time away from school from during two national lockdown periods by ensuring a clear and accurate picture of this impact.	<p>Ensure a clear and accurate picture of learning loss for children</p> <ul style="list-style-type: none"> • via use of information from parents and teachers entered into vulnerability tracker • question level analysis of maths and reading assessments • parent discussions 	HT SENDCO and Teachers Autumn 2020	Through professional discussions between colleagues to ensure staff have clear and accurate picture of impact on children. Assessed through ability of staff to effectively identify and target support as and where needed.	Children receive the right support at the right time. The impact of this is seen in their attendance, engagement and the quality of their learning.	nil
Mitigate impact of time away from school from during two national lockdown periods by ensuring a clear and accurate picture of this impact.	<ul style="list-style-type: none"> • Knowledge checks in subjects as children return to each subject with focus on reading, writing and maths looking at previous years curriculum knowledge • Review identify type of loss (forgotten knowledge/gap in knowledge) • Analysis of feedback from parent surveys in regard to home learning e.g. how much completed – recorded on vulnerability tracker • Planned provision to meet needs • Endpoints established 	All staff By end Autumn 1 Training day November 2020	Series of recalls/quizzes/teacher assessment and use of age standardised assessments in reading and maths and agreed writing pieces across the school. Also access to comparative judgements in writing across the year.	The majority of children have met at least the expected standard for objectives covered September 2019 to March 2020. For most children, there has been an alteration to long term memory. Low-stakes assessments revealed that learning loss was forgotten knowledge which has been addressed quickly. Recalls continue to show that for the majority of children, this knowledge is securely embedded. Due to the fact that children were learning remotely, this inevitably led to a spectrum of engagement. As a consequence, learning loss has proven to be, on the whole, due to a complete lack of knowledge rather than just forgotten knowledge. In order to address this learning loss, timetables have been adjusted to increase quality first curriculum implementation time for objectives which should have been covered March 2020-July 2020.	Nil
Support the vast majority of children in securing the key essential knowledge.	<ul style="list-style-type: none"> • Adaptation of curriculum sequences to support strategic focus on essential knowledge. • Systematic approach to daily timetabling. 	Whole staff team led by HT – see curriculum adaption document. March - July	Weekly staff meetings to monitor implementation	Majority of children expected to be secure in essential year group knowledge by July 2021	Nil – built into existing leadership time

Support the reading of children in Year 1-3	Bookmark reading programme. Twice weekly 30 min reading sessions with trained reading volunteer for 6 or 12 week programme.	English SL, in conjunction with class teacher and Bookmark manager.	Pre and post programme assessment	Bring closer in line with core knowledge related to age group of child. Build confidence	£nil
Support the vast majority of children in securing the key essential knowledge	Standardised assessments including question level analysis SHINE resources. Set of resources that provide planned sequences	All staff. Termly and then update class Covid recovery summary.	Staff training day time, input from HT and NLE's. Structured recovery clocking guidance. Clear systematic agreed approach to use of time both over the remainder of the weeks of 2020-2021 and within each day – master timetable.	Majority of children expected to be secure in essential year group knowledge by July 2021	£ allocated in annual assessment budget £800
All phases	Maintain three class structure resulting in reduced class sizes . Increase feedback .	Qualified teachers	Tracking of progress of all children through school systems.	Review of number of children secure in essential year group knowledge.	£3520
Total budgeted cost:					£4320

Tier 2: Additional Interventions for individuals or targeted groups

Priority	Actions for implementation	Who? When?	How will progress be assessed?	Impact and Progress	Cost
EYFS	Phonics <ul style="list-style-type: none"> 1:1 sessions 10 mins 4 times a week with 1 child 	Teacher / TA	Ongoing phonics tracking.	Meet EY phonics milestones by July 2020	Within existing resource
Key Stage 1	Phonics/Reading <ul style="list-style-type: none"> 1:1 reading sessions 15 mins week lunchtime for 4 priority readers 	Teacher / TA / SCITT Trainee	Ongoing phonics tracking.	Meet EY phonics milestones by July 2020	Within existing resource
Lower Key Stage 2	Spelling and Maths support – 30 min tutoring sessions after school for group of 4 children. Twice a week for 7 weeks.	Teacher (AB)	Ongoing tracking, spelling and maths checks. Multiplication checks using 'TT Rockstars.'	Bring closer in line with core knowledge related to age group of child. Build confidence.	Within existing resource
Upper Key Stage 2	English and Maths tutoring – Year 6 children summer term and across summer in preparation for Yr 7 ready. 4 children 10 sessions of 45 mins.	Qualified teacher tutor	Pre and post tutoring assessment. Close liaison with class teacher to ensure specific focus on priority areas.	Bring closer in line with core knowledge related to age group of child. Build confidence.	£800
All phases	Use of personalized online 'DB' sequences to address areas where specific knowledge needs further support.	Qualified teacher or TA	Tracking of progress with sequences.	Bring closer in line with core knowledge related to age group of child. Build confidence.	Within existing resource
Total budgeted cost:					£800

ADDITIONAL INFORMATION

Additional information used to support the work to support children:

- Internal tracking data – Teacher assessment alongside termly standardised maths and reading assessments (PIRA & PUMA), regular phonics assessments checks, and low stakes recall assessments
- Evidence from the EEF research toolkits
- Review of attendance and behaviour information
- Class COVID recovery summary document