



## Valley Primary School – Covid Catch Up Funding

GROWING AND LEARNING TOGETHER TO BE THE BEST WE CAN BE!  
ASPIRE.....ENJOY.....ACHIEVE AND CHALLENGE!

### SUMMARY INFORMATION

Covid 19 Catch Up Funding Summary

### CURRENT PUPIL INFORMATION 2020

Total number of pupils (FS2-Y6)	609 Aut census 600 Spring census	Total Covid-19 Budget:	£48000
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### Strategy Statement:

Children 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 will be among the hardest hit. The impact of lost time is inevitable, so we must target our resources and plans accordingly to enable all children to achieve success and ensure that staff are skilled in delivery of remote learning in the event of further disruption to school opening.

### Key Barriers Identified:

Staff confidence with remote learning platform and need to deliver quality teaching and learning.

Accessibility of technology across school community.

Impact of lockdown on outcomes for SEND children.

Impacted outcomes in early literacy and phonics (EYFS and KS1).

Low baseline assessments in maths with specific content gaps relating to lockdown. There has also been impact to confidence and recall of once taught calculation strategies and impact on fluency and recall of number facts including times tables.

Baseline assessments indicate lesser impact on reading. However, tracking below national average.

Low baseline assessments in writing where essential practicing of writing skills has been impacted and GAPs specific knowledge has led to lack of fluency.

Curriculum coverage gaps resulting from lockdown.

Pastoral needs of families and mental health and well-being of pupils.

Teaching and whole – school strategies				
Desired Outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff Lead	Review Date
<p><u>Supporting great teaching</u></p> <p>CPD: Raise confidence of teachers with online platform to allow focus on teaching quality and to ensure that Valley can provide a high quality remote learning offer at earliest opportunity in event of lockdown / need to isolate bubbles.</p>	<p>EEF recognises need for professional development of staff in areas such as effective remote learning.</p> <p>Additional leadership time to support provision of CPD and ensure staff are competent in delivery of remote learning via school's chosen platform. Work with TGA partner.</p> <p>CPD for online safety protocols.</p> <p>£160</p>	<p>All teachers confident with remote learning platform and working within home learning safeguarding measures and protocols.</p> <p>All teachers confident to set and mark assignments, conduct virtual lessons and upload quality power points and resources.</p>	<p>HT &amp; Computing Leader</p>	<p>w.c. January 2021</p>
<p><u>Remote Learning:</u> Minimise further impact to progress and attainment through engagement.</p>	<p>EEF recognises that ensuring access to technology is key, particularly for disadvantaged pupils.</p> <p>Ensure that pupils are ready to access remote learning platform and are provided opportunities to engage with this platform. Virtual story session trial in autumn term for all year groups.</p> <p>Allocation of cover to Computing Lead for time to:</p> <ul style="list-style-type: none"> <li>. Prepare Microsoft Teams accounts and settings</li> <li>. Maintain checks on home learning account for issues relating to platforms</li> </ul> <p>Allocation of Remote Learning Leader time for:</p> <ul style="list-style-type: none"> <li>. Checks on permissions</li> <li>. To secure and allocate of laptops with priority to disadvantaged pupils</li> </ul> <p>£210</p>	<p>High levels of engagement with remote learning offer following Y6 bubble closure November 2020.</p> <p>High levels of engagement with remote lessons Spring 1 and Spring 2 across KS1 and KS2. Positive rates of assignment submission.</p> <p>Progress for pupils from baseline to Spring 2 2020-2021 was stronger than progress for learners in the same period 2019-2020 including for pupil premium children.</p>	<p>Computing Leader and Remote Learning Leader</p>	<p>December 2020</p> <p>January &amp; February 2021</p> <p>April 2021</p>

<p><u>Technology readiness and pupil engagement</u></p> <p>Develop pupil understanding of the functions of technology. Enhance curriculum experiences and pupil engagement.</p>	<p>Ipads, robust covers and charging stations purchased so that accessible to all phases and used for a variety of curriculum / research and media experiences.</p> <p>WizeFloor purchased Summer term to enhance curriculum and provide additional intervention / consolidation resource. Allocation of time for CPD delivery including for TAs.</p> <p style="text-align: right;">£10000</p>	<p><b>Y5</b> Teacher commented that the use of the iMovie application fully inspired children to write with purpose. Linked to topic work, children were tasked to write an advert, allocating parts, creating a script, recording their advert and sharing across the year group. "This encouraged reluctant writers who struggle with different with writing styles to see impact of writing and application outside of the classroom"</p> <p><b>Y4</b> increased engagement with Times Tables Rock Stars.</p> <p>Staff trained and confident with use. High levels of engagement from groups accessing activities, including rapid recall and maths fluency tasks.</p>	<p>SLT</p> <p>Class teachers</p> <p>Computing Lead</p> <p>Class teachers</p>	<p>Ongoing</p> <p>July 2021</p> <p>July 2021</p>
<p><u>Supporting great teaching</u></p> <p>Curriculum offer meets needs through strategic planning to address gaps and ensure progression in skills</p>	<p>Continue commitment to PPA including for teachers on remote learning and those teaching in school in event of lockdown.</p> <p>Additional release for phase / curriculum team leaders to ensure curriculum adaptations address gaps and progression of skills. Event days planned to strategically address gaps and to engage pupils.</p> <p>Adaptions to timetables to include daily 15 minute number skills, 15 minute reading skills. Editing skills introduced as part of daily writing in spring term to promote GAPS progress.</p>	<p>Long term plans re-mapped to address gaps.</p> <p>Higher rate of progress for pupils in Reading and Maths over academic year.</p> <p>SATs based end of Key Stage 2 results show attainment higher than the previous 3 years of validated data at Valley Primary School in Reading and Maths.</p> <p>Attainment in writing remains a focus.</p>	<p>Class Teachers and Curriculum Team Leaders</p> <p>SLT</p>	<p>Ongoing</p> <p>Ongoing</p> <p>July 2021</p>

	£500			
<u>Supporting great teaching</u> CPD on high quality teaching for all focused on key levers	Staff meeting CPD linked to 7 identified key levers underpinning good classroom practice. SLT support within identified phases to develop practice relating to behaviour, challenge and language. Intent / Implementation / Impact CPD for SLT through TGA and external advisor. £500	Impact on pupil engagement and independence strategies. 3B4T supporting positive behaviour for learning.  Continued focus in new academic year to support consistent implementation and quality of provision to meet the needs of all learners.	SLT	July 2021  Ongoing
Total Budget Cost				£11370

Targeted Academic Support				
Desired Outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff Lead	Review Date
Improve knowledge and fluency with times tables within Year 4.	Assessments used to identify key pupils including disadvantaged.  HLTA to deliver regular group intervention to supplement and allow consolidation of times tables work for identified off track groups. 'Time Tables Clubs' to run prior to commence of school day.  £2050	KIRF (Key Instant Recall Facts) or speed check points increase was stronger for pupils accessing intervention sessions than those not participating. Pupil premium learners made most significant gains.  Average point score for pupils accessing VPS multiplication check was 20 (out of possible 25) by June 2021.	Phase Leader	Termly
Raise pupil confidence with and application of basic skills through access to homework tasks in writing / maths and related re-teaching, support and feedback.	Assessment used to identify key pupils including disadvantaged for after school 'Homework Club' for small groups from Y6 class bubbles. Autumn term.  Phase leader planning and preparation for HLTAs.	Spring term: Pupils accessing produced higher quality homework showing appropriate levels of application. Misconceptions promptly addressed and feedback supported improvements to work.  Positive average point gain for pupils	Phase Leader	Termly

	<p>Summer term Y6 Maths Booster 'Homework Club' to support identified pupils including pupil premium entitled learners</p> <p style="text-align: right;">£1100</p>	regularly attending Maths Homework club supporting attainment at Age Related Expectation.		
Support secondary readiness and narrow gaps with pupils nationally through intervention and targeted support for children vulnerable to under achievement.	<p>Contribution to cost of HLTA allocation to UKS2 Phase leader establishing target children for intervention / small group tuition to complement class based work.</p> <p>Focus on developing pupil's independent skills.</p> <p style="text-align: right;">£15,000</p>	<p>Reading and Maths attainment at end of KS2 higher than last 3 years of validated data.</p> <p>Marks gained linked to arithmetic focused intervention supported progress and percentage achieving ARE.</p>	Phase Leader & Class Teachers	Termly July 2021
Raise attainment in phonics in EYFS and Y1, including consolidation opportunities for identified pupils complementing class based work.	<p>Order and allocate RWI resources to ensure that relevant, high quality resources are accessible to teachers in school and working remotely.</p> <p>Ensure sufficient supply of resource to facilitate intervention for pupils in Y1 and Reception using school's chosen RWI scheme.</p> <p>Identify groups vulnerable to underachievement through RWI assessment. Provide additional teacher / HLTA led consolidation opportunities following return from lockdown in March.</p> <p style="text-align: right;">£10000</p>	<p>Increased number of children achieving ARE in phonics. Rates of progress less rapid for Reception and further need for high quality phonics provision and systematic, targeted practice opportunities as pupils enter Year 1.</p> <p>More rapid progress in Y1 for targeted pupils supporting overall attainment of in mock screening check broadly in line with national 2019.</p>	DHT Phase Leaders	Termly
Pupils with EHC / gaining evidence towards EHC continuously access provision and make progress with their learning	<p>Tailored remote provision for identified EHC learners</p> <p>Work to secure attendance and provide ongoing support for identified</p>	<p>Evidence gained and EHC secured for Y2 pupil.</p> <p>Attendance secured for targeted pupils that did not attend in previous lockdown</p>	AHTs	Ongoing

	SEND vulnerable to disengagement or underachievement.  Laptop purchase to facilitate remote learning for identified ARC child.  £2250	or who showed vulnerability linked to attendance in Autumn term.  From baseline to Spring 2, progress of SEND pupils remained in line with or above the same period from 2019-2020. Including for pupils with EHC.		
			Total Budget Cost	£30400

Wider Strategies				
Desired Outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff Lead	Review Date
Secure high rates of attendance and engagement with remote learning offer as required through regular contact with families.  Ensure regular contact with Nursery families accessing alternative remote offer.	Referral to pastoral team / tech support as required.  Safe and well checks for families not accessing remote learning routinely.  Allocation of teaching staff time to secure calls for Nursery during Lockdown.  £2400	High levels of attendance and engagement with Remote Learning	DHT	March 2021  & relating to bubble closures Summer 2.
Ensure pastoral care and regular contact for all families facing hardship.	Extend offer of food parcels, signposting to agencies and escalations to SLT for families struggling financially, through bereavement/ ill health or with mental health.  £900	Example w.c. 25/01/2021 33 families on regular contact list. 7 home visits made. 2 new referrals to helping hands, interim food parcels arranged.	Pastoral Team	Ongoing including Lockdown period from January 2021
Further raise the profile of mental health through participation in mental health week and daily mental health	Spring Term: Daily mental health activities accessible via website. 'Feel Good Friday' established across	<b>Pupil voice:</b> "We have a non-screen time afternoon and go outside. I like the fresh air"	Pastoral Team	February 2021

<p>activities</p> <p>Ensure that pupils have opportunity to reconnect with peers after lockdown (s) and to re-adjust to classroom routines and behavior expectations.</p>	<p>remote and school based bubbles to reduce screen time and allow for outdoor learning and physical activity. Mental Health activities relating to 'Express Yourself theme'.</p> <p>Preparation for PSHE focused activities w.c. 04/03/2021</p> <p style="text-align: right;">£160</p>	<p>"I've learnt that you shouldn't have too much blue light time."</p> <p>"I've been separated from friends and I've made new friends, we are given time to talk to each other and get to know each other."</p>		
			Total Budget Cost	£3460