



COVID 'Catch Up' Action Plan Victoria Community School 2020-2021

Funding Allocation Summary Information			
Number of Pupils	391 including Nursery	Total Catch-Up Premium	£27760
Last Updated: June 2021			
<p>Children and young people across the country have experienced unprecedented disruption to their education as a result of Coronavirus (COVID19). Those from the most vulnerable and disadvantaged background will be amongst those hardest hit. The impact of loss of time in education will be substantial, and the scale of our response must match the scale of the challenge.</p> <p>Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years Reception through to Y11.</p> <p>As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by Coronavirus (COVID19), the grant will only be available for the 2020-2021 academic year. It will not be added to schools' baseline in calculating future years' funding allocations.</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>			
Use of Funds		EEF Recommendations	
<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 coronavirus (COVID-19) support guide for schools with evidence-based approaches to catch up</p>		<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> ➤ Supporting great teaching ➤ Pupil assessment and feedback ➤ Transition support <p>Targeted approaches</p> <ul style="list-style-type: none"> ➤ One to one and small group tuition 	



for all students. Schools should use this document to help them direct their additional funding in the most effective way.	<ul style="list-style-type: none"> ➤ Intervention programmes ➤ Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> ➤ Supporting parent and carers ➤ Access to technology ➤ Summer support
--	--

Identified impact of lockdown			
Curriculum Area	Allocation of funding	Impact of lockdown	Actions
Reading	<ul style="list-style-type: none"> Children accessed some reading during lockdown as they were sent home with 2 reading books and had access to some online reading books. However, children are less fluent in their reading and the gap between those children that read widely and those children who don't is now increasingly wide. The lowest 20% of readers have been disproportionately affected. 		
Reading	£2176	<ul style="list-style-type: none"> The gap between those that read widely and those that didn't has increased. Phonics data initially showing a decrease in understanding Some parents have been given links and directed to websites and specific reading books by teachers via the school website – class pages and the remote learning portals – Class Dojo and Gsuite. This means that books have been pitched at the appropriate level for the children. Reduced face to face teaching, negative impact on disadvantaged children – children losing confidence in their own ability, children needing 1:1 or small group working to be able to show understanding 	<ul style="list-style-type: none"> Assessment week Summer 2 will further identify those pupils who need additional support and also identify the lowest 20% for interventions. Appropriate and flexible interventions will be put into place / reviewed to meet the individual needs. Further investment in quality schemes for interventions Lightning Bolts Greater focus on phonics from EYFS to Years 3/4. Catch up interventions for key groups. Booster teaching for Year 5 and 6. Education City, IT resource to support interventions across the school

		<ul style="list-style-type: none"> Some children unable to access distance/remote learning due to lack of infrastructure – home broadband, acceptable devices, number of devices at home Year 6 children ill prepared for moving up to Key Stage 3 curriculum 	<ul style="list-style-type: none"> 2 Five-minute boxes to support additional phonics in Year 3 Early Years Role Play equipment to further develop language and vocabulary 34 Revision books for Year 6 to aid catch up ready for High School Additional Reading books for Orchard (a wider range of lower ability books are now needed)
Writing / GAPS		<ul style="list-style-type: none"> Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. GAPS specific knowledge has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected, however those who evidently didn't write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write. 	
Writing / SPAG	£260	<ul style="list-style-type: none"> General understanding of vocabulary decreased hindering children's written work – using adventurous vocabulary Gap widened in adventurous vocabulary used Some children not spoken English during lockdown, language development and understanding halted / decreased 	<ul style="list-style-type: none"> 2X 15 pack of dictionaries purchased as class set for new Year 6 class To focus on developing Word Aware further for all children to develop vocabulary understanding Boost to children language development
Maths		<ul style="list-style-type: none"> Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still enjoy maths and lockdown has not affected their attitudes however they are quite simply, 'behind'. Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in assessments. Ref: Baseline assessments into new year groups 	
Maths:	£51	<ul style="list-style-type: none"> Reduced face to face teaching, negative impact on disadvantaged children – children losing confidence in their own ability, children needing 1:1 or small group working to be able to show understanding Some children unable to access distance/remote learning due to lack of infrastructure – home broadband, acceptable devices, number of devices at home 	<ul style="list-style-type: none"> 34 Revision books for Year 6 to aid catch up ready for High School



		<ul style="list-style-type: none"> Year 6 children ill prepared for moving up to Key Stage 3 curriculum 	
Non-core		<ul style="list-style-type: none"> There are now significant gaps in knowledge – whole units of work have not been taught meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments. 	
Non-core:	£25190	<ul style="list-style-type: none"> Attempted break-in / break-in to school grounds leaving younger and SEN children without Outdoor play equipment, affecting their social skills development Staff/Children needing access to quick/faster processing machines to deliver/complete remote/distance learning Small group interventions unable to access the required internet resources Pupils wellbeing and learning 	<ul style="list-style-type: none"> Shed for SLC for Outdoor play equipment – keeping it safe and secure Additional tablets to support small group interventions Education City subscription

Planned Expenditure – The headings below are grouped into the categories outlines in the Education Endowment Foundation’s coronavirus support guide for schools				
Teaching and whole-school strategies				
Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review Date
<u>Supporting great teaching:</u> The foundation subjects will be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.	Subject leaders to make sure their area of curriculum responsibility is well researched, planned for and resourced. Subject overviews to be completed by each year group to identify teaching of subjects. Subject area budget, cost dependent on need. Most areas are well resourced.		HKE overview Year group teams Subject leaders	January 2022



Curriculum to be enhanced through training and expert visitors / trips (currently no trips taking place as of June 2021, however to be reviews September 2021) to enable all children to broaden their knowledge and curriculum experiences of 'The Arts' as these have been limited due to lockdown / restrictions.	Videoed productions used with whole school to enhance story telling. Visitors and trips to be encouraged for each class/year group to enhance their classes development and experiences.		Class teachers	
<u>Teaching assessment and feedback:</u> Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving greater degree in confidence and accuracy of assessment.	Class based staff to Baseline all children on entry into class to get a clear picture of where the children are at. Class based staff to use mini quizzes in all subject areas to assess gaps in learning. Data to be recorded on Educater. Purchase and implement New PIRA and PUMA termly assessments.		HKE overview Class based staff	
<u>1-to-1 and small group interventions</u> Identify children who will have significantly increased rates of reading fluency and prosody. They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding. They will be confident readers	All TA's to be used effectively at designated times – quality first teaching. Priority: Phonics/Reading See English / Phonics action plan		Class based staff and SEN TA's	



<p>and dips in reading attainment will be negated.</p> <p>Am appropriate numeracy intervention to support identified children in reinforcing their understanding of basic maths skills and application of number.</p>	<p>All TA's to be used effectively at designated times – quality first teaching. Priority: Maths filling the gaps – Education City, Numbots</p>			
<p><u>Supporting parents and carers</u></p> <p>Children will have greater opportunities to access learning at home. Home learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home-learning.</p> <p>Children have access to appropriate stationary and paper-based home learning if required so that all can access learning irrespective of ability of child / parent to navigate the online learning.</p> <p>Laptops available to borrow from school for home learning.</p> <p>Liaise with children and families to ensure mental well-being and any problems with home-learning are addressed through regular contact.</p>	<p>Children can access Education City, Discovery Education, Timetable Rock Stars, Google Classroom and Class Dojo</p> <p>Paper-based packs are printed and ready and stationary available for children to take home to use when learning from home.</p> <p>Laptops available for children who are working from home.</p> <p>Time allocated for staff (both office and teaching) to contact families whose children are isolating and need home-learning support or require mental well-being support.</p>			



<p><u>Access to technology</u></p> <p>During the catch-up school provision, children can access additional devices so that they can rotate through discreet teaching, reading fluency and independent online activities.</p> <p>Teachers have access to laptops, desktops, webcams. Teachers are able to take laptops home to access school-based resources from home. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.</p>	<p>Government funded laptops, plus Chromebooks, will create a bank of accessible technology for children to take home if they require this for home-learning. They are to be used to further support online access to resources for the children accessing intervention and group support.</p> <p>Dongles and SIMS cards available for children /families, so they can access the internet if they do not have this facility.</p>		<p>AW / HKE</p> <p>EL / AW / HKE</p>	
		Total budget cost	£27760	
		Cost paid through Covid Catch-Up	£27760	
		Cost paid through school budget	£0	
		Overall budget cost	£27760	