

# COVID-19 Catch-Up Premium Action Plan, 2020 -2021



## Rationale:

Children and young people 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 those hardest hit. The government has announced £1 billion of funding to support children and young people to catch up. This includes a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time. Alongside the universal catch-up premium, the government are also launching a £350 million National Tutoring Programme to provide additional, targeted support for those children and young people who need the most help.

## Funding allocation:

Schools' universal catch-up funding 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 11.

## Use of funds:

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](#). Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

**This plan identifies how the additional funds are going to be spent and the anticipated impact it will have. Only specific actions which are tagged to the catch-up funding is included in this document. However, this plan sits alongside the detailed School Development Plan, which contains a much wider scope of school improvement to ensure all children thrive at Queensway.**

Evidence used to determine priorities and expenditure:

- Data from last assessment point before lockdown started in March 2020
- Baseline data from Sept 2020
- Records of remote learning
- Records of communication with families during lockdown and at the start of re-opening
- Observations and reflections of the children's needs both academically and pastorally during Term 6 when children in Years FS, 1, 5 and 6 returned

Queensway's overarching rationale behind expenditure decisions is to provide the most qualified, experienced and highly competent teachers to teach our children, whether that be as part of whole class teaching or small group interventions.

Class	Pupil Numbers (Based on Oct '19 census)
Reception	55
Year 1	49
Year 2	60
Year 3	53
Year 4	60
Year 5	55
Year 6	56
<b>Total pupils</b>	<b>388</b>
<b>Total funding</b>	<b>£31,040</b>

Teaching and Whole School Strategies				
Strategy/Objective	Key Actions	Spend	How will it be assessed (evidence)	Desired Outcome
<b>Priority 1 – Embedding high-quality teaching for all</b> SDP link: To raise attainment in independent writing <u>and</u> to provide high quality teaching and learning in maths				
To support an NQT so that the quality of teaching is consistently good or better.	In term 1, provide on-going CPD through the use of a non-class based teacher doing team teaching and modelling with the NQT, x2 afternoons per week in Term 1.	£1333	Feedback to the Quality of Education Committee in Terms 2, 5 and 6 shows that teaching is good or better.  Lesson drop ins and formal observations.	All children are accessing good teaching every day and the NQT is confident in implementing Queensway policy and practice.
<b>Priority 2 – Assessment</b> SDP link: To develop our curriculum so that it a) continually builds on prior knowledge and skills in a systematic way and b) enables teachers to make accurate assessments in all curriculum areas.				
<b>Priority 3 – Transition back into school</b> SDP link: To support children’s wellbeing following coronavirus and beyond.				

Targeted Approaches				
Strategy/Objective	Key Actions	Spend	How will it be assessed (evidence)	Desired Outcome
<b>Priority 1 – One to one and small group tuition</b>				
To provide 1:1 and small group speech and language support through our bought in Speech Therapist.	Increase speech therapy time by half a day for whole year. Therapist to provide: <ul style="list-style-type: none"> <li>• Assessments.</li> <li>• Personalised programmes of work.</li> <li>• Programmes of work which TAs are trained to deliver to small groups (Rainbows)</li> <li>• Assessments/reports which can feed into EHCP applications.</li> </ul>	£3900	SEND paperwork: Pupil Profiles, Provision trackers, therapist reports and EHCP applications.	All children who need speech and language support are accessing high quality support, have up to date assessments and programmes of work and where applicable these feed into applications for EHCPs and/or top up funding. TAs

	<ul style="list-style-type: none"> <li>Support for parents; suggestions for activities at home to support needs.</li> <li>CPD for staff</li> </ul>			are trained to deliver Rainbow groups in the EYFS.
To provide 1:1 reading for identified children.	For children in Year 5, which as a cohort identified as emotionally challenging and complex, provide an additional teacher for 3 afternoons to provide 1:1 reading.	£1998	Evidence in children's reading records.	Children in Year 5 reach individual reading targets by July 2020.
<b>Priority 2 – Intervention Programmes</b>				
SDP link: To raise attainment and progress in Years 5 and 6 (focus year groups based on 2019-20 end of year data)				
To provide high quality teaching in smaller groups to improve children's confidence, accelerate progress and enable to catch up.	<p>Divide the 2 Year 6 classes into 3 groups of 20 for English and Maths every day for Terms 1-4. The 'non-class' based Deputy Head to teach the 3<sup>rd</sup> group</p> <p>Divide the 2 Year 5 classes into 3 groups of 20 for English and Maths every day for Term 1. The experienced Yr. 6 teacher who is leaving in Nov for maternity leave will teach the 3<sup>rd</sup> group.</p>	<p>£12,020</p> <p>£5331</p>	<p>Evidence in Pupil Progress meetings, teaching observations, book scrutinies and pupil voice.</p> <p><i>Summary of teaching</i> fed back to Quality of Education Committee in Terms 2,4 and 6.</p> <p>Data presented in Terms 1, 3 and 5 to Governors following assessment points.</p>	Progress is accelerated in targeted pupils leading to pupils achieving their targets.

<b>Wider Strategies</b>				
Strategy/Objective	Key Actions	Spend	How will it be assessed (evidence)	Desired Outcome
<b>Priority 1 – Supporting parents and carers</b>				
Increase Inclusion Manager's time by half a day to offer further support to growing numbers of vulnerable families within our school community	<p>Increase Inclusion Manager to full time from Sept '20 so that parents can access her expertise and support more.</p> <p>Inclusion Manager to support the work of HSCLW in improving attendance for</p>	£5411	<p>X3 Link Governor visits carried out by Inclusion Governor in Terms 2, 4 and 6. Feed back to Quality of Education Committee. What difference has the extra half a day had on our families?</p> <p>Termly attendance reports to Full Governors.</p>	<p>Annual questionnaire to parents of children on the SEND register- results will show satisfaction with communication and support offered to families.</p> <p>Attendance will be in line with National Averages for all</p>

	<p>children with additional needs, inc. children with health needs:</p> <ul style="list-style-type: none"> <li>parenting contracts for improved attendance in place</li> <li>attendance standing item at TAF/CIN/CP meetings as well as SEND reviews.</li> <li>Liaison with external agencies, such as School Nurses, Social Workers and SENSS etc to work together to improve school attendance and access to remote learning.</li> </ul>			groups of children. All children will be accessing remote learning where applicable.
<p><b>Priority 2 – Access to technology.</b> SDP Link: To implement with rigour the Computing curriculum across the school and ensure online home learning is of high quality when needed</p>				
Ensure that all families can access remote learning.	<p>Audit access to technology across the whole school.</p> <p>Put families into tiers; those with no access, no device, sharing devices with siblings, sharing devices with working parents etc.</p> <p>Identify families who would receive a loaned device from us and draw up loan agreements.</p> <p>Convert 20 laptops to Chrome Books for families to use.</p> <p>Provide IT Leader with a TLR 3 in recognition of workload and responsibility</p>	<p>£450</p> <p>£571</p>	<p>Record of access to remote learning if a bubble/whole school is closed.</p> <p>Central spreadsheet maintained by all staff which tracks continuity of learning and support offered to family during an isolation period.</p> <p>Record of loan agreements</p> <p>Annual parental survey shows high levels of satisfaction about quality of work set for remote learning and support for technology.</p>	<p>All children are able to continue their learning in line with their peers and Queensway curriculum plans.</p> <p>Parents feel confident to support their child with remote learning.</p>