



FRANCES OLIVE ANDERSON
Church of England (Aided) School
 'Being different, Belonging together'



Summary Information					
School	Frances Olive Anderson C of E Primary School				
Academic Year	2020-2021	Total Catch-Up Premium	£14,240	Number of pupils	178

Guidance	
<p>Children and young people across the county have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19) and the ongoing implications. Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit, but from whatever background a number of children and their families will have had their well-being impacted in some way. The impact of lost time in education and the time to settle back into routines, a re-balance and connection with others will be substantial. The scale of our response must match the scale of the challenge and be based on assessments of the children academically and emotionally on their return to school.</p> <p>Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil from Reception to Year 6.</p> <p>As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.</p>	
Use of Funds – guidance to schools	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 from https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium</p> <p>Schools have the flexibility to spend their funding in the best way for their co-hort and school circumstances.</p> <p>To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a guide to support schools to identify evidence-based approaches to catch up for all students.</p>	<ol style="list-style-type: none"> 1) Teaching and whole school strategies <ul style="list-style-type: none"> • Supporting great teaching • Pupil assessment and feedback • Transition support 2) Targeted approaches <ul style="list-style-type: none"> • One to one and small group tuition • Intervention programmes • Extended school time 3) Wider strategies <ul style="list-style-type: none"> • Supporting parent and carers • Access to technology • Summer support



<https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/covid-19-support-guide-for-schools/>

This is a live document and will be reviewed every 6 weeks in light of pupil progress meetings.

1) Teaching and whole school strategies

Desired Outcome	Action / approach	Rationale	Cost	Impact – has the desired outcome been achieved?
To re connect with children and families.	<p>Communication prior to return in September 2020 with parent and carers regarding known impact on their children/child</p> <p>Session to meet and greet classes before the summer break – time to say goodbye to the current teachers and make a connection with the new teachers</p> <p>Information shared in a timely way with families regarding procedures and routines for September.</p> <p>Completing Healthy Minds work on ... during the</p>	<p>Having the knowledge of the individual experiences, where appropriate will ensure that we are able to have relevant support in place before return to school</p>		



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	summer – use as a starting point			
To establish learning behaviours and a willingness to learn	<p>Time to establish routines, focus on mindfulness sessions daily, talking time, exercise and being ready to learn. Slowing the day down and avoid discussing gaps – celebrate what has been achieved and special times had with families.</p> <p>Use of class skills development eg THINK</p>	<p>Children learn best and make progress when they are happy in themselves, feel listened to and can air their worries in a safe way – de clutter the brain to allow for learning</p> <p>Children learn to appreciate one another and become used to working as a class once again – looking after everyone's well-being. A harmonious feeling and support developed within bubbles will benefit all in mental health and learning academically will directly be impacted.</p>		
To identify gaps in knowledge and baseline	Use of teacher assessment and pupil progress tests where appropriate.	Allows for teaching to be guided by what the cohort requires rather than purely following the curriculum for the year group. Ensures, learning		



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	<p>Carry out gap analysis in reading, writing and maths. Identify focus for whole class teaching/revision. Plan to teach concepts required within each co-hort Individual and group gaps will be addressed through targeted support – see next section.</p>	<p>is starting from the baseline and there are no building blocks missing as a co-hort.</p>		
<p>To address whole co-hort gaps in maths</p>	<p>All teaching staff to access Active maths training and implement with their co-horts</p> <p>Maths revision homework books for year 1 to year 6, with parent guide for support</p> <p>Timestable Rockstars subscription</p> <p>Use of White Rose resources for class teaching and home learning</p>	<p>Active Number is a whole-school approach to the teaching and understanding of number and operations to primary aged pupils.</p> <p>It uses the principles of mnemonics, intended to assist the memory, to develop “mastery”, providing a deepened understanding of number and calculation using the four operations. It is proven that learning gained by interacting with others, supports retention. Using images, actions and verbal reasoning the</p>	<p>Training £800 Resources £60</p> <p>Maths revision books £253.95</p> <p>TT Rockstars £170</p> <p>White Rose Maths £99</p>	



		<p>child's learning develops using a spiral approach. Active Number has proven impact within both the lead school and beyond and is also supported by the current EEF guidance reports.</p>		
<p>To address whole co-hort gaps in English</p>	<p>All teaching staff and teaching assistants to access Active spelling training and implement with their co-horts</p> <p>Use of Active English to address gaps in SPaG</p> <p>Access CPD for English Lead on assessing and evidencing reading</p>	<p>Much like the already well established Active English and Active Number approaches, Active Spelling embeds learning in an active and engaging way, providing pupils with a deeper grasp of spelling and vocabulary that serves as a foundation for their future. This has been thoroughly designed and is underpinned by research with a significant impact upon the outcomes in Spelling ages so far. This provides approaches to the implementation of spelling across the School and the deep rooted understanding of</p>	<p>Training £1800 Resources £38 Phonics online £210 Spelling phonic books £280</p> <p>Active English Books £150</p> <p>£140</p>	



		how to ensure that progress is made in this area of the curriculum.		
To have a range of high quality and engaging texts for use at school and for remote learning	Research into quality resources for home learning – Bug club, resources for widening reading opportunity, purchase more books for school and use during home learning		Bug club cost £1749.99 Or Amount for actual books	

2) Targeted Approach

Areas for learning addressed individually	Pupil Progress review all staff at least 6 weekly Use of Number Sense intervention Use of precision teaching Pre-teaching sessions Follow up sessions from the morning learning Toe by Toe Revision / booster sessions	Depending on the outcome of the pupil progress meetings held every 6 weeks, the appropriate intervention and person to deliver the intervention to be identified for the individual or group. Further interventions may be used as the year progresses and according to the need if what we are currently doing is not having the desired impact	Resources in school – time and staff to deliver As above	
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	<p>Redeployment within school, of teaching assistants to enable interventions to take place – at times the teacher takes the intervention, TA works with rest of the class.</p> <p>Research alternative interventions during the year as the need arises.</p>			
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3) Wider Strategies

<p>For the children to be emotionally regulated in order to access the learning in the classroom</p>	<p>Bubble time</p> <p>Health mentor interventions tailored to individual needs</p> <p>Dr Ben Furman's Kids' skills</p>	<p>Happy children are happy learners.</p> <p>Lots of research has shown the impact anxiety, worries and mental health can have on pupil outcomes. This is recognised in inspection and government directives.</p> <p>How to convert children's problems into learnable skills</p> <p>White paper by Ben Furman</p> <p>January 2018</p>		
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		<p><i>Misbehaviour is children's way of informing you that they miss a skill and that they haven't figured out yet what it is.</i></p> <p>A key idea in Kids'Skills is that in this approach you don't focus on children's problems, but on skills that children need to learn to overcome their problems. This shift in focus from problems to skills has significant benefits. It fosters hope, improves collaboration with children as well their parents and above all makes it easier to bring about change not only in the children, but also in the entire social network surrounding the child.</p> <p>An understanding of 'emotional hijack' for all staff and pupils will help us to be more effective with our support for individual pupils. We aim</p>		
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		to support the children in being able to self-regulate their feelings, recognise when they need to do something positive to stop an angry outburst.		
As above. To address constructively worries and anxieties which may be a barrier to accessing learning	Health mentor e mail for parent / carers to access	To connect with parents and carers so they can share their worries, give staff the necessary background to support the family as a whole and in partnership.		
Pastoral lead to access training to further enhance our knowledge and provision for mental health wellbeing.	Attend Mental Health Conference – 4 modules digitally accessed.	During the lockdown period, Professor Tim Kendall (NHS England's national clinical director for mental health) and Professor Ed Bullmore (neuroscientist, Cambridge University) spoke of how hard children were being hit by the impact of the pandemic and the possibility that the psychiatric effects could last beyond a decade.	£250.80 Any associated resources required Cost of supply cover to enable pastoral lead non-contact time to implement and roll out her learning across school	



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<p>To be able to provide high quality in class and remote learning during self-isolation times</p>	<p>Purchase staff laptops to replace old/out of date ones.</p>	<p>Teachers are able to facilitate effective home learning with increased capacity to share resources and communicate learning to children.</p>	<p>Cost of laptops £645</p>	
<p>To provide staff and the school with the opportunity to learn from and work with a range of schools within the area.</p>	<p>Join the Kyra Gainsborough group</p> <p>Access support and advice for the HT and leaders.</p> <p>Access to CPD</p> <p>Access to moderation groups</p> <p>Opportunity to join research groups</p>	<p>Schools which reach outwardly for support and to share own successes will continue to self-improve naturally.</p> <p>In addition, at this difficult time for all, this collaboration offers guidance and support which is especially valuable as we are meeting with new challenges on a regular basis</p> <p>Provides an opportunity to benchmark for resources / training / interventions and whole class strategies – sharing of excellent practice and practice which has a positive impact.</p>	<p>Cost of joining £6 per pupil £1,157</p> <p>Cost to release staff to attend meetings and carry out actions as they arise</p>	