

COVID Catch Up Funding 2020-2021


Summary Information					
School	IKB Primary School				
Academic Year	2020-21	Total Amount of Catch up Premium	£46.67 per pupil (IKB only eligible for the early Spring payment) £980.07 total	Number of Pupils	Funding calculated on our original 21 (now 24 children)

Guidance	
<p>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 no doubt be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge. We know that we have the professional knowledge and expertise in the education system to ensure that children and young people recover and get back on track. Returning to normal educational routines as quickly as possible will be critical to our national recovery. 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 11 (IKB only eligible for the early Spring payment of £46.67 per pupil). 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>	
Aim	
<p>At IKB Primary School, we are committed to ensuring the recovery of the education for the children within our setting. Our teaching team will support pupils in line with the guidance on curriculum expectations for the next academic year. To ensure that we make the best use of the funding our SLT (Senior Leadership Team) have consulted external documentation such as those published by the Education Endowment Fund or EEF e.g. 'COVID 19 Support Guide for Schools' and 'A Tiered Approach to 2020-21'.</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>The EEF advises the following:</p> <p>Teaching and whole school strategies:</p> <ul style="list-style-type: none"> ● Supporting great high-quality teaching for all ● Effective diagnostic pupil assessment and feedback ● Transition support

<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 for all students. Schools should use this document to help them direct their additional funding in the most effective way.</p>	<ul style="list-style-type: none"> ● Supporting remote learning ● Focusing on professional development <p>Targeted approaches:</p> <ul style="list-style-type: none"> ● High quality one to one and small group tuition ● Teaching Assistants and targeted support ● Intervention programmes including academic tutoring ● Extended school time ● Planning for pupils with SEND <p>Wider strategies:</p> <ul style="list-style-type: none"> ● Communicating with and supporting parents and carers ● Planning carefully for social and emotional learning ● Supporting pupils' social, emotional and behavioural needs ● Access to technology
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Identified areas of need at IKB	
Reading	<ul style="list-style-type: none"> ● Reading fluency, stamina, language, acquisition and phonological understanding. ● Speech and Language – delayed language acquisition due to a lack of high-quality interactions of children even as far back as missed pre-school during lockdown 1. ● Recall, retrieval, inference, asking questions, predicting and early stages of summarising.
Writing	<ul style="list-style-type: none"> ● Language acquisition, stamina, spelling and sentence construction.
Wider Curriculum	<ul style="list-style-type: none"> ● Children have missed out on curriculum experiences such as trips, visitors, and powerful curriculum moments. This has affected our lower income families in a much more disproportionate way.
SEMH and S+L	<ul style="list-style-type: none"> ● Inability to self-regulate and/or not being able to articulate how they are feeling and why. ● Speech and Language needs holding children back from communicating or from having the confidence to articulate their feelings.

Planned Expenditure	
i. Teaching and whole-school strategies	
<p>Desired outcome: At IKB Primary School it is our aim that all children will meet their end of year outcomes (and in some cases exceed them) despite the interruption of Covid-19 and that no child will be left behind.</p>	
Chosen approach	Intended Impact
<p>High-quality teaching – supported by evidence informed CPD for teachers and support staff</p> <ul style="list-style-type: none"> - Cognitive science informed approach to teaching and learning. - Curriculum pedagogy – the quality of teacher modelling and explanation. - Precision Teaching. - Knowledge-rich curriculum filled with rich experiences linked to the curriculum, the wider community and extra-curricular activities. - Development of a Talk 4 Writing approach supported by external specialists. 	<p>Evidence through book scrutiny, lesson drop-ins and pupil conferencing show that pupils know more, remember more and can do more – they have filled gaps in their knowledge and are accessing an age appropriate curriculum, where they are cognitively able to do so.</p> <p>Pupils’ work and assessment information demonstrates that scaffolding is effective in enabling the less able pupils to fill gaps in their knowledge and understanding.</p> <p>Cultural capital for all children is increased through increased experiences linked to curriculum topics as well as wider community opportunities and extra-curricular activities, particularly for our disadvantaged families who have felt the loss in cultural capital more disproportionately.</p> <p>Teachers are able to plan and deliver lessons which address gaps and misconceptions, meaning all children are able to make rapid progress.</p>
Assessment	<p>Attainment scores increase.</p> <p>Children make good or better progress from their starting points.</p> <p>Staff are able to use gap analysis to deliver targeted interventions which address gaps and misconceptions, meaning all children are able to make rapid progress.</p>
<ul style="list-style-type: none"> - Identify gaps and missed learning using both formative and summative assessments. - Include additional opportunities through additional teacher (RH) for specific assessments linked to EYFS with class teacher (NF) e.g. benchmarking, key words, Letters and Sounds phonics, S+L communication - to enable high quality responsive teaching. 	

<p>Wider Curriculum</p> <ul style="list-style-type: none"> - Access to high-quality PSHE learning through Jigsaw PSHE scheme. - Emotion coaching through twice daily well-being check-ins to support subject-specific vocabulary and deepening understanding of feelings - labelling them, why they occur and how to handle them. Also linked to our restorative justice approach to behaviour. - Additional emotion coaching and restorative justice training for staff to build upon foundation training received. - IKB to increase staff trained on Public Health England psychological first aid course - https://www.gov.uk/government/news/phe-launches-new-psychological-first-aid-training 	<p>Physical and mental health is an ongoing balancing act between 2 systems:</p> <ol style="list-style-type: none"> 1) Stress regulation system – protection <ul style="list-style-type: none"> - Ability to regulate stress - Ability to regulate social interaction - Ability to regulate positive and toxic stress = Emotional regulation 2) Social engagement system – connection <ul style="list-style-type: none"> - Ability to interact with others - Ability to understand others - Ability to make sense of social relationships - Ability to enjoy social relationships = Social cognition <ul style="list-style-type: none"> - All children learning to cope with emotions to improve their long term health and strengthen building of relationships. - The more opportunities children have to experience strategies that help them to regulate their emotional world, the better they will be at regulation because their brains will have made necessary connections. - Positive pupil voice around feeling safe in school and being able to manage their emotions. - Reduction in negative behaviour incidents linked to the positive behaviour strategy and restorative justice techniques. - IKB to have 3 trained psychological first aiders within staff team.
ii. In-school targeted support (by identified areas of need)	
Chosen approach	Intended Impact
<p>Reading</p> <ul style="list-style-type: none"> - 2-pronged class reading approach: <ol style="list-style-type: none"> 1) Process of reading (aloud): 	<p>The teaching of reading is highly effective across the school and enables all children to catch up, achieve/ exceed their individual targets and build upon prior attainment.</p> <p>Children in reception will make rapid progress in phonics.</p> <p>All children will make accelerated progress from their starting points in reading, evidenced by improvements in attainment data.</p>

<p>2) Reading skills: recall, retrieval, inference, questioning, predicting, early stages of summarising.</p> <ul style="list-style-type: none"> - Phonics screening assessments to be carried out half-termly by class teacher using Letter and Sounds resource and follow-up teaching will be driven by gap analysis. - Use of additional teaching assistant (DF) for bespoke 1:1 and small group teaching in reception. - Regular benchmarking and key word testing being carried out by class teacher and follow-up teaching will be driven by gap analysis. - Daily reading of whole class story to engage all children and provide the foundations for a lifelong love of reading – library area/ outdoor areas of school to be used to create a sense of awe and wonder and make the occasion special each week. 	<p>Pupil voice to capture a love of reading from all children.</p>
<p>Writing</p> <ul style="list-style-type: none"> - Talk 4 Writing training to support quality of delivery. - Use of additional teaching assistant (DF) for bespoke 1:1 and small group teaching in reception. - Include additional opportunities through additional teacher (RH) for specific greater depth groups with class teacher (NF). 	<p>The teaching of writing is highly effective across the school and enables all children to catch up, achieve/ exceed their individual targets and build upon prior attainment.</p> <p>All children will make accelerated progress from their starting points, evidenced by improvements in attainment data.</p>
<p>Language development</p> <ul style="list-style-type: none"> - Additional targeted speech and language support for reception children from Talk Speech specialists. Training of class teacher and teaching assistant as well as bespoke intervention from speech and language therapists to target more severe needs in specific children. - Nursery staff and incoming Year 1 staff to also receive training from Talk Speech to ensure strong transition from nursery to reception in next academic year and any needs/ gaps are being targeted at the earliest opportunity possible. 	<p>Teachers will work with specialists to screen and identify children who will benefit from small group and one-to-one language support. This will be delivered throughout the year and strong transition will be in place to ensure provision carries into the next academic year.</p> <p>Children involved make rapid progress from their starting points, leading to increased attainment across all areas of the EYFS areas for these children – whole class level (who receive weekly S+L learning session) and individual level (who receive additional small group/ 1:1 targeted interventions).</p>

iii. Wider Strategies	
Chosen approach	Intended Impact
<p>Pastoral support</p> <ul style="list-style-type: none"> - IKB working with Trust SEMH lead to develop SEMH strategy for IKB. - Child and parent surveys to identify attitude to school and personal well-being. - Delivery of food parcels when necessary. - Forest School for all children. - Frequent contact to check on the well-being of both children and families. 	<p>Additional support will provide regular and supportive communications with parents/ carers, in order to increase attendance and positive behaviour – ensuring that children are ready and able to engage with their learning.</p>