

Covid 19 Catch Up Spending report

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St Clement's Church of England Primary Academy

SUMMARY INFORMATION

Total number of pupils:	205 (Reception –Y6)	Total Catch up Budget	16,080
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STRATEGY STATEMENT

Our Vision-

Inspiring happy, **courageous**, independent, curious, creative, life-long learners. So that all achieve their full potential, striving academically and socially with **humility** and **dignity**.

Believing being anchored in Jesus Christ will guide us with **hope**, **compassion** and **wisdom** in becoming successful members of a global community.

With many pupils not attending school since March this year, we have thought hard about our vision for the children of our St.Clement's family and how we will ensure that we continue to offer our very best and re-engage and motivate pupils to jump back into school life with both feet. With only 2-3% of pupils attending school for those first couple of months, gradually building up to around 30-35% by the end of July, the learning time lost has a huge impact on pupil's confidence and short term memory for the knowledge they have gained in the months prior to lock down. Although families and school worked together to ensure availability to online learning and physical work-packs weekly, it has become apparent that many pupils did not fully engage with this and so our aim this year is to address those gaps in learning and rebuild pupil's resilience and self-esteem, as well as parent confidence. As our vision states 'inspiring, happy, courageous independent, curious, life-long learners' is what we are eager to ensure we keep doing. We worked through the lockdown period, planning and creating action plans and risk assessments as to how we will keep children safe in school while equipping them with the tools and coping strategies to deal with their emotions over lockdown and on return to school in the current environment. We also thought about our community and the anxieties they may have during this time.

We have looked at how we can address: returning to school safely; Pupil's emotional health & well-being; making school fun again and academic catch-up. This is in addition to considering how to spend the government 'catch-up' fund for maximum impact for our pupil's future.

Returning to school: Over the Summer, the school has been made as Covid safe as possible and detailed risks assessments considering the context and needs of our community and school staff, have been completed (*See school website- September2020 for a copy of the risk assessment-* http://www.stclemce.bham.sch.uk/website/welcome_to_our_september_2020_information_section/497725 to try to reassure pupils and their families that school is a safe place for them to be.

The school environment and the curriculum supports pupil's understanding of social distancing and how to keep safe. This includes resources such as visual timetables to get pupils used to school routines and expectations; lots of visual signposting for social distancing and hygiene and the creation of bubbles with separate access around school and lunch and playtimes. This includes arriving and leaving school with families.

While we appreciate the staggered timings and entrances are a little inconvenient, we are doing everything we can to make it as easy as possible whilst keeping within safety guidelines. 'Bubbled' breakfast club, which for many pupils is a social and less sudden start to the day, has been resumed, supporting initially, our working and more vulnerable families. This will be extended in a couple of weeks. We will also be starting our bagel breakfasts from 21/9/20, ensuring all pupils have the opportunity to start the day with breakfast. As we cannot carry out our usual Parent-Teacher consultations this term, staff have phoned parents to introduce themselves, talk about how pupils are settling in, the curriculum content being covered and discussing any questions/worries parents may have. For parents of pupils with high need, 1:1 meetings have been held with the Pastoral Manager and SendCo to discuss the individual risk assessments and transition plans. As social distancing eases, we hope to organize family drop-in sessions with our Pastoral team for parents to share or discuss worries or anxieties. A pupil well-being committee will be created as soon as is logistical, including parents and governor representatives to look at long term pupil well-being issues.

We are aware anxiety is high at the moment, including with our staff. They have all had 1:1 well-being sessions and as a school we have worked through the risk assessment to ensure we are all happy with it. Luckily, all of our staff have returned to their normal duties and so are available to support our pupils. Staff have also received lots of remote training during lockdown around both academic subjects and emotional health and well-being for pupils from bereavement training and mental health issues to advanced hygiene. They are fully equipped to support the children.

Our Governors have been involved in our decisions and each governor will have an allocated specific areas of school development, for which they will be part of the school monitoring process to challenge leaders on quality of education being provided.

In order to get off to the best start we could, previous class teachers moved up with their class where possible. This has meant pupils know their teacher and positive relationships already established. Teachers also already know academically what pupils are capable of.

Pupil's Emotional Well-being: The first couple of weeks back, have been timetables with pupil well-being at the center. It has been a settling in period, with the focus on nurturing safe social groups and offering emotional support after prolong school closure. Establishment & Well-being weeks have meant a focus on well-being/ Personal development and creativity. Pupils have their own diaries they can write in whenever they feel the need and they have been given time to adjust mentally to the expectations and challenges of the school day. —All of our school policies have been reviewed and updated, many in line with Covid-19 guidance, and including: Bereavement policy, Pupil Well-being policy, Staff Well-being policy and the Behaviour Expectations Policy. All pupils have had a 1:1 session with Miss Akers our Pastoral manager, just to check in and see how they are and if they have any worries or concerns, any further actions have been followed up. The Sendco, Pastoral manager and phase leads have had virtual meetings with parents and outside agencies, to review the needs of SEN pupils and put individualized risk assessments and transition plans in place. We have also looked at classroom environments and resources to best meet the needs of returning to school routines and expectations.

Timetables have been adapted to allow extra personal development (Emotional Health & Well-being, such as resilience, independence and self-care) and mindfulness sessions each week. Classrooms have emotional health display boards which provide- emotive language to help children express themselves clearly and coping strategies for different emotional states, all of which will be worked through as a class with opportunities for pupils to have more 1:1 sessions with an adult of their choice. E-safety sessions- especially with the reliance of technology during lockdown will also be a focus of these sessions. Special weeks will still be celebrated such as child safety week- where we will look at the importance of sleep, healthy living, road safety, bike safety, safety in the home etc. and anti- bullying week. We will also have our usual well-being day focus each half term. We take the well-being and emotional health of our pupils very seriously. After school clubs when organized will also focus around developing well-being.

Making being back at school engaging, creative and fun: Broader curriculum, from week 4 pupils will be settled enough to move into a full curriculum, with subjects such as Science, History, Geography, Music, French, Computing and Enrichment activities taking place in full lessons. Core subjects such as Reading, Writing, Maths, RE and RHE/PHSE will also be delivered within their usual complete time slots. There will still be time for the extra session of Personal development weekly as well as shorter whole class extra catch up sessions of Reading and Maths. Subjects leaders have looked at the curriculum overviews for these subjects and any key objectives that pupils may not get a chance to cover again have been fitted into the current academic year curriculum. The updated curriculum overview addresses Christian values, Children's rights, British values and diversity across the curriculum where appropriate.

We are looking to introduce a new pledge to run alongside our vision- '50 things to do before you're 11 ¾'. We will be sending out a questionnaire to all parents and pupils over the next few weeks asking for your suggestions on things/skills you think the children in our community should experience throughout their primary school life. Things like- plant a seed and watch it grow, make pizza, see a real castle, learn to skip or swim etc. We will then take 50 of the most attainable and popular ideas and make sure we look at our curriculum and yearly overview so that all pupils whilst in St.Clement's will get a chance at some stage from Nursery to year 6 to do all of these activities.

Art & DT will be delivered in the form of one day each half term where the children will work on a project based on diversity. There will still be plenty of opportunities for other aspects of art across the half term to take place of course, but we really want to develop a concentration and higher skill level in art and DT and delivering this across a whole day allows for this. It will also give the pupils something to feel proud of when they share their work with you during their 'Art Exhibition' when parents will be invited in to view the work (once restrictions are lifted).

There are links to all our Curriculum Overviews on our website in the September 2020 page.

http://www.stclemce.bham.sch.uk/website/welcome_to_our_september_2020_information_section/497725

Collective Worship will still be delivered daily and Star Pupils and other celebrations weekly, but these will be in class bubbles. Children will experience video assemblies, animations, Bible readings, reflections and shared greetings and prayers as they would usually.

Academic catch-up: As pupils have had an extended absence from school, it is understandable and expected that some learning may have been lost. We have thought about how to address these 'gaps' in learning whilst still building children's confidence and self-esteem.

Subject leaders have looked at curriculum coverage missed, especially of key NC objectives and drawn up a plan of what MUST be taught and from this, staff have planned Autumn coverage based on subject lead guidance. NFER tests have been completed in the second week of September to baseline pupils for intervention and to tighten the coverage of objectives already planned. Homework will be sent at least 3 times weekly linked to catch up objectives that are being taught and homework resources packs are being arranged so pupils have everything they need to be able to complete work. Specific after school 'catch up clubs 3-4 times per week will be arranged over the next few weeks. There will be an extra 45 min read & maths fluency session each week during Autumn term that will be used for 'catch-up' key skills. Intervention groups will be based on pupil's baseline and teachers will highlight and select objectives that should be covered in interventions. These will be short measurable targets to enable pupils to make rapid progress.

In Reading, plans have been based around fluency, phonics and comprehension and although whole classes cannot access the library, we have set up a 'mobile' library with baskets of new books being delivered to classrooms on a rota basis. All classes have an engaging and inviting book corner where children can access books to read for pleasure when appropriate. When allowable, phonic workshops will be held for parents.

In Writing, CLPE (Centre for Literacy in Primary Education) unit plans have been adapted with catch up objectives and linked current year objectives to ensure pupils close gaps in knowledge. Again, a parent workshop on the No-Nonsense spelling scheme we use will be planned when appropriate.

In Maths, all pupils are working on a Mastery Maths approach with a focus on the concrete (using resources), pictorial (drawing calculations out) and abstract (written calculations). This enables all pupils to access their learning at an appropriate level. Same in-day catch up interventions have been organized for those pupils that are not confident by the end of the session. There is daily practice of times tables on TT Rock stars (which pupils can also access at home).

Teachers will also be teaching Growth Mindset and Metacognition skills to equip pupils with the skills to be independent and preserve with tricky aspects of their work.

We have created a Remote Learning Contingency Plan which we will put in place should any bubble closures or periods of self-isolation take place.

(See school website- September2020 for a copy of the remote learning contingency plan). http://www.stclemce.bham.sch.uk/website/covid_catch_up/509741

We hope that this may reassure you that we will do everything we can to ensure the impact of the Covid closure on your children is minimized. If you have any questions, please phone the school office.

Planned actions and expenditure using Covid 19 catch-up Funding

TARGETED SUPPORT: READING			
Issues	Actions	Success Criteria	Budget
<p>Fluency & Independence</p> <p>Comprehension</p> <p>Lack of engagement in remote learning leading to wider gaps between disadvantaged pupils and their peers.</p> <p>Baseline data show bigger gaps between July predictions and Autumn baseline in Reading at KS1 (current Y2 & 3)</p>	<p>Academic Mentor (Literacy specialist) to focus on yrs 1-4 pupils- small groups and 1:1.</p> <p>This will include after school booster groups (in bubbles)</p> <p>Pupils will have access to Collins Comprehension & Phonics at home workbooks. These can be used for remote learning and home work to support and consolidate work going on in class.</p>	<p>Data will show gaps closing between individual targets and pupil's current attainment.</p> <p>Pupils receiving support will show accelerated progress.</p> <p>More pupils will be on track for Age Related throughout the year</p>	<p>Approx. £5000</p> <p>Books KS1-Approx £479</p>
SEND	Subscription to IDL-a website that provides support and targeted access for pupils with needs) which provides manageable activities linked to ITPs that pupils can access both in school and at home with little adult input/support in some cases.	<p>Parents feel confident to support pupils with home learning</p> <p>Pupils can access individualized work at an appropriate level, independently.</p>	Approx. £400

TARGETED SUPPORT: WRITING			
Issues	Actions	Success Criteria	Budget
Missed coverage due to school closure has led to gaps in prior knowledge needed for current academic year.	Homework linked to current learning & prior knowledge needed. Pupils will have CPG work books suited to ability to consolidate learning and support with closing gaps.	Pupils will be able to move onto age appropriate objectives sooner due to consolidation of new learning	Approx. £3625
SEND	Subscription to IDL which provides manageable activities linked to ITPs that pupils can access both in school and at home with little adult input/support in some cases.	<p>Parents feel confident to support pupils with home learning</p> <p>Pupils can access individualized work at an appropriate level, independently.</p>	(see under reading)

TARGETED SUPPORT: MATHS			
Issues	Actions	Success Criteria	Budget
Missed coverage due to school closure has led to gaps in prior knowledge needed for current academic year.	Homework linked to current learning & prior knowledge needed. Pupils will have CPG work books suited to ability to consolidate learning and support with closing gaps.	Pupils will be able to move onto age appropriate objectives sooner due to consolidation of new learning.	Approx. £3500
Lack of engagement in remote learning leading to wider gaps between disadvantaged pupils and their peers. Baseline data show bigger gaps between July predictions and Autumn baseline in maths at KS2	Academic Mentor (maths specialist) to focus on KS2 pupils- small groups and 1:1. This will include after school booster groups (in bubbles)	Data will show gaps closing between individual targets and pupil's current attainment. Pupils receiving support will show accelerated progress. More pupils will be on track for Age Related throughout the year	Approx. £5000
SEND- inconsistent access to remote learning for a variety of reasons and therefore limited progress against ITPs made	Subscription to IDL which provides manageable activities linked to ITPs that pupils can access both in school and at home with little adult input/support in some cases.	Parents feel confident to support pupils with home learning Pupils can access individualized work at an appropriate level, independently. Data shows pupils making accelerated progress against ITP targets.	(see under reading)

Total costs: £17,525 (remaining £1445 to be paid from Pupil Premium)