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Our church school through its Christian values and caring community seeks to inspire each individual to achieve and grow.

**Covid ‘Catch-up’ Premium**

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 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, and the government intends for schools and colleges to fully open in September.

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.

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

This funding will be provided in 3 tranches. We will provide schools with an initial part payment in autumn 2020, based on the latest available data on pupils in mainstream schools and high needs place numbers in special, AP, hospital schools and special schools not maintained by a local authority.

We will then distribute a second grant payment in early 2021, based on updated pupil and place data. For mainstream schools, we will use the 4 to 15 pupil headcounts from the October 2020 census

The second grant payment will also take account of the initial part payment made in autumn 2020 so that schools will receive a total of £46.67 per pupil or £140 per place across the first 2 payment rounds.

A further £33.33 per pupil or £100 per place will be paid during the summer term 2021.

Though funding has been calculated on a per pupil or per place basis, schools should use the sum available to them as a single total from which to prioritise support for pupils according to their need.

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| **Use of Funds** | **EEF Recommendations** |
| 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](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-3-curriculum-behaviour-and-pastoral-support).  Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.  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](https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/#nav-covid-19-support-guide-for-schools1) 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. | The EEF advises the following:  Teaching and whole school strategies   * Supporting great teaching * Pupil assessment and feedback * Transition support   Targeted approaches   * One to one and small group tuition * Intervention programmes * Extended school time   Wider strategies   * Supporting parent and carers * Access to technology * Summer support |

**Funding allocation: Government Catch up Funding**

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| **Pupil No** | **Per Pupil rate** | **Allocation   2020-21** | **Autumn payment** | **Spring Payment** |
| **197** | **80** | **15,760** | **3,940** | **£6,000 approx** |

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| **Identified impact of lockdown** | | | | | | |
| **Maths** | Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for 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 arithmetic assessments. | | | | | |
| **Writing** | Children haven’t necessarily missed ‘units’ of learning in the same way as Maths, however they have lost essential practicing 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. | | | | | |
| **Reading** | Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. 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 bottom 20% of readers have been disproportionately | | | | | |
| **Non-core** | 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. | | | | | |
| **Planned expenditure -** The headings below are grouped into the categories outlined in the Education Endowment Foundation’s coronavirus support guide for schools) | | | | | |
| 1. **Teaching and whole-school strategies** | | | | | |
| **Desired outcome** | | **Chosen approach and anticipated cost** | **Impact (once reviewed)** | **Staff lead** | **Review date?** |
| Supporting great teaching:  The foundation subject has been planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.  Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, manipulatives are accessed regularly in Maths and this supports | | Additional time for teachers to research and plan non-core subjects. This will be planned into CPD time. The Curriculum Lead will set out the plan in her section of the SIP and time will be allocated in PDM’s.  ***(£500)***  Purchase additional manipulatives for EYFS/KS1 initially.  ***(£500)*** |  | AJ  LM | April 21  Feb 21 |
| Teaching assessment and feedback  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 a greater degree in confidence and accuracy of assessments. | | Purchase and implement the NFER Test-style Standardised Assessments suite. Complete termly tests and record assessments on the analysis tool***. (£3288)***  Teaching and Learning lead (LM) to anaylse results with SENDCo (SP). Supply cost for Y4.  Meet with Mike Thompson (assessment lead) and discuss moving back to Lancashire tracker so assessment is simpler***. (£350)***  Training for staff via zoom ***(£100)*** |  | NRH  LM  SP | Dec 20  March 21 |
| Transition support  Children who are joining school from different settings or who are beginning their schooling with St John’s Cliviger have an opportunity to become familiar and confident with the setting before they arrive. | | A virtual tour of St John’s Cliviger has been filmed for new-starters. NRH available to speak on the phone to new admissions.  ***(£450)*** |  | NRH | Completed |
| **Total budgeted cost** | | | | | **£ 5188** |

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| 1. **Targeted approaches** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Impact (once reviewed)** | **Staff lead** | **Review date?** |
| 1-to-1 and small group tuition  Identified children will have significantly increased rates of reading fluency.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 and dips in reading attainment will be negated. | Oxford Owls online e-books purchased for home reading, ensuring children have access to a text, linking to their phonic ability (due to books not returned during school closure) ***(£400)***  Investment in the existing book scheme to ensure the 72-hour quarantine can be put in place as books are sent home. November – KS1 and January – KS2 (£2000)  Additional phonics booster groups for year groups upto Y4. |  | RK  RK  RK | Feb 21  Feb 21  Feb 21 |
| Intervention programmes  An appropriate numeracy and literacy intervention, supports those identified children in reinforcing their understanding of basic maths skills and application of number. | An intervention is identified and purchased. Staff within phases are trained and they are able to deliver the intervention confidently (inclusive of entry and exit data).  Bounce back phonics (£50)  Bounce back phonics boost pack (£25)  Initial training by Mrs Johnston with Miss Moran and Mr Spencer to get the intervention started in the summer term.  Phonics whole staff training via zoom = 20 people (£450)  National Tutoring Programme – arrange for tutors to work 1:3 with children (online) at home. The cost is approximately £135 plus VAT of the total cost for 15 weeks per group. It is currently subsidized by 75%.  3 tutors for 3 groups for 4 nights per week starting w/b 19th April. £1620 plus VAT on the full total.  Maths, Literacy and SEN leads to look at the interventions planned and analyse their impact.  To include specific detail on their subject action plan. |  | RK  LM  AJ  PS/LM  RK  NRH  LM  RK  SP  LM | July 21  March 21  April 21  April 21 |
| Additional pastoral support  To support individual children who have suffered loss in terms of bereavement and family separation during COVID-19 | RAINBOW groups where appropriate and where children have been identified as suffering loss. Groups of ‘mixed bubbles’ cannot be implemented yet. Single bubble groups are a possibility. |  | SP | Sep 21 |
| To support the staff as they navigate through these times. To ensure they have appropriate pastoral support, and their well-being is addressed on a regular basis. | All teachers to have well-being sessions. Mr Klee to contact Mindsight with a view to booking sessions for teachers.  SLT to have half termly sessions with Lesley Burrows.  Schools Safeguarding to provide supervision sessions for SENDCo and EYFS staff per half term. £500  SLT to touch base with all staff regularly.  Ninja Coffee van booked for all staff. £85 approx per visit |  | RK  SLT  SENDCo  EYFS  SLT | April 21  Ongoing  Ongoing  Ongoing  March 21  May 21 |
| **Total budgeted cost**  **Plus NTP VAT costs** | | | | **£5215** |

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| 1. **Wider Strategies** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Impact (once reviewed)** | **Staff lead** | **Review date?** |
| Supporting parents and carers  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.  Children have access to appropriate stationery and paper-based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning. | Additional online learning resources will be purchased, such as Oxford Owls to support children reading at home. Likewise, Sirlinkalot will be purchased so that children can practice spellings at home.  £200  Upon request, 2-day home-learning paper packs are printed and ready to distribute for all children. Stationery packs are to be purchased and set aside for children to take home when home-learning occurs. £500  CGP books purchased for both home and school learning for Y4-6 £730 |  | RK  Class teacher  LM | Feb 21  Feb 21 |
| Access to technology  Communication with parents is viable and through a purposeful channel so they are well informed and up to date on their child’s progress.  Ensure, with the growing amount of time on social media and online, that all parents are up to date training on online safety. | School Cloud Parents Evening to be purchased to enable both Parents Evenings and PoP meetings to be delivered. (£200)  Purchase and place on the school website/newsletter and school Twitter account the LCC online safety for parents. (£150) |  | NRH  NRH | June 21  Sept 21 |
| Developing Outdoor Provision – long term plan  To further enrich the outdoor area to allow for more first-hand experiences, developing language, vocabulary and understanding | Develop outdoor continuous provision and outdoor learning across the school.  Further develop the use of the outdoors into daily teaching and learning  Work alongside the diocese to apply for LCVAP funding. |  | NRH  RK | **£1150**  April 21 |
| **Total budgeted cost** | | | | **£** |
|  | | **Cost paid through Covid Catch-Up** | | **£** |
|  | | **Cost paid through school budget** | | **£** |
|  | | **Cost paid through LCVAP funding** | | **£** |
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