

Finberry Primary School 2020-2021

1. Summary information					
School	Finberry Primary School				
Academic Year	2020-2021	Total Covid catch-up budget	£16, 080	Date of most recent review	May 2021
Number of pupils	254	Number of Pupil Premium pupils	49	Final review	July 2021

Strategy Statement

“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. 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 should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months. Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.”

(DfE July 2020)

At Finberry Primary School we are committed to ensuring that the school closures during the March (2020) and January (2021) lockdowns and any subsequent class or school closures will have minimal effect on both the children’s learning and well-being. The investment of the Catch-Up Fund takes account of best practice identified by:-

- Department for Education - Guidance Catch Up Premium (November 2020)
- Education Endowment Foundation – Guide to Supporting School Planning : A Tiered Approach to 2020 -21

The funding is directed to measures proved to be effective and there is a key focus on our most disadvantaged pupils. This is a whole school strategy that calls upon the expertise of the Teaching and Nurture professionals.

Priority Areas for Catch Up Funding

Teaching

- Staff CPD, professional development and mentoring
- Whole school nurture provision
- Delivery of a recovery curriculum
- Formative assessment
- Remote learning support for all families

Targeted Academic Support

- Trained staff
- Evidence based 1:1 and small group interventions
- Continuity of learning between class lesson and intervention

Wider Strategies

- Embedded nurture provision
- Reinforcing routines
- Robust assessment of social, emotional and mental health well-being with planned targeted measures
- Bespoke support with attendance led by SLT
- Inviting new members to the Parent Forum

Barriers to Attainment

Teaching

- Teaching and learning will need to take account of impact on transitions due to the pandemic and gaps in learning. Additional training on the recovery curriculum and the role of formative assessment will be crucial.
- Working in bubbles, Nurture provision will have to be wholly led by the class team (as opposed to the Nurture Lead going from class to class) necessitating staff training. Additional training will be needed.
- Teaching profile includes 2 newly qualified teachers who have had a disrupted final teaching practice placement due to the pandemic. Intensive support from the leadership team will be required due to a large part of their training being missed.

Targeted Academic Support

- Vulnerable groups of children who have missed key learning. Additional, targeted in school support will be required.

Wider Strategies

- Potential further disruptions due to a second wave of the pandemic. This necessitates the need for home learning resources to be available to all families and a robust approach to remote teaching and learning.
- Attendance, as there may be significant concerns about sending children into school during a global pandemic.

Planned Expenditure

Teaching

Quality of teaching – classroom pedagogy – whole school strategies delivering a recovery curriculum – embedded Nurture provision

Action	Intended Outcome	Implementation	Staff Lead	Impact Evaluation
<p>To support Formative assessment and flexible planning by ensuring the following is in place and teachers have the understanding and skills to implement -Diagnostic questions, mixed ability teaching, fluid teaching (reshaping) 'Anchor' task, 'Do now' tasks.</p> <p>To identify statutory requirements of the curriculum not taught during school closures for each year group</p> <p>Revise long term plan and topics for 2020/21 to include the above and provide ongoing CPD for all teachers to ensure they are</p>	<p>Teachers are able to use formative assessment effectively to identify gaps and accelerate progress.</p> <p>Teachers have good subject knowledge so that their teaching is adapted and fluid in order to close gaps and build knowledge.</p> <p>The lesson structure across the curriculum includes subject specific assessment for learning opportunities.</p> <p>All statutory requirements in the 2020/21 curriculum including those not taught due to school closures</p> <p>All CTs able to deliver curriculum effectively as evidenced through ongoing CPD and support from subject leaders.</p> <p>Children are showing a good ability to make connections in their learning</p>	<p>Webinars held by Trust Curriculum leads (Summer term)</p> <p>Ongoing CPD in the form of Subject networking meetings drop-in surgeries and How to Videos to support Teachers and Teaching Assistants.</p> <p>CPD Webinars in the Summer Term</p> <p>MTP review with leadership Team</p>	<p>Curriculum Leads</p> <p>Lead Practitioners</p> <p>Senior leaders</p> <p>Curriculum leads</p> <p>Lead Practitioners</p> <p>Senior leaders</p>	<p>Trust CPD & school SLT support have ensured all staff are confident in using formative assessment in planning and teaching for curriculum recovery.</p> <p>Use of diagnostic questioning, mixed ability teaching, reshaping teaching, anchor & do now tasks are embedded practice throughout the school. Gap analysis through assessment for learning prioritised.</p> <p>NCETM progression grids, revised MTPs, Trust CPD, SLT support used to ensure comprehensive coverage of NC statutory requirements.</p>

prepared to deliver the revised curriculum	through building on previous knowledge in the wider curriculum as evidenced through pupil conferencing			
Staff receive training on: 6 principles of Nurture, Restorative justice, PSHE curriculum, SRE curriculum, DFE training module on mental well-being.	All staff are better informed about the holistic approach of the Recovery Curriculum. How best to support children through the curriculum with the different emotions and behaviours that they may display. PSHE curriculum is effective in supporting children's mental health and understanding of relationships.	Survey sent to families to help construct Recovery Curriculum based on their responses and experiences. September Staff Development Day – a Recovery Curriculum. Class assemblies and circle times based on the mental health training module	HT SENCO Well-being team	Trust CPD and SLT support has ensured that every classroom throughout the school is a nurture classroom, building on existing practice on the school's journey to becoming a nurture accredited school. Strategies such as daily emotional check in and worry monsters are embedded practice. All school staff have undertaken additional nurture training in response to the pandemic, enabling staff confidence in responding to this unprecedented time.
Provide robust, on-going training and support for class teachers to develop their understanding of class-based Nurture and their ability to support children's well-being in class	Classroom practice will be informed by the 6 principles of Nurture and teachers are providing an environment where children feel safe, secure and happy. They understand their emotions and are able to self-regulate.	Assess the needs of <u>all</u> children in terms of well-being and social, emotional and mental health needs. The Leuven well-being assessments used for key children at the beginning of Term 1 and whole class Boxall profiles at the end of Term 1	HT SENCO Well-being team	Use of well-being survey completed at home alongside the use of Boxall profiles and Leuven well-being scales have enabled effective gap analysis and rapid intervention to be implemented.
<u>Targeted Academic Support</u>				
<i>Intensive, evidence-based, high-quality intervention delivered by skilled staff.</i>				

Action	Intended Outcome	Implementation	Staff Lead	Impact Evaluation
<p>A key Stage 1 COVID intervention TA appointed. (£14,238 KS1&KS2 TAs)</p>	<p>To catch up the vulnerable readers who have slipped to below age expected. Entry and exit data assessments show that all children are making above expected progress because of the support</p> <p>Progress is sustained through careful management and evidenced in books</p>	<p>Daily 1:1 reading with pupils who do not read at home using phonetically decodable books (Big Cat). Switch on Intervention for targeted pupils in Years 1 and 2.</p>	<p>Curriculum recovery TA CTs</p>	<p>Interventions ran across KS1 and Year 3. Pupils identified through rigorous gap analysis undertaken between the Class Teacher and SLT. Teaching Assistants were trained in carrying out the interventions. This included the academic aspects of the interventions as well as promoting each child's wellbeing and delivering nurture to meet need.</p>
	<p>Targeted year 1 ,2 and 3 children have filled the gaps in their phonics knowledge and can decode words with fluency and spell with greater accuracy. Phonics assessments will show progress and gaps are filled.</p>	<p>Small group support both in class and as additional booster intervention for targeted pupils in Years 1 to 3.</p>	<p>Curriculum recovery TA CTs</p>	<p>During periods of lock down and bubble closures the interventions ran remotely via TEAMS. PSA and SLT supported with 'hard to reach' families. IT equipment and internet access were provided where needed.</p>
<p>A key Stage 2 COVID intervention experienced Teacher appointed. (£14,238 KS1&KS2 TAs)</p>	<p>Targeted year 4 and 5 children are fluently recalling multiplication facts. Targeted children in years 4/5/6 show number fluency by recalling key skills.</p>	<p>Timetabled tuition for boosters and out of class interventions that includes after school targeted tutoring for key children in year5/6. Boosters based on gaps identified through formative</p>	<p>KS2 COVID TA CTS</p>	<p>Pre-teaching throughout KS2 has evidenced (monitoring, pupil conferencing, book reviews) a marked increase in children's confidence and greater engagement in lessons.</p>

	Targeted children are more confident in maths lessons through Pre-Teaching. Targets pupils in KS2 improve their comprehension skills and access the class text.	assessment in maths, reading and writing.		Booster groups were well attended and received positive praise from parent feedback.
Reception TAs to be trained In the NELI programme which is scripted to deliver.	To improve targeted children's Oral Language and early Literacy skills. Entry and exit data will track progress with the aim of a 3months+ gain in Oral Language skills.	TA s trained in term 2 ready to implement the programme.	EYFS lead CT TAs	Lockdown has resulted in a delay in attending this training. However, a high priority has been placed on oral language and early literacy skills throughout Reception.
A TA to be trained to deliver the 1 st Class@Number intervention. (£530 1 st Class@Number) (183.24-Sandwell)	To develop targeted children's number and calculation ability and their mathematical understanding, communication and reasoning skills. Entry and exit data will be provided by the Sandwell Numeracy Test and data will be tracked throughout the 10-week programme.	Maths lead and TAs trained in term 2	Maths lead CT TAs	2 experienced TAs have taken on the role of first class at number champions. They have ensured the support team have remained upskilled in this intervention through disseminating training they have attended and through support, guidance, modelling and team teaching. Training has ensured learning from the intervention has continued into the classroom. This has enabled all children to make progress.

Maths resources for curriculum recovery interventions and strategies. (£1,122.76)	To ensure high quality resources are readily available specifically for additional interventions and strategies.	Resources set up in curriculum recovery intervention rooms (Puffin Club).	Maths Lead	All resources in place for recovery interventions, ensuring none need to be taken from the classroom and interventions can be carried out effectively.
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Cost	£16, 074			
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Wider Strategies

Specific support for remote learning and attendance.

Action	Intended Outcome	Implementation	Staff Lead	Impact Evaluation
Revise the Remote Learning Policy in the light of a new online platform which will be adapted as the year goes on. Provide Ongoing CPD on the online platform (Microsoft Teams) for Leaders, Teachers, Teaching Assistants and pupils and guidance for families at home.	To provide high quality Remote learning to all children by ensuring that elements of effective teaching are present. Ensure access to technology for pupils, particularly for disadvantaged pupils based on responses to the survey sent to parents to confirm if they have Wi-Fi and devices at home Identified SEN children (HNF/EHCP) are provided with home learning that	Remote learning policy shared and all staff clear of their roles. Microsoft Teams launched in September 2020 for remote learning Home learning meets the needs of all groups of children.	Virtual learning Headteacher Director of Communications and media CEO and SIP	Trust policy revised in light of using TEAMS. Shared with all parents and Parent Forum feedback sought. Feedback has been extremely positive. Remote learning policy and Trust CPD have ensured all teachers have been well prepared to deliver teaching remotely during lockdown and to reshape their approach upon whole school return.

	<p>they can access with some independence.</p> <p>Daily catch up calls so that children's well-being is monitored and support for learning given.</p>			<p>All children had access to IT equipment needed, included wifi.</p> <p>Bespoke learning delivered for children with additional needs.</p>
<p>HT and DHT to support families in the school community, returning after a prolonged or disrupted absence.</p> <p>Following appointment of the new PSA this area will be led by them.</p>	<p>Families confidence in returning to school improves and overall figures for attendance will not be significantly lower than national expectations (95%) or school norm.</p> <p>Communication with vulnerable families is really good through regular contact so that barriers are identified and support given.</p>	<p>Alongside the HT/ DHT identify families who may now require additional support regarding attendance to support them back into school.</p> <p>The priority for the SLT and the well-being team (PSA, SENCO, Trust Safeguarding Lead, Nurture TA) will be to work together to communicate and support families to gain their trust.</p> <p>Food parcels and vouchers delivered by the well-being team to vulnerable families (FSM).</p>	<p>SLT Well-being team</p>	<p>Attendance closely monitored – both in school and engagement in remote learning. Barriers rapidly identified and strategies put in place.</p> <p>Regular catch up calls enabled well-being to be closely monitored and rapid intervention to be put in place as required. This included food parcels, food vouchers and Christmas hampers.</p>