

Covid Catch-Up Funding Strategy

1. Summary information					
School	Theddlethorpe Academy				
Academic Year	2020-21			Total Catch-Up budget	£7,200
Total number of pupils eligible for catch-up funding in Reception to Year 6 (at time of October 2020 census)	86	No. of pupils eligible for PP	22	Date for next internal review of this strategy	Feb 2021
		No. of vulnerable children, inc. LAC, CP, CIN and EH	4		
		No. of SEND children	14		

2. Barriers to Learning caused directly or exacerbated by the Covid crisis	
Concerns should reflect both in-school and externally identified barriers to learning	
A.	The completed baseline data in September 2020 showed that the starting points for all groups were substantially lower than anticipated.
B.	For those children in exam year groups, baseline data shows that SAT achievement and success results may be lower than predicted when assessed against prior data.
C.	Some children, in various year groups, might have returned lacking confidence in their ability to move forward with their learning; they may have been anxious and suffering from low self-esteem
D.	A significant increase in the number of children/families needing emotional and mental health support.
E.	Fluctuating attendance for individuals or whole bubbles causes disruption to education and further widens gaps for individuals/classes.
F.	Staff absences, across all sectors, resulting in interruptions to the delivery of a consistent curriculum.
G.	Difficulties in working as closely with some external agencies to deliver support in class or family e.g. BOSS who normally observe children in their class.
H.	Inconsistency and/or lack of technology for some families to support with remote learning.
I.	To a certain degree, the restrictions imposed by Covid have hindered the delivery of some elements of the broader curriculum, especially in relation to personal development and enrichment activities.
J.	Owing to staffing problems and the inability to cross bubbles, the implementation of some interventions, both academic and SEMH, is more demanding.
K.	Lack of support from some parents, resulting in poor attendance and/or a lack of engagement with remote learning.
L.	Significant reduction in opportunities to engage parents in children's learning e.g. shared learning afternoons; assemblies; concerts; face to face meetings.

3. Planned expenditure (potential ideas and possibilities at this stage, to be discussed)

Academic year

2020 – 2021

The headings below enable schools to demonstrate how they are using the catch-up fund to address the identified barriers to learning, with a particular focus on addressing academic gaps created by the period of lockdown and the ongoing issues created by the Covid crisis.

Chosen action / approach	What is the evidence and rationale for this choice?	Desired outcome, including reference to any identified barriers to learning	Who will lead this and when will it be initially reviewed.	Identify any cost implications to be supported through the catch-up funding
Quality first teaching	<ul style="list-style-type: none"> • Prolonged time away from normal teaching routines • New teachers to the school • Flexibility in approaches needed in order to meet the needs of all pupils who may not have been year group ready 	Support 2A, 2B and 2C <ul style="list-style-type: none"> • Strong QFT ensuring pupils have the best chance of making up for time missed. • Enable the teachers to identified knowledge and skills gaps from the baseline assessments. • All teachers have a clear understanding of the curriculum gaps they need to teach. • Teachers will have increased levels of confidence in meeting the needs of their children. 	Curriculum Leaders SLT January 21	Salaried
Pupils in all year groups with social emotional needs brought about by lack of routine	<ul style="list-style-type: none"> • For most children the normal routine was disrupted: with the implementation of social distancing, direct human contact restricted, impacting on their lives – schooling, extracurricular activities, and socialising with peers and the transitioning to electronic-based 	Support 2C, 2D, 2E and 2K <ul style="list-style-type: none"> • To ensure pupils are confident and mental ready to learn with strong learning behaviours. • Pupils are able to quickly adapt back into routines and access full learning opportunities. • Small group tuition effective approach. 	By class teachers, SENCO and SLT	Salaried

	platforms, therefore their 'safe' routines have been disrupted.			
Investigate resources to promote reading in order to boost literacy and to help children gain access to the entire curriculum.	<ul style="list-style-type: none"> For most students, the lockdown period has led to significant disruption and lack of direct teaching. It is more difficult to prepare pupils in SATs year groups as teachers have the same amount of knowledge and skills to cover in a shorter time frame. SATs tests will go ahead as planned in 2021, alongside other statutory primary assessments, including the phonics check and multiplication tables (Department for Education (DfE) guidance). 	<p>Support 2A, 2B, and 2C</p> <ul style="list-style-type: none"> Support children with their reading progress, in particular those identified as being behind. Invest in a programme that helps identify gaps quickly, particularly for Year 6 pupils. Create additional strategies to promote a love of reading. Pupils in SATs year groups to achieve, at least, their expected outcomes. 	<p>English lead Class Teachers</p> <p>January 21</p>	<p>Reading plus - £2850 per year. Second year funded out of budget</p> <p>Reading books £200</p>
Investigate further training and resources to support the teaching of mathematics to enhance knowledge and skills.	<ul style="list-style-type: none"> For most students, the lockdown period has led to significant disruption and lack of direct teaching. It is more difficult to prepare pupils in SATs year groups as teachers have the same amount of knowledge and skills to cover in a shorter time frame. SATs tests will go ahead as planned in 2021, alongside other statutory primary assessments, including the phonics check and multiplication tables (Department for Education (DfE) guidance). Bar Modelling training, as part of the Whiterose package, cancelled due to COVID 	<p>Support 2A; 2B; 2C; 2D</p> <ul style="list-style-type: none"> Support children with the progress of their mathematics, in particular those identified as being behind. Invest in an additional training programme that supports staff with the delivery of teaching through bar modelling. Pupils in SATs year groups to achieve, at least, their expected outcomes. Resources such as place value maths resources - discs and sliders 	<p>Maths Lead SLT</p> <p>January 21</p>	<p>School subscription for Mangahigh years 1/2 and 3/4 - £114.00</p> <p>Maths resources - Discs and sliders £235.00</p>

Investigate further training and resources to support the teaching of mathematics to enhance knowledge and skills.	<ul style="list-style-type: none"> • Times tables progressions has been halted due to lockdown and children's knowledge and understanding of the times tables for their year group not known or understood. • SATs tests will go ahead as planned in 2021, including multiplication tables (Department for Education (DfE) guidance). 	<p>Support 2A; 2B; 2C; 2D</p> <ul style="list-style-type: none"> • Times tables learnt for each year group and used in maths lessons to assist in the development of fluency and reasoning in maths. • Pupils more confident with times tables. • Year group competitions actively played at school and at home. • Use of Times Tables Rockstars to assist in teaching of tables and practice at home. • 	Classroom teachers	TA support = nil as part of salaried hours
Investigate further resources to support the vocabulary and to enhance knowledge and skills.	<ul style="list-style-type: none"> • Vocabulary and understanding and meaning of new words have not been developed and the knock-on effect on spelling of age-related words and use in writing. 	<p>Support 2A, 2B, 2C, 2H and 2K</p> <ul style="list-style-type: none"> • Spelling Shed to be used from Year 2-6 to cover a structured spelling programme that children can also access at home as part of their homework. • Spelling ability increases which in turn aids the quality of writing. • Spelling scores in external assessments improves and children achieve age related or above expectations in SPaG and writing assessments 	English Lead SLT	Spelling Shed - £70.55
Year 2 who were not on track to pass phonics screening in year 1	<ul style="list-style-type: none"> • Pupils unable to complete Phonics screening. • Gaps in learning and lack of practice at home leading to pupils regressing in their phonic knowledge. • Pupils have not retained prior phonics learning. 	<p>Support 2A; 2B; 2C</p> <ul style="list-style-type: none"> • Enhance phonics provision and independence • Year 2 pupils making accelerated progress to develop and embed phonic knowledge and early reading skills 	Phonics and English Lead	Phonics Play £60.00
Ensure regular intervention sessions, where possible within the bubble framework, to	<ul style="list-style-type: none"> • In order to support pupils who have fallen the behind furthest, structured interventions, which may also be 	<p>Support 2A, 2B, and 2I</p> <ul style="list-style-type: none"> • Full programme of interventions in place. • Provision maps clearly identify barriers to learning for individuals. 	SLT January 21	No specific additional costs

<p>meet both academic and pastoral needs, with a special focus on mental health.</p>	<p>delivered one to one or in small groups, are likely to be necessary.</p> <ul style="list-style-type: none"> • SEMH needs are normally significant and are even more apparent since the September return. 	<ul style="list-style-type: none"> • Staff provided with data analysis to help assess gaps and area of focus. • Academic gaps narrow. • Children are supported with the SEMH needs. 		
<p>Consider additional interventions, possibly to take place in after school sessions for identified pupils/groups.</p>	<ul style="list-style-type: none"> • Extending the length of the school day; for example, to provide additional academic or pastoral support to particular pupils after school. • There is some evidence that extending school time can have a positive impact on learning, as well as improving other outcomes, such as attendance and behaviour. 	<p>Support 2A, 2B, 2C, and 2K</p> <ul style="list-style-type: none"> • Key pupils will have support with reading or extra work within a safe and nurturing environment that support positive attendance and supports parents and carers. • Support attendance and reading progress, pupils and parents wellbeing • Provision maps clearly identify barriers to learning for individuals. • Staff provided with data analysis to help assess gaps and area of focus. • Academic gaps narrow. • Children are supported with the SEMH needs. • Staffing restrictions due to Covid mean that the delivery of the necessary interventions throughout the day may not be possible. 	<p>Class teachers TAs</p> <p>January 21</p>	<p>Mindfulness interventions, after school sessions for identified pupils/groups SEMH. Training and resources £692.00</p>
<p>Organise and co-ordinate a programme of enrichment to support wider personal development and help promote a love of learning.</p>	<ul style="list-style-type: none"> • External visitors cannot deliver workshops. • Interaction between large numbers is not possible due to bubbles. 	<p>Support 2C, 2K and 2L</p> <ul style="list-style-type: none"> • Star of the Week assemblies to happen via Teams. • After school clubs will have taken place within bubbles. • The wider curriculum has continued to promote a love of learning, through specific events such as Roald Dahl day • Frog has celebrated great successes and achievements for pupils and parents. 	<p>Class Teachers TAs SLT</p> <p>January 21</p>	<p>No specific additional costs.</p>

		<ul style="list-style-type: none"> • The website is used to celebrate events and successes through the news sections. • Key events have been supported and participated in such as Children in Need; Anti-Bullying Week; UK Parliament week. • Parents have been regularly informed through the website and letters. • Gaps continue to narrow. 		
Identify further packages for delivering remote learning e.g. Microsoft Teams	<ul style="list-style-type: none"> • Pupil's access to technology has been an important factor affecting whether they can learn at home. As pupils return to schools, technology could also be valuable; for example, by facilitating access to online tuition or support. • The Frog platform is inaccessible for families who mainly access using a phone and it does not provide facilities for teaching 'live' lessons remotely. • Therefore, we are moving to Teams which provides far greater opportunities, enabling pupils to access packages such as Word and PowerPoint. 	<p>Support 2H, 2K and 2L</p> <ul style="list-style-type: none"> • By ensuring that children have access to quality lessons at home, teachers can supplement the children's learning they are doing in school, with challenges and tasks set by the teacher at their level. • Allows teachers to deliver lessons from home, for example, if they are self-isolating. • Provides pupils and families a wider range of programmes for them to access from home. • Provide greater opportunities for pupils to access remote learning through a wider range of hardware. • Ensure children who are not in school, can be taught as closely to normal, as possible. 	<p>CEO IT Dept SLT</p> <p>January 21</p>	<p>Devices for children to access learning £1750.00</p>
Disadvantaged Pupils who don't have stationery, digital devices or resources etc. for completing work from home if forced to self-isolate	<ul style="list-style-type: none"> • 24% of pupils at the school are PP. • East Lindsey stands at 33 most deprived out of 326 local authority districts. • Families don't have equipment and rarely access to the internet for sustained periods of time. This lack of resources would make it impossible for continued learning to take place. 	<p>Support 2C, 2H and 2K</p> <ul style="list-style-type: none"> • All pupils are able to access home learning if having to self-isolate and continued learning can take place. • Ensure all families have access to resources to work from home when self-isolating • To be sent home as part of a blended home-learning package. • Physical work packs will enable parent managing remote learning to alternate the 	All teachers	<p>Home Learning packs £500</p> <p>Maths and English Ks1 and KS2 question papers £490.00</p>

		use of devices between children, whilst keeping others engaged in online learning		
Attendance procedures continue to be followed to lessen the impact of Covid, as far as possible.	<ul style="list-style-type: none"> The government has set out that all pupils should return to school in September. For those who have underlying medical conditions and for families who are not confident to send their children back to school, there needs to be provision for learning that is being provided at school to be accessed from home. Since March 2020 pupils have missed a significant amount of education and they continue to have their education disrupted through incidents of self-isolation. Some families are reluctant to send their pupils to school through fear therefore the skills and knowledge gaps are widening significantly for some individuals. 	<p>Support 2E and 2K</p> <ul style="list-style-type: none"> Attendance procedures are followed. Additional support has been given to identified families. Remote Learning continues with work taught in school being matched and accessed by those working from home. Learning continues and knowledge and understanding of age-related teaching is accessed by all pupils who are self-isolating. The EWO still works closely with identified families. Parents have been made aware of government guidelines. 	Principal EWO	No specific additional costs
Anxiety about returning back to school	<ul style="list-style-type: none"> Parents, children and staff are anxious about returning to school after such a long break and about the continuing virus threat to their health. 	<p>Support 2C, 2D, 2K and 2L</p> <ul style="list-style-type: none"> Signpost parents to mental health and well-being tab on website – keep website updated with support available to parents and children. Share risk assessment with parents and address any concerns they may have. Pupil and parent voices are encouraged to understand individual lock down experiences and bring the community back together. Parental engagement increases not only with the positive messages but also for 	SENCO and SLT	No specific additional costs.

		access to support in the community for all family members		
Lack of face to face contact with parents Ensure parents are engaged in their children's education to support their learning.	<ul style="list-style-type: none"> • Due to Covid-19 restrictions and social distancing safety measures in place, face to face contact with parents in school has not occurred in the autumn term. • School needs to maintain contact with all parents and actively seek out new ways to engage and communicate effectively with them • For many pupils, this lack of support will have a detrimental impact on their education. 	<p>Support 2D, 2K and 2L</p> <ul style="list-style-type: none"> • Parents are contacted in October as an alternative to the normal parent consultation evening. • Frog revised to make it more pupil / parent friendly. • Resources created for parents via Frog to ensure they are aware and use the messaging service. • Look to provide video links and updates from class teachers for the website to ensure parents can stay involved in their child's learning experiences. • Regular newsletters. • Website kept up to date. • Ensure that all families are signed up to MyED parent mail so the school can keep them up to date. 	IT Department SLT Class teachers	No specific additional costs.
Ensure, where possible, all external agencies are supporting identified individuals.	<ul style="list-style-type: none"> • We already have a significant number of children with additional needs. • In some cases, these needs have increased especially anxiety. • More children are being identified. • External agencies are not able to meet with individuals as easily as before, if at all. 	<p>Support 2G and 2L</p> <ul style="list-style-type: none"> • Existing mechanisms and protocols are used to ensure identified children continue to be fully supported. • Procedures are in place to identify any additional children with needs. • Technology is in place to allow staff and pupils access to external agencies via Microsoft Teams. • There is regular contact with specific groups such as SEND and Specialist Teaching Team. 	SLT January 21	No specific additional costs.