|  |
| --- |
| **Braywood CE First School** **Covid – 19 Catch-up Funding 2020-21**  |



The government is providing funding to cover one-off universal catch-up premium for 2020 to 2021. It is to support pupils to catch-up for lost learning and to ensure that all pupils meet the curriculum expectations for the next academic year.

The mental, physical and economic impact of COVID-19 has brought about an unpredictable number of challenges, affecting every family within our school community. This has manifested itself in different ways and therefore it is crucial that, as a school, we re-establish routines and reconnect pupils with their learning.

**Principles**

At Braywood our spending plan is based upon ensuring that **all** children will be achieving their expected academic expected standards.

* Any gaps in learning as a result of missed education or forgotten learning should be eradicated. Our aim is for children to make accelerated progress from their starting points relative to their barriers to learning.
* Deliver an appropriate and empowering curriculum through remote learning when there is not the direct contact between teacher/pupil.
* Support vulnerable pupils whether they are Pupil Premium, SEND etc during this pandemic through specific Government funding ‘catch-up’ programmes.
* Ensure that the impact on school’s community’s mental health and wellbeing is effective.

**Barriers to learning**

We have identified these areas as barriers to learning.

* Lack of time in school and interaction with the teacher.
* Lack of actual reading materials as we rely on electronic systems.
* Anxiety and transition issues
* Maintaining positive learning behaviours out of school.
* SEND areas of need
* Covid 19 – Lack of ICT at home

**Evaluation**

A present our parents are doing a wonderful job home learning despite the specific challenges. There are very few gaps in the children learning during the first lockdown in March 2020.

**100% of children in Year 2 achieved their phonics test after this lockdown die to the learning provision in place at our school.**

**Provision**

At Braywood we received £10,240 for Government universal catch-up funding for 2020-21. The funding received is spent either by providing academic support to boost attainment or as a means by which pupils’ learning and/or educational experience may be enriched.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Targeted Year Group**  | **Targeted support**  | **Actions required**  | **Cost**  | **Evidence and impact**  |
| **Whole School**  | Small group ‘catch up’ sessions  | Early morning ‘catch-up’ groups Specific funding has been allocated to carry out additional small group support for targeted pupils in phonics and other identified gaps in learning, as appropriate. | 5 x 9 TA hours per week |  |
| **Whole School**  | Small group sessions | High quality remote learning during lockdownMaintain good relationships with parents and ensure that the curriculum is delivered effectively through reciprocal teaching approaches | Budgeted costs |  |
| **Whole School**  | Small group ‘catch up’ sessions | Remote ‘catch-up’ groups during lockdownMaintain the small group catch up programme by continuing these sessions virtually.  | Budgeted costs  |  |
| **KS1 and KS2**  | Small group intervention groups  | Teacher-led ‘keep- up groups’ Designated members of staff, in each year group, to undertake interventions for pupils as identified by class teachers. | 3 x 30 min sessions  |  |
| **EYFS**  | Quality first teaching with high adult ratio | As part of quality first teaching, maintain well established play-based learning with high quality adult interactions and continue with well-established practices. Targeted 1:1 and/or small group where necessary | Budgeted costs |  |
| **Literacy and Maths incl. Phonics**  | Whole School Provision | Continue the usual support mechanisms built into all core lessons to ensure children do not fall behind.  | Budgeted costs  |  |
| **Vulnerable pupils including SEND**  | Whole School Provision | Priority of these groups as outlined in our PP documentation. Pupils with Special Educational Needs are prioritised at all time.  | Budgeted costs |  |
| **ICT Provision**  | Whole School Provision | Three laptops acquired from the DfE. Others achieved privately.  | Budgeted costs |  |
| **Quality of homework**  | Whole School Provision | To apply the learning from remote experiences to our homework provision.  | Budgeted costs |  |
| **Emotional Wellbeing Needs**  | Whole School Provision | Continued high quality training for all staff on mental health and wellbeing. Whole school initiatives to celebrate achievements.  | Budgeted costs |  |