

Buckshaw Primary School Coronavirus (COVID-19): Catch-up funding plan

School name:	Buckshaw Primary School		
Academic year:	2020-2021		
Total number of pupils on roll:	205		
Total catch-up budget:	First installment: £4060	Second installment: £5414	Third installment: £6766
Date of review	26/03/2020		

The government is providing schools with £650 million of universal catch-up premium funding for the 2020/2021 academic year. The aim of the funding is to help pupils catch up on education they have missed due to the coronavirus (COVID-19) pandemic. Schools should use this funding for specific activities to support their pupils to make up for lost teaching over the previous months. While funding has been allocated on a per-pupil or per-place basis, schools should use the amount available to them as a single total from which to prioritise support for pupils according to their needs. Schools do not need to spend the funds in the financial year beginning 1 April 2020, and may carry some or all catch-up premium funds forward to future financial years if they wish. The Education Endowment Foundation's 'School Planning Guide 2020-21', may help schools

Please note that the ESFA has published its provisional allocations for the catch-up premium for the 2020/2021 academic year.

Teaching and whole-school strategies

Action	Intended Outcome	Estimated impact	Cost	Staff lead	Comments
Release SENCO for additional SEN time 5.25 hrs/week Autumn Term	<p>Identified children put forward for EHC application won't be delayed longer than necessary as a result of school closure.</p> <p>Children missing intervention from specialist teachers, Ed Psych, S&L is implemented without further delay</p> <p>Backlog of screening e.g. dyslexia screening is quickly addressed</p>	<p>EHC plans in place for those pupils who require</p> <p>Children with special educational needs have not been further disadvantaged by lack of specialist teaching input through lockdown and wider school closure</p> <p>Children who may have regressed through the Pandemic are quickly identified and support in place to catch up</p> <p>Children requiring specific tests and diagnosis are not delayed longer than necessary</p>	£2268	IKRAM ALBUSTANY	
Total spend:			£2268		

Targeted support

Action	Intended Outcome	Estimated impact	Cost	Staff lead	Comments
Implement 1:1 tuition for individual pupils identified by class teachers as needing catch-up support	Children back on track to reach attainment level as predicted prior to Pandemic	Children with ability to achieve GD but have lapsed will be back on track	£1530	HLTA	8 after school sessions each for 15 children from Y2-Y6
Implement small group tuition for individual pupils identified by class teachers as needing catch-up support		Children who have lacked motivation to learn will be supported to fully engage in their learning			
		Children who have lost confidence due to negative experiences during lockdown will receive the support they need	£415	HLTA	8 sessions per small group targeting total of 10 children from Y3-Y6
Total spend:			£1945		

Wider Strategies

Action	Intended Outcome	Estimated impact	Cost	Staff lead	Comments
Agree buy-out package for iPads previously on lease	'Used' iPads can go home to families who don't have the necessary technology to support children's remote learning	Disadvantaged children are not further deprived of quality remote education as a result of not having sufficient technology at home	£3400	Mark Babcock Chloe Deane	Already budgeted £5113 for continuation of lease. Therefore, saving of £1713 will be allocated to catch-up in Summer Term.
Purchase new iPads (including headphones and cases) for in school use so that there are enough to cover 2 classes	Children can be safely upskilled in school ready for remote learning should the need arise for whole classes to isolate	Children still receive and can access quality education throughout further school closure or isolations so that they remain on track throughout the Pandemic	£9930	Mark Babcock Chloe Deane	
Total spend:			£13330		

Summary Report

What is the overall impact of spending?

Children who had regressed through the Pandemic were quickly identified and support put in place resulted in those children making good progress. Specialist tests and support required were quickly put in place ensuring those children requiring EHCP support received this and the number of children on EHCP support increased regardless of closures. One child was able to move to a more appropriate specialist school setting due to having gained continued specialist support and an EHCP. Due to the additional technology purchased, all children had the opportunity to access quality online learning with their own class teacher and further intervention with SENCO or HLTA/TA as required. This remained consistent regardless of non-sick isolation (class teacher, TA, individual child or whole class).

How will changes be communicated to parents and stakeholders?

Governors have been updated on impact of COVID catch-up funding at termly governor meetings in addition to receiving termly SEN reports. Parents with additional needs have been communicated with regularly on a one-to one basis. This has included via telephone, online video calls, face to face meetings and multi-agency meetings. Parents whose children engaged in one-to-one tuition received feedback directly from tutor. Parent/child voice was collated and recorded on tutoring logs. All parents received information about their children through parents' meeting via telephone, Zoom and later face to face. All parents received written reports.

Final comments

The positive impact of Quality SEN time has led us to extend this into next year. Non-attendance of some children to after-school tuition lead to revised strategy of using school led tuition through an outside agency during the school day. The up levelling of technology continues to have much wider benefits on teaching and learning, so we will continue to build on this strength throughout the curriculum.

Final spend:

£16240