

# COVID-19 Grant Funding Strategy Statement 2020-2021

1. Summary information					
<b>School</b>	Ranelagh Primary and Nursery School				
<b>Academic Year</b>	2020-2021	<b>Total budget</b>	£27,280.	<b>Date for internal review of this strategy</b>	January 2021

## Guidance:

### Use of funds

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.

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 support guide for schools 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.

This could include, for example: small group or one-to-one tuition or extra teaching capacity from September

To support schools to implement their catch-up plans effectively, EEF has published the school planning guide: 2020 to 2021. This will provide further guidance on how schools should implement catch-up strategies when they return in September and supporting case studies to highlight effective practice.

### Accountability and Monitoring

As with all government funding, school leaders must be able to account for how this money is being used to achieve our central goal of schools getting back on track and teaching a normal curriculum as quickly as possible. Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors and trustees should scrutinise schools' approaches to catch-up from September, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities, and ensuring appropriate transparency for parents.

The guidance on full opening sets out that Ofsted will conduct a programme of non-graded visits to some schools during the autumn. During these visits, inspectors will discuss how the school is bringing pupils back into full-time education – this may include plans schools have to spend their catch-up funding.

Ofsted plans to resume routine inspections in January 2021, with the exact timing being kept under review. When routine inspections restart, Ofsted will make judgements about the quality of education being provided, and that will include how leaders are using their funding (including catch-up funding) to ensure the curriculum has a positive impact on all pupils.

## 2. Planned expenditure

The three headings below enable schools to demonstrate how they are using the COVID-19 Catch-up Grant for targeted support and support whole school strategies.

### i. Quality of teaching for all

Action	Questions to consider/approaches:	How will you achieve it?	Costs	Staff Lead	Impact/Outcomes for Pupils
<b>High-quality teaching for all</b>	<ul style="list-style-type: none"> <li>• Explicit, focussed teaching following assessment</li> <li>• Scaffolding</li> <li>• Cognitive and meta-cognitive strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Staff CPD</li> <li>• Support to make quality first teaching and learning as precise as possible.</li> </ul>		<b>Phase leaders And Lead practitioners Subject leaders</b>	Research around best practice, Children have developed independent learning strategies that support them at home as well as in school.
<b>Effective Assessment Baseline</b>	<ul style="list-style-type: none"> <li>• What learning has been lost or misunderstood?</li> <li>• What new knowledge and experiences have been gained?</li> <li>• Should we re-teach to a whole group or move on?</li> <li>• What is the right balance between standardised assessment and classroom-based formative assessment?</li> </ul>	<ul style="list-style-type: none"> <li>• Summative Assessments</li> <li>• Staff CPD for Formative Assessments</li> <li>• Initial baseline assessment September.</li> <li>• 3 classes per year group – allows more teacher input where required.</li> <li>• November 2020 – children will move back into x2 classes of 30, teacher to carry out intervention programmes using an additional member of staff.</li> </ul>	£27,280 towards the cost of an intervention teacher.  <i>Actual cost for the year £34,632</i>	<b>Year group Leader</b>	Individual catch up programmes which will improve the baseline assessments results.  Children able to access the learning for their specific year group after being out for 6 months.
<b>Supporting Remote Learning</b>	<ul style="list-style-type: none"> <li>• What remote learning has been put in place?</li> <li>• How do school practices align with evidence based approaches to remote</li> </ul>	<ul style="list-style-type: none"> <li>• Invest in platform, such as Google Classroom</li> <li>• Provide support and CPD training for teachers, pupils and parents.</li> <li>• Support access for disadvantaged</li> </ul>		<b>Home learning Curriculum Contact Computing Leader.</b>	Some parity between what is delivered at Home and what is delivered in school.  Increase in the number of children with access to devices and the

	<p>learning – EEF findings?</p> <ul style="list-style-type: none"> <li>○ Teaching quality is more important than how lessons are delivered.</li> <li>○ Have we ensured access to technology – especially for disadvantaged pupils.</li> <li>○ Support for pupils to work independently remotely.</li> <li>○ Different approaches to remote learning suits different tasks and content.</li> </ul>	<p>families if it enables catch up.</p> <ul style="list-style-type: none"> <li>● Purchase further devices to enable children to use Google classroom.</li> <li>● DFE have provided 38 devices that can be used at home if the school is closed/partially closed due to Covid-19.</li> </ul>	<p>School Computing budget of £15,000</p>		<p>internet at home. Parents feel supported with home learning.</p> <p>Pupil premium money to be utilised for disadvantaged children – see Pupil premium report 20-21.</p>
<b>Professional development for all Teaching Staff</b>	<ul style="list-style-type: none"> <li>● Prioritising high quality training for teaching in classrooms.</li> <li>● Deep subject knowledge and flexible understanding of curriculum.</li> <li>● Excellent assessment is key to excellent teaching – helping teachers know what pupils know and don't know.</li> </ul>	<ul style="list-style-type: none"> <li>● Curriculum Training and CPD</li> <li>● Subject Knowledge CPD</li> <li>● Support teaching staff with planning.</li> <li>● Support teaching staff with assessment.</li> <li>● CPD on AFL and questioning</li> </ul>		<b>Deputy Head Teacher</b>	<p>Outcomes for children continue to increase as measured by baselines and end of year standards.</p> <p>All teaching remains at good and/or better across the school.</p>
<b>Total budgeted cost</b>					£27,280 (School addition of £22,352)
<b>ii. Targeted academic support</b>					
<b>Action</b>	<b>Questions to consider/approaches:</b>	<b>How will you achieve it?</b>	<b>Costs</b>	<b>Staff lead</b>	<b>Impact/Outcomes for Pupils</b>

<b>High quality one to one and small group tuition.</b>	<ul style="list-style-type: none"> <li>• Some pupils need high quality, structured, targeted interventions to make progress, even after high quality first teaching.</li> <li>• Sessions could be 15-45 minutes, 3-5 times per week – maintained over a sustained period of time 8-12 weeks?</li> <li>• How are pupils chosen?</li> <li>• What is the timescale for tuition?</li> <li>• What support programmes are the school using?</li> <li>• How is support aligned to everyday classroom practice – connections are made between the interventions and the classroom teaching.</li> <li>• Have you considered how to support the pupils when they have completed the</li> </ul>	<ul style="list-style-type: none"> <li>• Carefully targeted interventions through identification and assessment of need.</li> <li>• Intensity of assessments should be monitored over time.</li> <li>• Staff training to deliver interventions well.</li> <li>• Structured supporting resources and lesson plans with clear objectives and outcomes.</li> <li>• Intervention Teachers follow the plans and structures of the interventions.</li> <li>• Assessments undertaken to guide areas for focus and track pupil progress.</li> <li>• Formative assessment used to identify needs and adapt learning quickly as required.</li> </ul>	<p>As above</p>	<b>Phase leaders And Lead practitioners Subject leaders</b>	<p>Outcomes for children continue to increase as measured by baselines and end of year standards.</p>
<b>Total budgeted cost</b>					<p>As above</p>
<b>iii. Wider Strategies</b>					
<b>Action</b>	<b>Questions to consider/approaches:</b>	<b>How will you achieve it?</b>	<b>Costs</b>	<b>Staff lead</b>	<b>Impact/Outcomes for Pupils</b>

<p><b>Supporting pupils' social, emotional and behavioural needs.</b></p>	<ul style="list-style-type: none"> <li>• Most schools will be satisfied with their excellent PSHE provision, but may need to adopt some aspects of a SEL (Social and Emotional Learning) curriculum.</li> <li>• Using the SAFE model (EEF report) if required.</li> </ul>	<ul style="list-style-type: none"> <li>• CPD for implementing SEMH support.</li> <li>• Mental Health to be a feature within the Recovery Curriculum.</li> <li>• Increase the circle time for each class during the school week.</li> <li>• Increase the staff to pupil ratio to allow more opportunities to talk about any issues/matters arising.</li> <li>• PSHCE curriculum developed for the Recovery Curriculum.</li> <li>• Art Therapist to support identified children.</li> </ul>	<p>To be paid by the school.</p>	<p><b>Assistant Head for Inclusion. PSHCE Leader</b></p>	<p>Children provided with more opportunities to reflect and talk about their experiences during Lockdown and continuing times.</p> <p>Baseline questionnaire results.</p>
<p><b>Communicating and supporting parents</b></p>	<ul style="list-style-type: none"> <li>• Clear plan for communication with families across the academic year.</li> <li>• Targeted support for hard to reach families.</li> <li>• Personalised messaging for parents.</li> </ul>	<ul style="list-style-type: none"> <li>• Purchase Studybugs as a way of communicating to parents.</li> <li>• Move to virtual meetings with parents, including PTA.</li> </ul>	<p>£850 - from the school attendance budget.</p>	<p><b>Assistant Head for Attendance. Assistant Head for Inclusion. Office Manger Community Cohesion Leader.</b></p>	<p>Parents feel supported by the school.</p> <p>Continued school/parent partnership.</p>
<p><b>Tackling non-Attendance.</b></p>	<ul style="list-style-type: none"> <li>• Vigorous application of the Attendance Policy.</li> </ul>	<ul style="list-style-type: none"> <li>• Purchase Studybugs as a way of better monitoring attendance.</li> <li>• AMO support from the LA.</li> <li>• Family Support Worker to support identified families.</li> </ul>	<p>As above.</p> <p>AMO costs from the school budget.</p>	<p><b>Assistant Head for Attendance. Assistant Head for Inclusion. Office Manger</b></p>	<p>Attendance remains at the National Average.</p> <p>Parents feel that their child is safe to attend the school in the current situation.</p> <p>Children feel that they are safe in school.</p>

<b>Total budgeted cost</b>					(School budget costs)

**iv. Additional detail**

In this section you can annex or refer to **additional** information which you have used to inform the statement above.