



St Bernadette's Roman Catholic Primary School

Live the Gospel and when necessary use words

As a result of the Covid19 pandemic and subsequent closure of schools, the Government issued an amount of catch-up funding to all schools to support with closing gaps in learning. The amount of funding allocated is based on pupil numbers and is paid over two financial years. In total, our school received £23,840 for the academic year.

We used the government recommended 'Covid-19 Support Guide for Schools' published by the Education Endowment Foundation (EEF) to identify the most effective strategies to ensure that our decisions for allocating and spending the funding were based on evidence-based research thus ensuring the best possible outcomes for pupils.

We considered 3 approaches:

1. Whole class teaching priorities
2. Targeted support (small groups and one to one)
3. Wider strategies including resourcing and home-school links

	Intent	Implementation	Impact	Cost
1. Teaching priorities	<ul style="list-style-type: none"> i. Staff need to be able to quickly and efficiently identify any gaps which developed as a result of lockdown ii. Ensure the different routes for access learning did not disadvantage any pupil/family through a robust remote learning policy and the ongoing implementation of interventions and EHCP priorities iii. Online materials and learning platforms to be streamlined to support easy access for parents and pupils across a range of key stages iv. All staff confident in using online platforms and in particular google classroom in order to smoothly manage the blended approach of both home/classroom-based learning v. Online safety training / policies / information shared with staff, pupils and parents/carers 	<ul style="list-style-type: none"> i. Implement 'Learning by Questions' across the school ii. Ensure all pupils have access to IT devices in order to access remote learning iii. Research and resource the best learning platforms for easy access to remote learning resources e.g. Purple Mash, White Rose, My Maths, Spelling shed iv. School IT resources were purchased enabling all staff are confident to live stream lessons, teach in small groups and provide 1:1 interventions v. Update all policies including remote learning and share with all stakeholders. 	<ul style="list-style-type: none"> i. Staff were able to quickly identify gaps in learning but this assessment tool allowed them to address those gaps in a timely manner in the classroom as well as plan for those gaps which required more focus and / or targeted intervention. ii. No pupil was disadvantaged by lack of technology in the home. All pupils were in a position to access remote learning iii. Streaming the online platforms we used allowed easier access for parents who had children across different key stages thus making access and planning time at home much more manageable iv. Throughout lockdown we were able to live teach daily. All small group and 1:1 interventions including dyslexia programmes, speech and language, OT etc.... were maintained. When we returned to full school opening, pupils who had to isolate were zoomed into the classroom each day so no learning time was lost v. Clear expectations were set out. 	<p>LBQ £7848</p> <p>IT devices, chrome books donated + applied for via DfE funding. School also bought chrome books at a total of £1787</p> <p>Learning platforms £578</p> <p>School IT resources £3336</p>

<p style="text-align: center;">2. Targeted support</p>	<ul style="list-style-type: none"> i. Ensure no pupil was disadvantaged due to a lack of resources in the home ii. All teaching staff able to identify gaps in reading and close them quickly following a range of CPD iii. 2 x PT teachers were employed to assist in a rapid catch up programme. 1 x deployed in KS1 With a focus on phonics intervention and 1 x deployed in KS2 to support with intervention programmes designed by class teachers to narrow identified gaps 	<ul style="list-style-type: none"> i. All identified pupils were provided with technology in order to access remote learning as well as a range of stationary/books/additional reading resources ii. Daily reading intervention for identified pupils with class teacher iii. LBQ used in the first weeks to identify gaps and plan intervention/catch up groups alongside catch up teachers 	<ul style="list-style-type: none"> i. All pupils were able to access remote learning / live lessons thus enabling parents to continue with their own home working where necessary as pupils were online completing a 'day at school.' Reading books and stationary sets were sent home weekly ii. All dyslexia programmes continued throughout lockdown as well as speech and language interventions and EHCP support where agreed iii. There was a greater impact in KS2 than KS1. On reflection, we would have deployed the catch-up teacher into the classroom and the class teacher to lead the phonics intervention. However, although pupils did not make rapid progress and catch up to ARE, they did make progress from their starting points. 	<p>Additional reading materials were purchased as more texts were needed in the home. £1000 spent on reading books, £818 spent on reading comprehension cards for home learning and £ spent on individual pupils to provide a stimulus for home learning activities £100</p> <p>Total: £1918</p>
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<p>3. Wider strategies</p>	<p>i. Pupils struggling with transition back into school to be identified early and access THRIVE</p> <p>ii. DHT non-class based .2FTE in order to support and assist families reintegrate back into school life, support THRIVE identification and planning</p>	<p>i. THRIVE practitioner based in classrooms for the first 2 weeks in order to identify those pupils alongside class teachers/TAs</p>	<p>i. Pupils were identified quickly for nurture support and work with families was quickly underway</p> <p>ii. DHT instigating and leading on an increased number of EHAs ensuring vulnerable pupils and families receive the directed support needed to manage the transition post lockdown/restrictions and responsible for the effective deployment of staff based on nurture need</p>	<p>2 x catch up teachers £10,892</p>
<p>TOTAL SPEND £26,359</p>				