

Crowmarsh Gifford Church of England COVID Catch Up Funding Planned Expenditure



This statement details our school's use of COVID Catch-Up funding to help improve the attainment of our pupils and those most affected by COVID and the uncertainties faced in school.

It outlines our strategies we will use and evidence for these approaches and how we intend to spend the funding in this academic year.

1. Summary information					
Academic Year	2021-2022	Total COVID budget	£16,480 + Addl £2,000 due.	Amount Per Pupil	£80
Total number of pupils	207 (not including PS)	COVID Catch-Up Lead	F.Cooper	Governor Lead	L. Parker
Statement of Intent					
<p>We know that we haven't really understood the full impact that COVID has had on our pupils or even on our staff. Our main priority is everyone's wellbeing – ensuring that everyone feels as settled and safe as they can feel in an ever-changing world.</p> <p>We know that the three key areas that need focus are:</p> <ol style="list-style-type: none"> 1) Relationships (especially in pre-school, R, 1, and 2) 2) Communication 3) Play <p>These are the areas that have had the most impact because of lockdowns and the changes the Pandemic has brought with it.</p> <p>Further, we are focusing on ensuring our curriculum is engaging and inspiring, putting our efforts into a rich, quality first experience in every classroom, through training in all areas, including curriculum based, assessment and pedagogical based CPD.</p> <p>In order to fill any gaps in children's learning, we know that first they must be of the right mindset – independence and confidence have been much affected by the Pandemic for various reasons, therefore, a real focus and re-imagining of Purple Learning is key.</p> <p>We know from EEF research to take a tiered approach to planning – first look at high quality teaching, then through assessments look at targeted support that needs to be offered, then analyse key whole school strategies that can further support your actions and intended outcomes. This is how this report is written.</p>					

CHALLENGES	
1.	Emotional/Social Issues/Wellbeing/Additional Vulnerabilities
2.	Lack of independence in learning / Fixed mind-set (especially Maths) / Lack of Confidence
3.	Engagement in learning – focused – settled
4.	Relationships (preschool, year R, 1, 2)
5.	Communication and use of Vocabulary/Phonics
6.	Gaps in Learning

1. Planned expenditure

Academic years	2021-2022 – 2024-2025
----------------	-----------------------

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies (Evidenced from the EEF)

Quality First Teaching

Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Training – staff training in all areas of the curriculum.	Ensure all teaching is inspiring and engaging. For everyone to reimagine our curriculum and be reignited.	EEF research – Effective professional development – equipping staff with key knowledge and skills for the classroom.	Review of teaching and training. Confidence levels in teaching across the school – survey – staff and children. Through learning walks and pupil voice.	FC	Termly
Focus on Oracy	That all children are given ample opportunity to develop their communication skills.	EEF research into the very high impact that any communication and language approaches have on pupil learning.	Focus on oracy across the schools – thinking about how to extend opportunities for talk in our classrooms. All staff to hand in action plans for this which will be built into the SDP.	FC	Termly

In School support for teachers and their vulnerable children.	SENDSCO able to help support teachers more in the classroom for additional time each term with regard to vulnerable pupils.	EEF research into support and training for teachers having most impact.	KL to write report each term about any developments and key actions, etc.	KL	Termly
Total Budgeted Cost					£6,000
Targeted Academic Support					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Small Group Intervention work in maths and English.	Focusing on filling gaps in learning.	EEF research into collaborative learning and individualized learning. So that learners are able to work in smaller, collaborative groups to have more targeted learning.	All teachers to evaluate the impact of any small group, intervention work. (Diagnostic Assessments). More gaps filled in assessments.	FC, KL	Termly
Small Group Intervention work in metacognition	Focusing on building metacognition strategies further developing confidence and independence in learning.	EEF research into metacognition. Research paper that all staff read 'Metacognition and Self Regulation Strategies' – this has very high impact on learning.	Ensure all classes have separate action plans that will be fed into the SDP to ensure that this is priority across the school in all learning.	FC, ALL Teachers	Termly
1:1 support	Children are given settling in time – 1:1 to support behaviour and to help children feel safe in the classroom.	We know through the EEF and our own research that 1:1 tutoring and support has very high impact on pupil learning and wellbeing.	Behaviour of specific children is calm and settled. Children are making good progress within the classroom. Reduction in time settling into the whole class. Increased learning time.	KL	Termly
Total Budgeted Cost					£7,000
Wider School Strategies					

Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Art Planning Package for Across the School	Inspire and engage all children through a rich, hands on curriculum.	EEF research into the impact of Art Participation.	Staff lead to do monitoring across the school.	SR, All	Termly
DT Planning Package for Across the School	Inspire and engage all children through a rich, hands on curriculum.	EEF research into the impact of Art Participation.	Staff lead to do monitoring across the school.	SR, All	Termly
Clicker 8 Purchase	To ensure all children can access the curriculum in a highly effective way	The impact of any further strategies for children to extend their communication access.	Staff lead to monitor its use in class.	KL	Termly
Introduce Forest School	All children to access a rich outdoor environment for learning outside the classroom.	Research by EEF into outdoor learning and the very high impact that play has on communication, relationships and learning.	Staff lead to monitor the implementation of this (thinking full start in September 2022)	SR	Termly
Total Budgeted Cost					£5,000

As a staff we will be evaluating and analysing different aspects from the EEF as key research, CPD to ensure the most effective practice across school in all areas. This will be a feature of most staff meetings and research readings.