



Covid-19 Recovery Plan 2020-21 Impact Included

Summary information

School	Queen Victoria Primary School				
Academic Year	2020-21	Total Catch-Up Premium (£41,520)	20/21: £24,222 21/22: £17,300	Number of pupils	519

Guidance

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in year's reception through to 6.

As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

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 [coronavirus \(COVID-19\) support guide for schools](#) with evidence-based approaches to catch up for all students. Schools

EEF Recommendations

The EEF advises the following:

Teaching and whole school strategies

- Supporting great teaching
- Pupil assessment and feedback
- Transition support

Targeted approaches

- One to one and small group tuition
- Intervention programmes
- Extended school time

should use this document to help them direct their additional funding in the most effective way.

Wider strategies

- Supporting parent and carers
- Access to technology
- Summer support

Identified impact of lockdown

Maths	<p>Specific content has been missed, leading to gaps in learning. EYFS and KS1 children are lacking in confidence when using new maths strategies. All our children have missed opportunities for consolidating and embedding learning. Our children in KS2 whilst more confident have found applying previously learnt strategies and reasoning difficult. Their presentation –setting out in Maths has had to be revisited. Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies and developed further misconceptions.</p>
Writing	<p>Across all year groups children have lost essential practising of writing skills during lockdown. This is combined with a lack of exposure to higher level vocabulary, and for our younger children in some cases have had limited role models for speaking, writing and addressing misconceptions. Spelling of common words has also decreased. Children who wrote limited amounts have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write. For some children letter formation and common handwriting strategies have also become an issue.</p>
Reading	<p>The gap between those children that read widely and those children who don't is now increasingly wide. The bottom 20% of readers have been disproportionately affected. EYFS and KS1 phonics has been significantly affected due to a lack of expertise and the normal daily diet of phonic sessions. Sections from within Letters and Sounds have been missed. Reading comprehension across the school has also resulted in gaps of knowledge. The stamina needed for quality independent reading for some children has also fallen.</p>
Non-core	<p>There are now significant gaps in knowledge and skills – whole units of work have not been taught meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments.</p>
Emotional Well Being	<p>For our most vulnerable children there have been negative impact on health and diet. This has been seen through a reduction in stamina in PE lessons and fitness levels. Younger children have found a lack of rules and boundaries have impacted on their ability to return to routines and structure of school. Older children have displayed extreme emotional reactions to situations and have found it difficult to control their emotions. This has negatively impacted some children ability to socially interact and play with peers.</p>

Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)

i. Teaching and whole-school strategies

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<p><u>Improved Maths confidence and stamina</u></p>	<p><i>Re-launch TT Rockstars within school. Cost £131.40</i></p> <p><i>New subscription to MyMaths - annual cost £359, Children able to access questions, games and homework which all feeds into an online tracking system for teachers.</i></p>	<p>For greater impact of the programme, a decision was made to delay the re-launch of TT Rockstars so that assemblies could be used to promote the launch of challenges and competitions across school. Staff and pupil have given positive feedback regarding the use of MYMaths for both setting work during lockdown and for planning and delivery of homework post lockdown. Children across the school engaged with My Maths and asked to complete extra sessions.</p>	LH	Half termly
<p><u>Improved vocabulary across school</u> To support children's visual and processing skills which will develop their language and vocabulary.</p>	<p>Research and purchase a whole school communication programme to include dual language for increasing EAL population. Widget Online £900 for a year's subscription £3,000 for 3 years.</p>	<p>The programme has been utilised to ensure consistency in visual resources, i.e. Social Story Books, visual timetables, relentless expectations, and curriculum prompts. Initial observations suggest that visual prompts have reduced anxieties for the children's return to school.</p> <p>The resource has allowed us to produce Pec cards and Colourful Semantic resources for children with language difficulties - the impact has been their ability to communicate more effectively, with a positive impact on their writing.</p> <p>Visual prompts have been produced for different areas of school, e.g. menu boards - this allows our visual learners needs to be accommodated to ensure we develop their independence in accessing all areas of learning</p>	MH/DD	Half Termly

<p><u>Transition support</u></p> <p>To support children moving year groups or starting new in September to have the opportunity to become familiar and confident with the setting before they arrive.</p>	<p><i>Each year group produce a 'Welcome to Year...' video ready for September transition.</i></p> <p><i>In year new arrivals will receive a virtual meeting with their new teacher so that the child is confident in joining Queen Vic. - potential cover costs £500</i></p>	<p>Videos were made and helped bond new staff teams together. Very effective method of communication with both parents and children.</p> <p>Helped parents to support their child with transition especially those new to school in Reception.</p> <p>Our Inclusion staff identified children across school who may find transition problematic and made story books and other resources for them to use during the Summer holidays to aid familiarisation.</p>	<p>Phase Leaders</p>	<p>July 2021</p>	
<p>Ensure our curriculum continues to be engaging during the pandemic and provides wider opportunities of our children</p>	<p><i>Opportunities to bring the curriculum alive in in class eg: online/virtual performances. £2000</i></p> <p><i>Resources purchased to further develop Topic boxes eg: Egyptian artefacts £2000</i></p> <p><i>Subscription to Historical Association £70</i></p> <p><i>Subscription to Primary Design and Technology £134</i></p>	<p>Audited resources and focused on Geography: Atlases 3 progressive books identified and bought for whole class teaching.</p> <p>Cost: £1,970</p> <p>Geographical Society: joined - free</p> <p>Subscription to Historical Association £70</p> <p>Subscription to Primary Design and Technology £134</p>	<p>Curr Team</p>	<p>Termly</p>	
				<p>Total budgeted</p>	<p>£8,194.4</p>
				<p>Actual Spent/Carrying Forward</p>	<p>£6,164 £2000</p>

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>Targeted Support</u></p> <p>All Year 2 children to reach their expected standard in Phonics by July 2021</p> <p>*Additional Phonics Screening to take place for new Year 2 children in November 2021 as the Year 1 (20-21) Phonics Screening did not take place due to Covid.</p>	<p><i>Continue whole class teaching following DFE Early Reading Project.</i></p> <p><i>Following identification of children who failed Autumn Term Phonics Check small group/1:1 (depending on need) daily interventions 12 weeks January - April 2021* £3,000 (supply)</i></p> <p><i>*Due to Lockdown face to face interventions ran through the Summer Term (April-July) with Queen Vic staff. Staff CPD Phonics Training delivered through Little Sutton English Hub. Supply cover costs £750 x 5 staff</i></p>	<p>In November 2020 64% of the children in Year 2 achieved the pass mark of 32 in the delayed Phonics Screening Check.</p> <p>In July 2021 76% of the children in Year 2 passed the phonics screening check (11% of the children who did not pass are SEND).</p> <p>Children who did not pass will receive phonics and reading practice sessions in Year 3 from September 21.</p> <p>Staff CPD moved online and did not incur as high cover costs. Actual costs: £450 Staff produced their own Phonics videos and live lessons for our children during Lockdown 2/Remote Learning. Staff working in EYFS/KS1 have high phonetical knowledge and are confident teachers of phonics/early reading.</p>	<p>JW to lead with Y1/2 Phase Leader (JC)</p>	<p>Mid and end point of 12week course</p>
<p><u>Targeted Support</u></p> <p>Identified children in Y3/4 close phonics gaps to become fluent readers</p>	<p><i>Identified children who failed Y2 Test or who were predicted to fail Y2 test in Summer Term (2020) and are now in Y3 or 4 will take a Phonics Check - Autumn Term.</i></p> <p><i>Depending on need small group/1:1 daily interventions 12 weeks January - April 2021* £3,000 (supply)</i></p> <p><i>*Due to Lockdown face to face interventions ran through the Summer Term (April-July)</i></p>	<p>Phonics:</p> <p>25/75 (1/3) children received intervention for phonics and blending. 13/25 passed the phonics screening in the summer term. 4/12 who did not pass scored 26+. All children made significant progress over the course of the intervention. The remaining 8 children (16%) will continue to have intervention for reading fluency in Year 4.</p> <p>Additional TA Support:</p> <p>Year 3 Phonics -25 children received additional support of which 58% passed. Although all of the children having extra reading practise were not able to meet their target, all were able to maintain a good level of progress or remain within the boundaries of their set target and the attainment gap was not widened.</p> <p>Year 3 Spelling - the children identified for the spelling intervention had gaps in their year 1 and 2 spellings. The majority of them (93%) had closed the gap with year 1 and</p>	<p>JW to lead with Y3/4 Phase Leader (KL)</p>	<p>Mid and end point of 12week course</p>

		<p>2 spellings by the end of the 7 weeks and had moved onto learning more of the year 3 and 4 spellings.</p> <p><u>Year 4.</u></p> <p>Year 4 Times Tables: The children who attended the times tables intervention over the 7 weeks, the majority (just over 57%) of them made accelerated progress with recalling their times tables.</p> <p>Year 4 Reading/Spelling: Most of the children (45%) who had extra reading practice during the 7-week intervention achieved at ARE or just under and 75% of them made progress with their year 3 / 4 spellings.</p> <p>The children who had phonic intervention were able to increase their phonics score and only 6 children still need phonics intervention which is just over 7% at the end of year 4.</p>		
<p><u>Targeted Support</u> Identified children in Y5/6 to close phonics gaps and develop stamina to become fluent readers</p>	<p><i>Benchmarking intervention 1:1 accompanied by high interest low level books. Linked into Accelerated Reader (funded through PPG)</i> <i>Purchase books: £3,000</i></p>	<p>Decision made to focus on supplementing Accelerated Reader books and resources. High interest low level books to be bought September 2021 with this money. Children identified after Benchmarking were supported with existing books in school. All children involved in Benchmarking demonstrated progress.</p>	<p>JR to lead with Y5/6 Phase Leader (PS)</p>	<p>Mid and end point of 12week course</p>
<p><u>Targeted Support</u> Identified children in Y5/6 to close gaps in mathematical knowledge to develop their confidence and ability to reason.</p>	<p><i>Research and appoint tutors through National Tutoring Partnership to run 15 hours for identified children. Aiming to target 60 children from January to July. £3,840 approx. * <u>Due to Lockdown face to face interventions ran through the Summer Term (April-July)</u></i></p>	<p>Tutor appointed delivering 1:3, hour long sessions per week (15 sessions in total) focusing on identified gaps of off-track to achieve expected progress with a number and calculation focus, resulting in Year 5 73% expected or above progress Year 6 66% expected or above progress</p>	<p>LH/Phase Leader (PS)</p>	
Total budgeted cost				£13590
Actual Spent/Carrying forward				£10290 £3,300

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>Access to technology</u></p> <p>During the catch-up interventions, children can access additional devices so that they can rotate through discrete teaching, reading fluency and independent online activities.</p> <p>Whole school survey indicated that many children do not have a suitable electronic device to access TEAMS for online learning. The survey also indicated households with limited/no Wi-Fi. Purchase Chromebooks for children to use if the bubble is sent home to isolate.</p>	<p><i>DFE Computers originally 58 reduced to 12 - arrived in school November 2020 - no cost</i></p> <p><i>Vodafone Free 3 months of data Sim cards - applied for and sent 40. School also donated by RM 5 dongles that can use SIM cards. - no cost</i></p> <p><i>Purchase 60 Chromebooks, 2 trolleys and amend RM SLA to include management of Chromebooks. This will enhance the school's IT stock currently at only 29 workable Netbooks. Chromebooks can now be used by the children to support the curriculum. They can also be lent to parents to support home-learning if needed. £18,000</i> <i>Actual Costs: £20,603</i></p>	<p>DEF Additional Chrome Books arrived in school during Spring Term. School's quota returned to 58., which then rose to 93. Additional Chrome Books received bringing total to These were lent out to children who needed them during Lockdown 2 to enable access to our Remote Learning Provision. All children/families who needed a device were provided with one. Wi-Fi connections/Sims Cards also used by families, priority given to PP families. On return to school the increase in working devices has ensured that popular online learning activities have been continued- for example My Maths in the classroom. School was also able to connect any child isolating quickly to our Remote Learning Provision using devices the children were very familiar with. Each Phase now has a set of 30 Chrome Books available to use during each week. This has enhanced not only ICT lessons but been used to support interventions, homework, research and well-being.</p>	CR	Half Termly

<p><u>Supporting parents and carers</u></p> <p>Children will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home-learning.</p> <p>Children have access to appropriate stationery and paper-based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning.</p>	<p><i>Additional online learning resources will be purchased, such as Spelling Shed will be purchased so that children can practise spellings at home.</i></p> <p style="text-align: right;">£400</p> <p><i>2-day home-learning paper packs are printed and ready to distribute for all children. Stationery packs are to be purchased and set aside for children to take home when home-learning occurs.</i></p> <p style="text-align: right;">£500</p>	<p>During Lockdown weekly timetables were sent home to parents to allow them time to prepare and share information with their child.</p> <ul style="list-style-type: none"> - Weekly praise assembly sharing positive learning and achievements with both remote and key worker children attending, promoted a sense of belonging to a larger school community. - Additional learning resources were used for example in Y5 and 6 there was planned non-screen time activities such as creative hour, fitness hour and genius time. This ensured both independence and provided a limit on screen time. - Lessons for key worker pupils were replicated for online learners to ensure consistency and allow for those pupils who were both remote and key worker learners. Timetables also allowed for a balance of live and independent lessons with a member of staff always available to support and respond to child/parent queries through teams or Year group email. 	<p>CR</p> <p>Online Learning packs - Phase Leaders</p>	<p>Half Termly</p>
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		- Staff arranged for Chromebooks or stationery for pupils via weekly phone calls/emails to ensure all pupils were able to access learning.		
			Total budgeted cost	£18,900
			Actual Spend/Carrying Forward	£21,503
			Cost paid through Covid Catch-Up	£37,957
			Carrying Forward to September 21	£3,563
			Cost paid through school budget	n/a