

COVID-19 Spend Plan 2020-2021

COVID-19 Grant Funding Strategy Statement 2020-2021

1. Summary information									
School	Monega Primary So	Ionega Primary School							
Academic Year	2020-2021	Total budget	£46,812.20	Date for internal review of this strategy	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 prevexpectations 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 approaches to catch up for all students. Schools should use this document to help them direct their additional funding in 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 schools should implement catch-up strategies when they return in September and supporting case studies to highlight of <u>Accountability and Monitoring</u> As with all government funding, school leaders must be able to account for how this money is being used to achieve of teaching a normal curriculum as quickly as possible. Given their role in ensuring schools spend funding appropriatel performance, governors and trustees should scrutinise schools' approaches to catch-up priorities, and ensuring ap The guidance on full opening sets out that Ofsted will conduct a programme of non-graded visits to some schools du discuss how the school is bringing pupils back into full-time education – this may include plans schools have to spend th Ofsted plans to resume routine inspections in January 2021, with the exact timing being kept under review. When rout about the quality of education being provided, and that will include how leaders are using their funding (including catch impact on all pupils.	ed a support guide for schools with evidence-based in the most effective way. 0 to 2021. This will provide further guidance on how effective practice. our central goal of schools getting back on track and ly and in holding schools to account for educational eir plans for and use of catch-up funding. This should propriate transparency for parents. uring the autumn. During these visits, inspectors will heir catch-up funding. tine inspections restart, Ofsted will make judgements					
1. Current Assessment Targets for KS2 in 2021						
KS2 % of pupils at NS in reading, writing and maths combined 82%						
KS2 % of pupils at NS in reading 89%						

KS2 % of pupils at NS in writing

89%

KS2 % of pupils at NS in maths

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.

=	aching for all				-
Action	Questions to consider/approaches:	How will you achieve it?	Costs	Staff Lead	Impact/Outcomes for Pupils
High-quality teaching for all	 English specialist teacher team teaching across KS2 Explicit, focussed teaching following assessment Explicit teaching behaviours for learning in the classroom environment such as independence and resilience through cognitive and meta-cognitive strategies Interventions, wave 2 and 3 across the school where needed 	 Hired specialist English teacher to team teach across KS2 to ensure high quality teaching for all Assessment Lead to analyse gaps and share with Teachers Staff CPD Support to make quality first teaching and learning as precise as possible. 	£18,433.20 X2 days AT team teaching/ support	Adam Terry Michael Patient Claire James Katie Ives	Quick return to previous standards of learning Increased oracy e of their own thinking/ learning and the management of this Accelerated progress of sounds and spelling.
Effective Assessment Baseline	 Identify what learning has been lost or misunderstood Balance between standardised assessment and classroom-based formative assessment? 	 Summative Assessments Staff CPD for Formative Assessments Gaps analysis of missed learning Teachers to plan medium term plans identifying gaps Pupil progress 	N/A	Michael Patient	Sharp, consistent assessments tracked in detail and analysed through pupil progress will enable refinement of all intervention and drive progress.
Supporting Remote Learning	 Remote Learning Adhere to evidence based approaches to remote learning from EEF findings Teaching quality is more important than how lessons are delivered. Have we ensured access to technology – especially for disadvantaged pupils? Support for pupils to work independently remotely. Different approaches to remote learning suits different tasks and content. 	 Invest in Google Classroom and Marvellous Me Provide support and CPD training for teachers, pupils and parents. Audit of all families access to internet and devices via teacher telephone calls Support access for disadvantaged families if it enables catch up or if not internet access- work packs prepared for this pupils Google meet sessions for pupils working remotely if needed Contact via Marvellous Me 	£639	Saira Soobye Cuong Tring Class teachers, CJ to collate Claire James Sarah O Nazreen Farooq Fatema Raja	Pupils fully competent in accessing google classroom consistently The amount of devices within vulnerable families increases

Professional development for all Teaching Staff	 Prioritising high quality training for teachers Deep subject knowledge and flexible understanding of curriculum. Excellent assessment is key to excellent teaching – helping teachers know what pupils know and don't know. Early Career teachers additional mentoring and team teaching Cognitive and meta-cognitive strategies Risks assessments carried out to ensure all members of the school community feel safe 	 Curriculum Training and staff CPD Subject Knowledge –CPD. SLT to support during planning evenings Support teaching staff with assessments Specialist teacher employed to team teach with NQTs and NQT+1s Staff CPD These will be verified externally through the trust 	Story telling CPD- already added below	Claire James SLT Michael Patient Adam Terry Claire James	Consistent use of metacognitive strategies in all classes Pupils Increased knowledge of their own thinking/ learning styles and the management of this
			1	Fotal budgeted cost	£17,232.20
ii. Targeted aca	idemic support				
Action	Questions to consider/approaches:	How will you achieve it?	Costs	Staff lead	Impact/Outcomes for Pupils

High quality one to one and small group tuition.	 Some pupils need high quality, structured, targeted interventions to make progress, even after high quality first teaching. Sessions will be run across the school and will consist of Wave 2 & 3, phonics, Times tables, mop up maths, spelling made easy. Extended School time for identified year 6 pupils Intensive Reading Recovery- early morning start Reading recovery for every child every day. Banded book for every child to ensure increased opportunities for incremental reading development. 	 Carefully targeted and structured interventions through identification and assessment of need. Detailed intervention timetable planned with trained HLTAs for high quality interventions Invest in the Spelling made easy programme Staff training to deliver interventions well. Teaching Assistants follow the plans and structures of the interventions- staff training needed Assessments undertaken to guide areas for focus and track pupil progress. Year 6 teachers to deliver booster sessions after school hours twice a week All PP pupils and lowest 20% must arrive by 8:30am for an additional 30 minutes of intensive reading recovery with class teachers, TAs and HLTAs- order more banded books All pupils invited in for Reading recovery from 8:30am for an additional 30 minutes of reading time 	£400 £2,880 £15,000	Michael Patient Katie Ives Katie Ives Katie Ives & Claire James Katie Ives Michael Patient Year 6 teachers and Farhana Claire James Jazz Tathgar Paul Pritchard Terence Sumpter	Accelerated progress for identified groups to meet age related expectations and beyond
				Fotal budgeted cost	£18, 280
iii. Wider Strate	gies		I		1
Action	Questions to consider/approaches:	How will you achieve it?	Costs	Staff lead	Impact/Outcomes for Pupils
Supporting pupils' social, emotional and behavioural needs.	 Transition mornings for pupils to meet new teachers organised in the summer term to help ease pupils anxieties about returning to school RSHE implemented across the school and RSHE accomblication and across 	Timetable on rota for every class to be invited in to meet new teachers, socially distanced, following safety guidance. Telephone class homemade if children unable to attend or anvious	N/A N/A N/A	Claire James Hannah Wickens Claire Clinton?	Pupils will transition back into new classes well Teachers and staff to
This may include:	 assemblies in classes Staff subject knowledge on pupils welling and mental health- CPD 	 anxious CPD delivered by PSHE lead 5.10.20 Tender CPD booked 28.10.20 	£950	Claire James	have a stronger practical understanding of to support pupils wellbeing

Mental Health Separation Behaviour Anxiety Friendships Routines Bereavement Positivity Safeguarding SEND	•	 Increase staff awareness of DV within the local area and how this will have increased during lock down and the effects this would have had on pupils and families Educational visits to school- story teller, interactive sessions and theatre production to help support the rebuilding of friendships and trust Resilience training and relationship building event- Fair play House- friendship building Mindfulness groups created by the PSHE team Behaviour policy tweaked and new rules embedded ensure all pupils feels safe returning to school To reduce anxiety and help children feel safe and secure, set up Calm Corners around the school for pupils to have personal reflection time should they become anxious Use of visual timetables in classrooms to ensure routine is returned into pupils lives Families who have been managing a bereavement from Covid-19 during lock down have been identified and children are part of a bereavement group which is monitored Regular reviews with Parents and Pupils Positivity Space created to reflect life during lock down and celebrate all the good things that happened 	• • • •	 Plan CPD around this to ensure staff are fully trained and aware of how to support pupils. Work alongside Newham advisor Craig Jenkins- Story Teller booked for Autumn term Reach for the stars theatre production for KS2 booked for Nov' 2020 Book socially distanced visits to Fair play House All pupils in year 2 and above to complete resilience training. Pupils to complete climbing sessions and resilience games with specially trained outdoor activity leaders. Teachers identify pupils, 2 per class, who they think will benefit from these sessions Behaviour posters made and shared at CPD and during induction week for pupils PSHE team to support with this and remind children about worry boxes Visual timetables made and given out to every teacher Group run by DHTs and PSHE team. Specific books relating to similar issues will be purchased to read during these sessions Create a rainbow zone display area on the bottom of the red stairs celebrating positive life during lockdown 	£350 £10,000	Claire James Tyriquee and Ahmed MP to oversee Hannah Wickens Rebecca Cahill Nadia Drissi Claire James Hannah Wickens Rebecca Cahill Nadia Drissi Sarah O Claire James Michael Patient Liz Harris Claire James Allison Norton	and address mental health concerns Develop pupils oracy and confidence Increase confidence and resilience Increase proactive attitudes and have a go Pupils settle and feel safe at school- ready to learn routines re-established to help pupils feel safe Tracking and monitoring of pupils wellbeing to ensure they feel safe and happy which will enable them to learn successfully and succeed.
Communicating and supporting parents	•	Clear plan for communication with families across the academic year. Targeted support for hard to reach families. Personalised messaging for parents. Termly telephone class home and Google meets where needed Access to technology for disadvantaged pupils	••• •••	Purchase Marvellous Me Set up Google Classrooms Invest in Family Support Services where needed. School Ping/ Marvellous Me Identifying Parents for Google Meet video calls Analyse % of pupils unable to access internet, using a phone or sharing a device Flyer made and link attached to website	£639	Saira Soobye Sarah O- new role Cuong Trinh Saira Soobye Claire James	Parents feeling more confident and connected overcoming Covid barriers The amount of devices within vulnerable families increases

	•	Sign post parents to wellbeing information available Share risk assessments with families and signpost them to website for more information- communication via School Ping and Newsletter	•	All risk assessments updated on website and sent via School Ping		Claire James Sarah O Cuong Trinh	
Tackling non- Attendance.	•	Vigorous application of the Attendance Policy.	•	Attendance. Ensure Parents feel reassure, increase communication via School Ping app, Marvellous Me and telephone. Overcoming language barriers and invest in translator to help support post Covid school attendance Attendance prizes. Class attendance prizes, bubble attendance prizes	£100- prizes £400- translator	Sarah Dawkins Michael Patient	Increased confidence and attendance to ensure all attendance is above 95%
					1	Fotal budgeted cost	£11,300
TOTAL						£46,812.20	