

Covid Catch-Up Funding Strategy

1. Summary information						
School	Reynolds Academy					
Academic Year	2020-21				Total Catch-Up budget	£31,440
Total number of pupils eligible for catch-up funding in Reception to Year 6 (at time of October 2020 census)	375	No. of pupils eligible for PP	70/90	Date for next internal review of this strategy	July 2021	
		No. of vulnerable children, inc. LAC, CP, CIN and EH	16			
		No. of SEND children	26			

2. Barriers to Learning caused directly or exacerbated by the Covid crisis	
Concerns should reflect both in-school and externally identified barriers to learning	
A.	Baseline data completed in September 2020 shows starting points are significantly lower than would be expected across all year groups.
B.	For those children in exam year groups, baseline data indicates that SATs attainment and progress outcomes might be lower than would be expected, when measured against prior data.
C.	Children in Reception generally have lower starting points than the national average. Our current cohort, alongside children in Nursery lack the very basic social and emotional skills, enhancing the difficulty of delivering the basic Early Learning knowledge and skills.
D.	The bubble system, whilst presenting some advantages, has meant a change to our system of setting. Consequently, there is a far wider range of ability groups within English and Maths classes in Year 6, presenting challenges when trying to fully support all children. For example, one Year 5 class has abilities ranging from lower Year 2 to Year 5 children working at greater depth.
E.	Fluctuating attendance for individuals or whole bubbles causes disruption to education and further widens gaps for individuals/classes.
F.	Staff absences, across all sectors, resulting in interruptions to the delivery of a consistent curriculum.
G.	A significant increase in the number of children/families needing emotional and mental health support, in relation to previously identified and new children/families.
H.	Difficulties in working as closely with some external agencies to deliver support e.g. Young Minds Matter who normally deliver workshops to parents.
I.	Inconsistency and/or lack of technology for some families to support with remote learning.
J.	Restrictions caused by Covid, preventing, to an extent, the delivery of aspects of the wider curriculum, particularly in relation to personal development and enrichment activities.
K.	The delivery of interventions, both academic and for SEMH, is more challenging due to staffing issues and the inability to cross bubbles (e.g. delivering an anger management intervention to 4 pupils from different bubbles).
L.	Lack of support from some parents, resulting in poor attendance and/or a lack of engagement with remote learning.

M.	Significant reduction in opportunities to engage parents in children's learning e.g. shared learning afternoons; assemblies; concerts; face to face meetings.
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3. Planned expenditure (potential ideas and possibilities at this stage, to be discussed)

Academic year	2020 – 2021
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The headings below enable schools to demonstrate how they are using the catch-up fund to address the identified barriers to learning, with a particular focus on addressing academic gaps created by the period of lockdown and the ongoing issues created by the Covid crisis.

Chosen action / approach	What is the evidence and rationale for this choice?	Desired outcome, including reference to any identified barriers to learning	Who will lead this and when will it be initially reviewed.	Identify any cost implications to be supported through the catch-up funding
Identify further packages for delivering remote learning e.g. Microsoft Teams	<ul style="list-style-type: none"> • Frog inaccessible for families who mainly access using a phone. • Frog does not provide facilities for teaching remotely 'live.' • Teams provides far greater opportunities, enabling pupils to access packages such as Word and PowerPoint. 	Support 2E; 2F; 2I <ul style="list-style-type: none"> • Allow teachers to deliver lessons from home, for example, if they are self-isolating. • Provide pupils and families a wider range of programmes for them to access from home. • Provide greater opportunities for pupils to access remote learning through a wider range of hardware. • Ensure children who are not in school, can be taught as closely to normal, as possible. • Ensure children have opportunities for daily live interaction. 	CEO Kevin Blake Andy Clark Rebecca Scott Justin Bateman July 2021	Software package, cameras and microphones have been purchased separately but not taken from Catch-Up fund.
Investigate further resources to support the teaching of reading to enhance learning and support children	<ul style="list-style-type: none"> • Baseline data (September 2020) shows that children's starting points are lower than they would be normally. 	Support 2A; 2B; 2C; 2D <ul style="list-style-type: none"> • Support children with their reading development, particularly those identified as being particularly behind. • Create additional strategies to promote a love of reading. 	Rebecca Scott Alison Stephenson Abigail Smith Helen Rushworth July 2021	Bug club subscription for Years Reception to 6 (£1425.98)

<p>with accessing the whole curriculum.</p>	<ul style="list-style-type: none"> • The lockdown period has led to a severe interruption and lack of direct teaching for the majority of pupils. • Preparing pupils in SATs year groups is more challenging as teachers have the same quantity of knowledge and skills to cover in a shorter time frame. However, there has been no indication that national tests will be amended in any way for summer 2021. • Usual incentives such as the Reading Challenge have been interrupted. • January lockdown has meant more time where children are not accessing their normal education, although advances made in remote learning have made a significant difference in trying to make learning as normal as possible. 	<ul style="list-style-type: none"> • Pupils in SATs year groups to achieve, at least, their expected outcomes. • Participation in a research project delivered by Kyra Teaching Schools with a focus on improving reading for disadvantaged pupils. • Close the gaps as quickly as possible. • Provide children with books that capture their interests and are closely linked with their phonic and vocabulary knowledge. 		<p>Reading Books from EYs to Y6 to supplement existing reading scheme (£10,962)</p> <p>Whole class sets of books (£6000)</p> <p>Subscription to Spelling Shed (£600)</p>
<p>Investigate further training and resources to support the teaching of mathematics to enhance knowledge and skills.</p>	<ul style="list-style-type: none"> • Baseline data (September 2020) shows that children's starting points are lower than they would be normally. • The lockdown period has led to a severe interruption and lack of direct teaching for the majority of pupils. • Preparing pupils in SATs year groups is more challenging as teachers have the same quantity of knowledge and skills to cover in a shorter time frame. However, there has been no indication that national tests will be amended in any way for summer 2021. • We recently moved to using a new Maths package, White Rose Mathematics – whole staff external training was cancelled due to 	<p>Support 2A; 2B; 2C; 2D</p> <ul style="list-style-type: none"> • Support children with their development of mathematics, particularly those identified as being particularly behind. • Invest in an additional training programme that supports staff with the delivery of teaching through bar modelling. • Pupils in SATs year groups to achieve, at least, their expected outcomes. • Select a member of staff dedicated to overseeing the delivery of bar modelling training. • Close the gaps as quickly as possible. 	<p>Rebecca Scott Jacqui Dale Charlotte Burley</p> <p>July 2021</p>	<p>Bar Modelling training package (£298 for an annual subscription)</p> <p>Numicon resources for 1:1 and group intervention (£1900)</p> <p>Various resources to support the teaching of mastery</p>

	lockdown, which focused on bar modelling.			curriculum in maths including Bar Modelling (£1003)
Resources to support Y6 children to catch up with missed learning and provide additional support at home for SATs preparation.	<ul style="list-style-type: none"> The lockdown period has led to a severe interruption and lack of direct teaching for the majority of pupils. Preparing pupils in SATs year groups is more challenging as teachers have the same quantity of knowledge and skills to cover in a shorter time frame. However, there has been no indication that national tests will be amended in any way for summer 2021. 	<p>Support 2A; 2B; 2C; 2D</p> <ul style="list-style-type: none"> Pupils in SATs year groups to achieve, at least, their expected outcomes. Pupils to be provided with extensive resources to be used in school and at home to ensure that children without access to computers or technology are still able to complete tasks. 	<p>Rebecca Scott Jacqui Dale Ben Holmes</p> <p>July 2021</p>	<p>CGP Revision Materials</p> <p>£1651.50</p> <p>Resources purchased before announcement on testing.</p>
Participate in the Nuffield Early Language Intervention Programme to support the delivery of basics skills to identified Early Years children.	<ul style="list-style-type: none"> Traditionally, children who join Reynolds Academy have lower starting points than the national average. For many pupils this year, their first experience of education started in September 2020, as many had not attended nurseries and if they had, not for a sustained period. As a consequence, starting points for many, are very low and many lack basic social and emotional skills to support their learning and early development. New resources will help us to meet the requirements of the new Early Learning Goals. 	<p>Support 2A; 2B; 2C</p> <ul style="list-style-type: none"> Further use of Tapestry will support teaching, assessment and identification of gaps. Participate in the Nuffield Early Language Intervention Scheme to support identified children. Where possible, additional staff have been used to support the Early Years team. 	<p>Helen Rushworth Rebecca Scott</p> <p>July 2021</p>	<p>NELI package would be fully funded.</p> <p>A wide range of general teaching resources to support development in all areas. (£873.12)</p> <p>Subscription to Phonics Bug (£375)</p>
Ensure daily intervention sessions are taking pace, where feasible within the bubble system to support both academic	<ul style="list-style-type: none"> Baseline data (September 2020) shows that children's starting points are lower than they would be normally. Gaps are significant for identified pupils and groups of pupils. 	<p>Support 2A; 2B; 2C; 2G</p> <ul style="list-style-type: none"> Full programme of interventions in place. Provision maps clearly identify barriers to learning for individuals. 	<p>Rebecca Scott Lisa Waring</p> <p>July 2021</p>	<p>TBC – cost for new intervention programmes with a focus on mental</p>

and pastoral needs, with a particular emphasis on mental health and well-being.	<ul style="list-style-type: none"> • A programme of interventions is normally in place and support is even more necessary due to missed education. • SEMH needs are normally significant and are even more apparent since the September return. 	<ul style="list-style-type: none"> • Staff provided with data analysis to help assess gaps and area of focus. • Academic gaps narrow. • Children are supported with the SEMH needs. 		<p>health and well-being.</p> <p>Lego sets for Lego intervention £500</p>
Consider additional interventions, possibly to take place in after school sessions for identified pupils/groups.	<ul style="list-style-type: none"> • As above. • Staffing restrictions due to Covid mean that the delivery of the necessary interventions throughout the day may not be possible. • Some pupils need greater support for both academic and emotional needs than can be offered during a normal school day. 	<p>Support 2A; 2B; 2C; 2G</p> <ul style="list-style-type: none"> • Full programme of interventions in place. • Provision maps clearly identify barriers to learning for individuals. • Staff provided with data analysis to help assess gaps and area of focus. • Academic gaps narrow. • Children are supported with the SEMH needs. 	<p>Rebecca Scott Lisa Waring</p> <p>July 2021</p>	<p>Costs of paying staff for additional sessions, including TAs (this could potentially be a significant proportion of the additional funding).</p>
Attendance procedures continue to be followed to lessen the impact of Covid, as far as possible.	<ul style="list-style-type: none"> • Pupils have missed a significant amount of education. • Individuals and groups continue to have their education disrupted through incidents of self-isolation. • Some families are reluctant to send their pupils to school through fear. • Some families are not engaging with the school and are not sending their children to school, against government directives. • Gaps are widening significantly for some individuals. 	<p>Support 2E; 2L</p> <ul style="list-style-type: none"> • Attendance procedures are followed. • Additional support has been given to identified families. • Remote learning is in place for children who have to self-isolate. • The EWO still works closely with identified families. • Parents have been made aware of government guidelines. 	<p>Emma Owen</p>	<p>No specific additional costs</p>
Ensure, where possible, all external agencies are supporting identified individuals.	<ul style="list-style-type: none"> • We already have a significant number of children with additional needs. • In some cases, these needs have increased. • More children are being identified. 	<p>Support 2G; 2H</p> <ul style="list-style-type: none"> • Existing mechanisms and protocols are used to ensure identified children continue to be fully supported. • Procedures are in place to identify any additional children with needs. 	<p>Rebecca Scott Lisa Waring</p> <p>July 2021</p>	<p>No specific additional costs.</p>

	<ul style="list-style-type: none"> External agencies are not able to meet with individuals as easily as before, if at all. 	<ul style="list-style-type: none"> Technology is in place to allow staff and pupils access to external agencies via Microsoft Teams. There is regular contact with specific groups such as Fortis and Children's Services. New groups are identified to work with to support areas such as mental health, for example, COMPASS. 		
Ensure parents are engaged in their children's education to support their learning.	<ul style="list-style-type: none"> There are currently no opportunities for parents to come into school to take part in activities that would normally help engage them and encourage their children. For example: shared learning afternoons; celebration assemblies; SATs workshops; Phonics workshops. This is an area we have worked extremely hard to promote. For many pupils, this lack of support will have a detrimental impact on their education. 	<p>Support 2J; 2M; 2L</p> <ul style="list-style-type: none"> Parents are contacted in October as an alternative to the normal parent consultation evening. Frog revised to make it more pupil/parent friendly. Resources created for parents via Frog to ensure they are aware and use the messaging service. Communication is very regular with parents via letters to be published on the main website. Parents of children who are not engaging in lessons (or remotely) are regularly contacted by teachers/SLT. Devices to access remote learning have been provided where needed. 	<p>Rebecca Scott Lisa Waring Helen Rushworth</p> <p>July 2021</p>	No specific additional costs.
Organise and co-ordinate a programme of enrichment to support wider personal development and help promote a love of learning.	<ul style="list-style-type: none"> This was a key area for development last year which was very successful. External competitions, including sport cannot take place. External visitors cannot deliver workshops. Interaction between large numbers is not possible due to bubbles. 	<p>Support 2J; 2M; 2L</p> <ul style="list-style-type: none"> Star of the Week assemblies to happen via Teams. After school clubs will have taken place within bubbles. The wider curriculum has continued to promote a love of learning, through specific events. Frog has celebrated great successes and achievements for pupils and parents. 	<p>Rebecca Scott Lisa Waring Helen Rushworth Alison Stephenson Daniel Coulling</p> <p>July 2021</p>	No specific additional costs.

		<ul style="list-style-type: none"> • The website is used to celebrate events and successes through the news sections. • Key events have been supported and participated in such as Children in Need; Anti-Bullying Week; UK Parliament week. • Parents have been regularly informed through the website and letters. • Gaps continue to narrow. 		
			Total Allocation of funds so far	£26,238
			Please note, as stated this is under constant review and will be updated on a regular basis as and when relevant).	