

Codicote C of E Primary School



School information

School	Codicote C of E Primary		
Academic Year	2020-21	Catch-Up Funding Received 2020-21	Provisional: £19,680
Total number of pupils	277	% Disadvantaged Pupils	6%

Contextual Information (if any)

Teachers provided online and paper based learning throughout lockdown. All children were provided with log on details for a range of different online learning platforms, including purple mash and Google classroom. Opportunities for social interaction and sharing work and ideas, alongside explanations given by staff were offered via google classroom. For younger children, packs including daily tasks, along with the resources needed were provided. Where children were not accessing online resources, other options, such as paper copies were provided. Weekly staff meetings identified children doing particularly well with home learning, those who needed extra support and those we needed to contact directly.

Regular emails were sent to families to provide information about the work set for the class, to provide information and support for families and to communicate events such as the weekly 'book swap'. A daily letter to the children was published on the website.

Summary of Key Priorities

A.	<ul style="list-style-type: none"> • Ensure that gaps in learning – skills, knowledge and understanding – not taught due to school closures are identified and addressed in planning, to provide a secure base for new learning. • Identify key skills and knowledge which need to be addressed quickly, to scaffold future learning in literacy and maths.
B.	<ul style="list-style-type: none"> • Identify groups of children needing additional support to address gaps in learning and understanding. • Identify individuals who require individual/very small group teaching , prioritise order and allocate staff. • Identify children with individual gaps due to missing content – screening, ill health etc and provide an individual programme to address gaps.

	<ul style="list-style-type: none"> Plan appropriate interventions for each group.
C.	<ul style="list-style-type: none"> Ensure high standards of presentation, overtly explaining and modelling presentation expected, including success criteria at the start of each task. Build in additional handwriting practice to ensure correct letter formation, size and orientation.

Summary of Expected Outcomes	
A.	Children's pace of learning accelerated so that they are able to resume their learning at their expected key stage/level by the end of the school year. Any children identified as not meeting this expectation are further targeted for intervention.
B.	Children who will be expected to undertake formalised assessment over the year to have the support to close any gaps that have occurred to ensure they are ready to approach their testing with confidence. The school expects, over the course of the year, to be able to guide the children to a point where outcomes are broadly in line with expected progress and attainment, in relation to prior achievements at national benchmarks.
C.	A high standard of presentation enables children to record work quickly, efficiently and accurately. Correct handwriting formation enables children to write neatly and at length.

STRAND 1: TEACHING AND WHOLE SCHOOL STRATEGIES							
Element of Strand	Action/Strategy	Target children	Expected Impact	Staff lead	Monitoring:	Cost School Budget	Cost National Funding
Quality first teaching	Identify aspects of knowledge, skills and understanding not taught due to school closure, in each curriculum area, and ensure these are included in mid term curriculum plans, prior to new learning.	Across all classes	Skills, knowledge and understanding are included/consolidated/re-taught to ensure curriculum is built on secure foundations. Children will be making secure progress, building on a logical, sequential learning	Teachers & Subject Leaders	Monitoring of planning Lesson observations Outcomes in recorded work Outcomes in assessments.	PPA £1,000 release time – subject leads	

STRAND 1: TEACHING AND WHOLE SCHOOL STRATEGIES							
Element of Strand	Action/Strategy	Target children	Expected Impact	Staff lead	Monitoring:	Cost School Budget	Cost National Funding
	Identify key skills and knowledge which need to be addressed quickly, to scaffold future learning in literacy and maths. Use time, such as during 'soft starts' to practise and consolidate key skills.		sequence, with consolidation and re-enforcement. High levels of engagement within lessons.				
Support within lessons	Identify children who need group/individual support in order to access class teaching and independent learning activities. Allocate staff within lessons to provide pre-teaching, precision teaching, vocabulary teaching, and small group teaching/support. Provide additional precision teaching within school day	Individual and group target children	All children able to access whole class teaching and independent learning activities at the appropriately differentiated level.	SLT	Learning walks, lesson observations, planning review, work scrutiny, review of target set, discussion with children.		£2,000
Presentation	Focus on making expectations of presentation clear and explicit – increased modelling in preparing tasks.	All children	Children's work is presented neatly, to an agreed format, to enable increased accuracy and precision in recorded work.	SLT	Observations of children's work.		

STRAND 1: TEACHING AND WHOLE SCHOOL STRATEGIES							
Element of Strand	Action/Strategy	Target children	Expected Impact	Staff lead	Monitoring:	Cost School Budget	Cost National Funding
	Revision, practice and consolidation of handwriting formation and joins.						
Emotional well-being and Support	<p>EYFS focus on prime areas to ensure children are ready for their next stage of learning. Focus on enabling children to manage waiting for and sharing adult attention and managing needs independently as appropriate to age of children.</p> <p>PSHE programme to include focus on resilience, managing change, coping with unexpected change, reflecting on positive outcomes, managing feelings during school closures and returning to school.</p>	All children	<p>Children are confident and successful in accessing all aspects of learning and the curriculum. They have the skills they need to operate independently in the learning environment and are able to share the time and resources, including adults within the setting.</p> <p>Children are able to reflect on their experiences and feelings and able to articulate them in words and drawings, identifying their personal successes and achievements and strategies they have developed in managing uncertainty and change.</p>	Teachers & PSHE leads	SLT to construct curriculum and to ensure this is being utilised during the initial return period. This will be done via the monitoring calendar.		
Total budgeted cost for Strand 1						£1,000	£2,000

STRAND 2: TARGETED SUPPORT							
Element of Strand	Action/Strategy	Target children	Expected Impact	Staff lead	Monitoring:	Cost School Budget	Cost National Funding
Small group/1-1 interventions before or after school day	Targeted interventions - small group/1-1 delivered by trained staff to address any gaps in learning, accelerate progress and promote confidence.	Children across the identified as needing support in English and/or Maths. (EYFS prime areas)	Targeted programmes directly linked to specific aspects of learning individual children have missed/insecure understanding of will enable them to access whole class teaching and build learning on secure foundations. Children will have targeted supported outside of school hours to enable gaps in learning to close and progress be made.	Head & Deputy	Benchmarking at start and end of programme to identify and measure progress. Assessment outcomes. Ability to use skills and strategies learnt in class situations and independent learning activities. Learning walks. Moderation Tracking of interventions using Provision Map Work in class/books to show application Pupil progress meetings		£14,500
Support for social, emotional,	1-1 mentoring support programmes for identified children	Pupils from across	Children's individual social, emotional, mental health needs addressed/supported to enable		SDQ start and end of intervention to measure progress		£1,000

STRAND 2: TARGETED SUPPORT							
Element of Strand	Action/Strategy	Target children	Expected Impact	Staff lead	Monitoring:	Cost School Budget	Cost National Funding
mental health	– from home and at school Referrals to outside agencies Resources (as required)	the school identified as requiring support	successful learning. Children confident in accessing learning opportunities and those in the wider work of the school as they become available.		Discussions with staff/families before, during and after intervention to measure progress.		
Total budgeted cost for Strand 2							£15,500

STRAND 3: ACCESS TO LEARNING WITHIN AND BEYOND THE SCHOOL DAY							
Element of Strand	Action/Strategy	Target children	Expected Impact	Staff lead	Monitoring:	Cost School Budget	Cost National Funding
Access to technology	Identify barriers to overcome in order to access online learning. Provide information, advice and resources to overcome this.	Year 1 to 6	Children are able to access additional home learning opportunities.	IT Leads – KB & SM	Discussions with parents and children Engagement levels		£2,200
Logins for Timetables Rock Stars, Mathletics, and other educational	Parents sent their child's logins to ensure access can be gained at home to enhance and consolidate learning.	All children	Targeted home learning set to children's/groups of children's needs. Parents able to assist child with access and support home	KB & SM	Ensure children have access to resources and monitor completion of work, quality and standard of work set on		

STRAND 3: ACCESS TO LEARNING WITHIN AND BEYOND THE SCHOOL DAY							
Element of Strand	Action/Strategy	Target children	Expected Impact	Staff lead	Monitoring:	Cost School Budget	Cost National Funding
resources for home use	Ensure every child has logins and parental access where required.		learning.		learning platforms.		
Further develop home/school partnership by identifying ways in which parents can support their children's catch up programme at home.	Provide home learning resources targeted at areas for development, to ensure parents have the information they need to help their children at home. Monitor completion and consider additional opportunities within school for those not completing activities at home.	All children	Children complete activities at home to consolidate learning at school.	SLT	Monitor impact of home learning on development of knowledge, skills and understanding.		
Curriculum guides and maps	Information to be sent out in booklet form regarding the curriculum for each year group, how parents and carers can support their child	All year groups	Parents to be able to assist and facilitate better at home with key knowledge of how assessments will work and what is expected of the children.		Parents to be sent booklets/fact sheets by the end of September [these will also be uploaded to the website]. Impact to be		

STRAND 3: ACCESS TO LEARNING WITHIN AND BEYOND THE SCHOOL DAY							
Element of Strand	Action/Strategy	Target children	Expected Impact	Staff lead	Monitoring:	Cost School Budget	Cost National Funding
	with their learning at home.				evaluated through the test scores that children are achieving and conversations with parents at parents evening.		
Total budgeted cost for Strand 3							£2,200

Financial Summary

	Cost School Budget	Cost National
	£1,000	£19,700
Total budgeted cost for all strands		£20,700