



Monega Primary School

COVID-19 Spend Plan 2020-2021

COVID-19 Grant Funding Strategy Statement 2020-2021

1. Summary information					
School	Monega 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 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 support guide for schools with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.

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 to 2021. This will provide further guidance on how schools should implement catch-up strategies when they return in September and supporting case studies to highlight effective practice.

Accountability and Monitoring

As with all government funding, school leaders must be able to account for how this money is being used to achieve our central goal of schools getting back on track and teaching a normal curriculum as quickly as possible. Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors and trustees should scrutinise schools' approaches to catch-up from September, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities, and ensuring appropriate transparency for parents.

The guidance on full opening sets out that Ofsted will conduct a programme of non-graded visits to some schools during the autumn. During these visits, inspectors will discuss how the school is bringing pupils back into full-time education – this may include plans schools have to spend their catch-up funding.

Ofsted plans to resume routine inspections in January 2021, with the exact timing being kept under review. When routine inspections restart, Ofsted will make judgements about the quality of education being provided, and that will include how leaders are using their funding (including catch-up funding) to ensure the curriculum has a positive impact on all pupils.

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

87%

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.

i. Quality of teaching for all

Action	Questions to consider/approaches:	How will you achieve it?	Costs	Staff Lead	Impact/Outcomes for Pupils
High-quality teaching for all	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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. 	<p>£18,433.20 <i>X2 days AT team teaching/ support</i></p>	<p>Adam Terry Michael Patient Claire James Katie Ives</p>	<p>Quick return to previous standards of learning</p> <p>Increased oracy e of their own thinking/ learning and the management of this</p> <p>Accelerated progress of sounds and spelling.</p>
Effective Assessment Baseline	<ul style="list-style-type: none"> Identify what learning has been lost or misunderstood Balance between standardised assessment and classroom-based formative assessment? 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Remote Learning Adhere to evidence based approaches to remote learning from EEF findings <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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	<p>Saira Soobye Cuong Tring</p> <p>Class teachers, CJ to collate</p> <p>Claire James Sarah O</p> <p>Nazreen Farooq Fatema Raja</p>	<p>Pupils fully competent in accessing google classroom consistently</p> <p>The amount of devices within vulnerable families increases</p>

Professional development for all Teaching Staff	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<i>Story telling CPD- already added below</i>	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
Total budgeted cost					£17,232.20
ii. Targeted academic support					
Action	Questions to consider/approaches:	How will you achieve it?	Costs	Staff lead	Impact/Outcomes for Pupils

<p>High quality one to one and small group tuition.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 	<p>£400</p> <p>£2,880</p> <p>£15,000</p>	<p>Michael Patient Katie Ives</p> <p>Katie Ives</p> <p>Katie Ives & Claire James</p> <p>Katie Ives</p> <p>Michael Patient</p> <p>Year 6 teachers and Farhana</p> <p>Claire James Jazz Tathgar Paul Pritchard Terence Sumpter</p>	<p>Accelerated progress for identified groups to meet age related expectations and beyond</p>
Total budgeted cost					£18, 280

iii. Wider Strategies

Action	Questions to consider/approaches:	How will you achieve it?	Costs	Staff lead	Impact/Outcomes for Pupils
<p>Supporting pupils' social, emotional and behavioural needs.</p> <p>This may include:</p>	<ul style="list-style-type: none"> 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 assemblies in classes Staff subject knowledge on pupils wellbeing and mental health- CPD 	<ul style="list-style-type: none"> 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 anxious CPD delivered by PSHE lead 5.10.20 Tender CPD booked 28.10.20 	<p>N/A</p> <p>N/A</p> <p>N/A</p> <p>£950</p>	<p>Claire James</p> <p>Hannah Wickens Claire Clinton?</p> <p>Claire James</p>	<p>Pupils will transition back into new classes well</p> <p>Teachers and staff to have a stronger practical understanding of to support pupils wellbeing</p>

	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • All risk assessments updated on website and sent via School Ping 		Claire James Sarah O Cuong Trinh	
Tackling non-Attendance.	<ul style="list-style-type: none"> • Vigorous application of the Attendance Policy. 	<ul style="list-style-type: none"> • Attendance. Ensure Parents feel reassured, 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%
Total budgeted cost					£11,300
TOTAL					£46,812.20