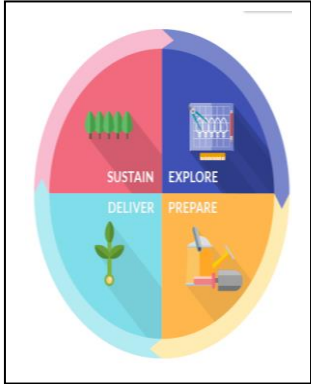


COVID Catch Up Funding: Kingfisher Primary School

Content	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. We know that we have the professional knowledge and expertise in the education system to ensure that children and young people recover and get back on track. Returning to normal educational routines as quickly as possible will be critical to our national recovery. The government has provided some extra funds to support our pupils learning.
Aim	School is committed to ensuring the recovery of the education for the children within our setting. The teaching and learning team will support pupils in line the guidance on curriculum expectations for the next academic year. To ensure that the school makes the best use of the funding the senior leadership team have consulted external documentation such as those published by the Education Endowment Fund or EEF e.g. 'COVID 19 Support Guide for Schools' and 'A Tiered Approach to 2020-21'.
Allocation	£80 per pupil Number of children on roll 119 so that total is £9520. The allocation is paid in three tranches
Risk	1) An opportunity to continue to attend school with interruption and consistency due to further COVID outbreaks 2) Full attendance for individual children due to the nervousness of individual families 3) The gap between families which was present before COVID 19 has now increased. Vulnerable families are more vulnerable, and the inequality of opportunity has increased 4) Although we have all experienced the pandemic, the journey that we have had through it will be very different 5) As yet we do not know the full fallout for families e.g. the impact of local redundancy and job losses 6) Identifying too many areas to focus on and not being focused to the main areas that need addressing within our school 7) Implementing the new approaches in the midst of routines that are already embedded within the school 8) Change will not be sustainable due to the workforce within school becoming sick 9) A lack of shared understanding across the teaching and learning team leading to an inconsistent approach 10) Data used to inform decisions made will not be robust and rigorous to inform reliable teacher assessment 

Description of intervention/ provision	For all subject areas, there will be additional targeted tuition for any child whose learning has been affected by Covid-19 to ensure accelerated progress. 1. Year 1 pupils' phonetic knowledge: September baseline showed that some pupils were below the expected level for the end of Reception due to lockdown and time missed in school. <i>Additional intervention for target pupils to ensure the gap in knowledge closes.</i> 2. Reading – Additional interventions and classroom support to ensure children's decoding and comprehension are at are related expectations. 3. Maths – Additional interventions and classroom support to ensure children's knowledge of key concepts are secure. 4. Writing – Effective support for targeted groups focussing on handwriting and spelling. 5. SEND – Targeted support for SEND pupils through additional classroom support and interventions. 6. EAL – Targeted support for EAL pupils through additional classroom support and interventions to ensure key language and vocabulary is secure. 7. Additional release time for teachers to adjust planning, plan effective interventions and provide high-quality remote learning when required. 8. Increased investment in technology e.g. Apps, subscriptions will support children in their learning both in school and remotely.
Intended Outcomes	At Kingfisher Primary School, our aim is for all children to meet their end of year outcomes despite the interruption of Covid-19 to their education. All children to meet end of year outcomes. No child left behind.
How impact will be measured	Progress and attainment will be monitored closely through outcomes in books and assessments. Summative assessment: Half-termly/Termly/End of Year Assessments/Phonics Screening. Formative Assessment: Reading ability, application of phonics to spelling and writing.
Impact of Intervention	• Year R – 77% Achieved GLD • Year 1 – 93% Passed Phonics Screening • Year 2 – 97% Passed Phonics Screening • Year 2 – 86% RWM Age Related Expectations • Year 2 – 23% RWM Greater Depth