

COVID-19 Grant Funding Strategy Statement 2020-2021

1. Summary information					
School	North Beckton				
Academic Year	2020-2021	Total budget	£40'000	Date for internal review of this strategy	Start of Spring Term

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.

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"> • Explicit, focussed teaching following assessment • Scaffolding • Cognitive and meta-cognitive strategies • Flexible groupings 	<ul style="list-style-type: none"> • One AHT out of class to support with team teaching and planning across the school. • NQT/trainee-teacher mentor to support with gaps from missed training. • TTLT PE staff to support with team teaching of outdoor lessons to increase staff confidence in this area. • Undertake training for use of CLPE reading programme and purchasing of necessary quality text to go along with this. 	<p>£5000</p> <p>£3000</p> <p>£1000</p>	<p>LH</p> <p>LH</p> <p>BK</p> <p>BK/LH</p>	
Effective Assessment Baseline	<ul style="list-style-type: none"> • What learning has been lost or misunderstood? • What new knowledge and experiences have been gained? • Should we re-teach to a whole group or move on? • What is the right balance between standardised 	<ul style="list-style-type: none"> • Baseline in class assessments for pupils upon returning. • Use of FFT programme (after relevant training) to monitor progress and highlight gaps over the year. 	<p>£1000</p>	<p>BK</p> <p>BK</p>	

	assessment and classroom-based formative assessment?				
Supporting Remote Learning	<ul style="list-style-type: none"> • What remote learning has been put in place? • How do school practices align with evidence based approaches to remote learning – 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"> • Transition school systems over to correct domain and then re-establish all stake holders onto google drives and google classrooms. • Purchasing of additional webcams, chromebooks and internet dongles to support all in being able to access appropriately. • Training time for teachers and support staff in zoom and google classrooms. • Purchasing of CGP books and exercise books for across the school for lock-down/self-isolating situations. 	<p>£1000</p> <p>£3000</p> <p>£2000</p>	<p>AH</p> <p>AH</p> <p>AHTs</p> <p>BK</p>	
Total budgeted cost					£16'000

ii. Targeted academic 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.	<ul style="list-style-type: none"> Some pupils need high quality, structured, targeted interventions to make progress, even after high quality first teaching. Sessions could be 15-45 minutes, 3-5 times per week – maintained over a sustained period of time 8-12 weeks? How are pupils chosen? What is the timescale for tuition? What support programmes are the school using? How is support aligned to everyday classroom practice – connections are made between the interventions and the classroom teaching. Have you considered how to support the pupils when they have completed the intervention cycle? 	<ul style="list-style-type: none"> Additional well-qualified reading teachers in years 1/2 for daily interventions. All year groups to offer small group interventions after school in reading and maths for targeted children; 6 week blocks of interventions. All classes to have own TAs to reduce cross-bubble working; this means additional afternoon interventions can take place as a follow-on to daily English/maths lessons. Additional daily SEN bubble with 2 teachers and 5 members of support staff to support these pupils in catching-up on all missed learning swiftly. 	<p>£3000</p> <p>£6000</p> <p>£3000</p> <p>£5000</p>	<p>BK</p> <p>AHTS</p> <p>AH</p> <p>MO</p>	
Total budgeted cost					£17'000

iii. Wider Strategies					
Action	Questions to consider/approaches:	How will you achieve it?	Costs	Staff lead	Impact/Outcomes for Pupils
Supporting pupils' social, emotional and behavioural needs.	<ul style="list-style-type: none"> Assess upon children's return where additional support will be needed Flexible approach to daily Time 4 Us lessons to consider any issues that may arise. Review systems for referrals for pupils requiring additional support. 	<ul style="list-style-type: none"> Daily Time 4 Us lessons Weekly class assembly rewards Outreach opportunities from external providers such as drama workshops and Fairplay House team building days 	£2000	VK AH	
Communicating and supporting parents	<ul style="list-style-type: none"> Clear plan for communication with families across the academic year. Targeted support for hard to reach families. Personalised messaging for parents. 	<ul style="list-style-type: none"> Purchasing Home School Communication Books to be used across the school as first line of contact with teaching staff Zoom welcome meetings at the start of term. Relevant Zoom training sessions; build in cover costs. Distribution of school uniform, book bags and PE kit for families struggling to afford new equipment. On-going weekly newsletters to provide up to date information. 	£1000	BK AHTs MO AH	
Protective Safety	<ul style="list-style-type: none"> Purchase equipment in line with guidelines to provide a 	<ul style="list-style-type: none"> Additional sanitizer station wall furniture 	£1000	TM	

equipment	Covid 19 safe environment within school	<ul style="list-style-type: none"> • Perspex screens for reception area • Perspex screens in class to enable phonic/reading interventions • Purchase hand sanitizer regularly • Additional soap, paper towels, foot bins purchased. • Additional full time in school cleaner employed. • Painting of lines for one way system. • Purchasing cones and barriers for one way system. • Purchase temporary retractable barriers for serving lunches behind • Additional heating costs resulting from having to keep windows open in main buildings 		TM TM TM TM TM TM TM	
Dedicated full time first aid provision	<ul style="list-style-type: none"> • Need adopt secure and consistent procedures relating to students showing symptom of Covid 19 and those returning from self-isolation 	<ul style="list-style-type: none"> • Additional hours for first aid trained staff • Addition training in Covid 19 practice • More first aid equipment bought such as infra-red thermometer. 		BK BK BK	
Additional non-teaching staff for lunchtime supervision of individual bubble groups.	<ul style="list-style-type: none"> • Clear systems in place to enable safe and staggered lunch time provision of meals • Contingency planning for staff absence 	<ul style="list-style-type: none"> • Extending hours of current lunch time supervision staff • Additional lunch time supervision staff employed • Signage and space markers to encourage social distancing 	£2000	BK BK BK	

		measures.			
Total budgeted cost					£7000

