



St. Nicholas' Primary and Nursery School

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LIVE, LOVE LEARN and BE HAPPY

For the school year 2020-2021, the government announced that it was providing additional funding to help support children whose learning had fallen behind due to the coronavirus pandemic. Schools have been allocated £80 per child, based on the October 2020 census giving our school a total of £32,320

Autumn 2020: £7840, Spring 2021: £11,020, Summer 2021: £13,460 = Total: £32,320 (£80 per pupil split into £18,860 paid between Sept 2020 and March 2021 and £13,460 paid in May 2021).

Schools can use this funding in a way that suits their cohort and circumstances and for specific activities which will help children catch up on missed learning. The government states that there should be a particular focus on disadvantaged and vulnerable children who will have been most affected. At St Nicholas' Primary School, careful thought was given to how to utilize this funding in the best way for our children. We took into consideration the research and advice put forward by the Education Endowment Fund (EEF). The main elements key to us were:

'Great teaching is the most important lever schools have to improve outcomes for their pupils.'

'Ensuring the elements of effective teaching are present in remote learning e.g. explanation, scaffolding, practice and feedback.'

'Standardised assessments in literacy or numeracy might be used to identify pupils who would benefit from additional catch-up support.'

We already had in place an excellent focus on well-being with a fully equipped well-being room (funded by FONs) and full time behaviour and emotional support assistants

We also have a home-school link worker who throughout lockdown had ensured that we regularly kept in touch with struggling families, supplying food and other additional support.

Staff were already proficient in the use of DoJo and google classroom as the best platforms for remote learning. Training for google classroom had taken place just before lockdown 1.

Autumn 2020:

Analysis of remote learning completed and shared with governors

A remote learning document was shared with parents highlighting 3 different scenarios of what would be provided in the event of there being another lockdown

The first term of school reopening focused on settling children back in and supporting them in their emotional and social development.

First catch up funding was received (see above)

Due to well-being support being in place, we therefore decided that the funding would be best spent in small learning groups, initially focusing on Maths and English, ideally led by existing teaching staff. Children would be grouped according to their specific skills gaps to start groups in January

Assessments identified pupils who had fallen behind alongside detailed group analysis to plan for teaching groups.

Identified skills gaps included:

Gaps in pupils learning in English: writing, including lack of detailed sentences, varied vocabulary and openers and in the pupils' reading skills they are struggling with inference questions and the ability to answer questions in full clear sentences. Gaps in the pupils' mathematical problem solving skills.

Limited parental contributions during remote learning time resulting in lots of misconceptions in the pupils' learning, poor concentration, focus and behaviour which is impacting on outcomes and low confidence and resilience impacting on positive attitudes and learning outcomes.

January to March 8th 2021:

Lockdown: remote learning provided and face-to face for vulnerable and key worker children.

Analysis to governors of numbers/engagement

March 8th:

School reopening and covid catch up groups started.

July 2021:

Impact of groups assessed – detailed analysis shared with learning committee

Analysis showed that the youngest of children and our children in the Communication, Interaction and resource Base had suffered the most due to lockdowns and bubble closures.

They needed high quality visual, interactive teaching and so four Prowise boards have been ordered to support them in their learning

Catch up Funding Spend to date:

EEF recommended strategy	EEF rationale	Action	Cost	Expected impact
One to one and small group tuition	Extensive evidence supporting the impact of high quality one to one and small group tuition as a catch up strategy.'	For teachers and cover supervisors to plan, lead and assess the 1:1 and small group tuition – assessment to be tracked and reported to governors	£2,396	Identified pupils will make good progress and reduce gaps caused by the lockdown.
Continuing to re-establish the routines of the classroom, and of school, will likely prove beneficial for pupils.	Supporting pupils' social, emotional and behavioural needs, primarily as part of good teaching, is likely to prove an effective strategy to support learning.	Additional time for home school link worker to work with children in early years	£1,912	Early Years children who had missed so much due to lockdowns and bubble closures, to feel confident and safe returning to school
Supporting great teaching	Great teaching is the most important lever schools have to improve outcomes for their pupils.	Four Prowise boards ordered for Early Years and the CIRB	£8,750	For catch up learning to accelerate