



Covid-19 Catch up Recovery Curriculum Planning for Expenditure, 2020-21

**Nanpean Community
Primary School
Nurturing Children's
Passion to Succeed**

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.

Contextual Headlines (October 2020)		
Context	School	Comment
NOR	168 Nanpean Nippers Nursery (on the school site).	One form entry with a PAN of 30, higher year groups have higher numbers of children per class.
Year Groups	EYFS – Year 6	7 Classes + on site Nursery
Disadvantaged (FSM + CIC)	41/168 children = 24.4%	National average is 24%. The school expects to receive £51,360 this year to be allocated to PP pupils.
GRT	2/168 = 1.2%	National average is <1%
EAL	0/168 = 0%	National average is 21%
SEND	41/168 = 24.4%	National average is 12.2%
EHCP	3/168 = 1.8%	National average is 1.3%
Deprivation	85.2% of pupils live within the most deprived 0-30% areas and 47.8% of pupils	National average for most deprived 0-30% areas is 32%. National average for most deprived 0-20% areas is 16%.

	live within the most deprived 0-20% areas.	
Attendance Absence Persistent Absence	97.08% Overall – 3.6% (1.55% Authorised and 1.37% Unauthorised) 16 (out of 169) children = 9.4%	National Expectation is above 96% National Expectation is below 4.0% National Average is 9.6% (from 2017-18 school year).

Approximate funding on the October (2020) Census Day: 168 (children on roll) x £80 (per child) = £13,440					
Focus Area	Actions	Timing	Finance / Cost	Monitoring (by SLT)	Expected Impact
Autumn Term: Whole Staff INSET days (September).	Academic expectations (such as Reading, Writing and Maths sequences and catch up planning) and expectations (in relation to Covid-19 and strict timetables) were discussed and shared with staff. These were shared via e-mail in July 2020.	2 x full days (6 hours each day) for all 10 TA's	12 (hours) x 10 (TA's) x £12.35 (per hour including on costs) = £1,482	Evident that timetables are being adhered to (SLT monitoring) - see Timetables and Recovery Curriculum Maps. Impact on Data (from NFER tests completed at the end of November).	Staff aware of timetables and expectations upon the full reopening of school.
Autumn Term: Issues with Attendance / Punctuality on the Return to School.	Provision of an extra day of Leadership time provided (as two half days) for SLT. The main focus of this is so there is continuous support available to families who are anxious about the return to school (following Covid-19 closures).	2 x ½ days per week	£180 per day (cost of supply cover) x 14 days = £2,520	Attendance actions in place daily (see flow chart for admin staff). Monitoring carried out with SWO (as part of SLA) at the end of each month.	During the Autumn Term, Attendance has remained high and above the National Average of 96%. One family have not returned to school and we are working with them accordingly. Persistent Absence (PA is below 90%

					attendance) is currently less than 10 children.
Prior low attainment is exaggerated by school closures.	Catch up sessions (based on previous school years Summer Term objectives) are planned. These Recovery Curriculum maps are available on the class pages section of our school website.	Autumn and Spring Term.	No additional cost as NFER tests were factored into budget as 'Curriculum' expenditure.	Impact on Data (from NFER tests completed at the end of November and March).	Continue to improve Headline Data (as had happened in 2019 and was predicted in 2020) to close the gap between school and national averages.
Prior low attainment is exaggerated by school closures.	Provide specific interventions to support children (in terms of anxieties (TIS based), Reading (a huge Curriculum focus) and precision teaching for basic skills in English and Maths).	All terms.	No extra cost (cost of Supervisory sessions (£25 per month) = £250 already factored into budget).	Information gleaned from Teachers completing Data, Progress and Intervention mapping meetings (and relevant assessment information document). See Intervention Timetables.	Interventions are initially reviewed weekly, to ensure the focus and target children is correct. They are then reviewed each half term. We expect strong progress (reflected in our internal Data) from these children. Children to show improvement in confidence.
1:1 Phonics tuition for Year 1 and 2 children who aren't 'working at (WA)' the expected standard. We recognise the importance of this as Phonics is the precursor to reading.	Provide Phonics tuition (1:1) for children who aren't 'working at' the expected standard. The number of children has been emphasised due to many children having not attended school for 6 months. This links to our work with the English Hub South West.	All terms.	2 (TA's) x 5 (hours per week) x 12 (weeks) x £12.35 (per hour, including on costs) = £1,482 (per term).	Half Termly RWI Phonics Assessment to track progress. See Intervention Timetables.	Interventions are initially reviewed weekly, to ensure the focus and target children is correct. They are then reviewed each half term. We expect strong progress (reflected in our internal Data) from these children. Children to show improvement in confidence.
1:1 or small group provision using online	Children identified in Autumn Term as requiring specific support, due to	Spring and Summer Term.	£200 per child (for 10 sessions in the	Impact on Data (from NFER tests completed at the end of	We expect strong progress (reflected in our internal Data) from these children.

tutoring resources (such as Third Space Learning).	concerns where they have not caught up as expected,		term) x 10 children = £2,000 (per term)	November and March). Teachers will also report on children's confidence.	Children to show improvement in confidence.
1:1 or small group (if appropriate) provision using Teacher support for children who haven't 'caught up'.	Employment of 1:1 teacher to work with children who are deemed to have not caught up despite actions in the Autumn and Spring Terms.	Second half of Summer Term.	£6,312 (including on costs) from May – July.	Impact on Data (from NFER tests completed at the end of each term). Teachers will also report on children's confidence.	We expect strong progress (reflected in our internal Data) from these children. Children to show improvement in confidence.
Learning clubs, run by school staff, targeted at children who haven't 'caught up'.	We are also considering, in the Summer Term, the use of 'learning clubs', run by Teaching Assistants (who would be paid on an overtime basis).	Summer Term.	6 (NC year groups) x 1 (hour per week) x 12 (weeks) x £12.35 (per hour, including on costs) = £889.20	Impact on Data (from NFER tests completed at the end of each term). Teachers will also report on children's confidence.	We expect strong progress (reflected in our internal Data) from these children. Children to show improvement in confidence.
<p align="center"><u>Notes in relation to Assessment:</u></p> <p>Our monitoring, via termly assessments, continues to happen on the same monitoring cycle (each term, three times per school year). Research has indicated that extra assessment is not necessary, and assessment too soon in a school year or term isn't always informative due to slight regression following school holiday periods.</p>					