

2020/21 Moat Farm Juniors COVID Catch-up Funding Spending Plan



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 most affected. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11.

As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

We have been allocated a total of **£38,560** to help facilitate pupils making up progress lost during the pandemic.

Impact of lock down on our pupils

Reading skills for some pupils have declined both in terms of fluency and comprehension.

Starting points for September :

The new Year 3 cohort has arrived with 25% of pupils having a reading age significantly below their chronological age. Initial assessments for this year group indicate that only 25% of these pupils are working at Age Related Expectations. This is significantly below the starting points we would normally see .

In Years 4 and 5 we have seen an increase in the numbers of children working below Age Related expectations and more children who have a reading age below their chronological age.

Focus of the Spending

In line with our school improvement priorities, we are going to focus on reading : to improve decoding and to improve reading comprehension. To do this , we will be taking an experienced HLTA out of class to run reading interventions throughout the school and to liaise with class teachers and parents about next steps for pupils, both back in class and at home. Parents of children who have been identified as not reading three times a week at home will receive weekly telephone support from school. Members of the leadership team will provide planning support for classes/ year groups where there is a particular need. More phonetically decodable books will be purchased to support this. We will be attempting to future proof this by developing systems that can be continued online in the event of future closures.

Impact of the spending -

Measure	Planned Impact	Review of Spending
<p>Small group reading interventions and follow up activities in class</p> <p>Books from specific phonics phases to ensure children read books matched to their reading ability</p> <p>Resources packs to enable children to continue to access activities in the event of closures</p> <p>Support for Parents to read with their children at home</p>	<p>Children increase reading age by 24 months during the academic year, 8 + months a term.</p> <p>March 21 update. We continued to run the interventions live online during the partial closure in the Spring term as well as support parents reading at home Children continued to make more than expected progress during this time.</p>	<p>July 2021</p> <p>Year 3 Average progress in reading age 25 months</p> <p>Year 4 - average progress in reading age 34 months</p> <p>Year 5 – average reading age increase 24 months</p>

Monitoring

The reading leader and members of the leadership team will closely monitor the progress of these pupils. They will be flagged up to all staff and will be discussed at every peer review meeting. The Governors will be updated termly by our reading and phonics leaders.

Next Review July 2021