



Coronavirus (COVID-19): catch-up funding plan

The government is providing schools with £650 million of universal catch-up premium funding for the 2020/2021 academic year. The aim of the funding is to help pupils catch up on education they have missed due to the coronavirus (COVID-19) pandemic.

Schools should use this funding for specific activities to support their pupils to make up for lost teaching over the previous months.

The Education Endowment Foundation has released its '[School Planning Guide 2020-21](#)', which schools can use to develop their plans for the premium.

This plan enables schools to outline how they are going to invest their funding:

1. for the whole school
2. targeted support
3. wider areas

At the end there is a summary report to outline the overall goals of the spending.

Each section of the plan outlines actions to be taken, the aim of the intervention, how much the intervention will cost, who the lead member of staff will be and any additional comments.

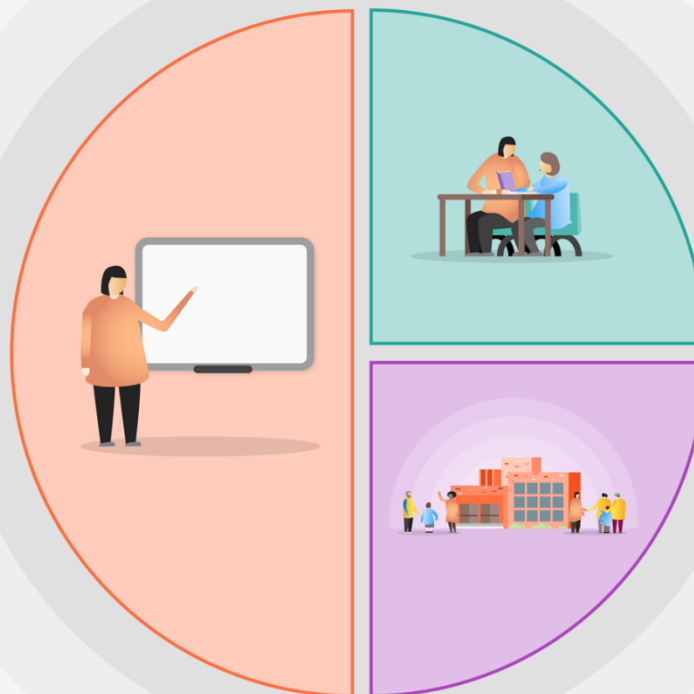
The plan should be completed in full and sent out to all relevant stakeholders.

EEF GUIDE TO SUPPORTING SCHOOL PLANNING (2020-21) – TIERED MODEL

Royal Cross Primary School

1 Teaching

- Improve access to effective Wi-Fi within school to support additional devices streaming 'live/virtual' communication remotely & effective remote learning.
- Sustain professional development for teachers new to IT skills/remote and virtual communication – how to use digital technology effectively.
- Enhance access to high quality learning resources through subscriptions to online learning resources.
- Source additional mini-iPads for staff involved in remote learning/contact support to improve speed and effectiveness of remote communication with families.
- Enhance the provision of IT (Clever Touch) equipment in newly established class – set up to ensure class groups are small with opportunities for 1:1 in-class interventions.
- Upgrade /upskill all aspects of remote use of technology to support & improve the effectiveness of feedback and assessment of any remote learning.
- Development of more appropriate maths resources to challenge and support all levels of ability within school.
- Curriculum 'essentials' for Reading, Writing and Maths are identified and taught / revisited across Core subjects, including computing – to support independent learning.
- An increased focus on a broad and engaging curriculum that focuses on the acquisition of signed vocabulary.



2 Targeted academic support

- Targeted support for pupil IT skills through access to individual iPads.
- Replacement of old iPads that will no longer update.
- Enhanced curriculum to support focus on IT interventions led by IT curriculum leader.
- Individual assessments used to identify gaps in learning/IT skills that guide areas for focus and track pupil progress.
- Launch new reading support books to improve reading skills across school.
- Provide curriculum leadership led literacy CPD to ensure high-quality teaching.

3 Wider strategies

- Sustaining parental engagement through access to IT skills/equipment & remote contact.
- Social and emotional support for deaf/signing pupils at risk of social isolation through remote/live contact from school.
- Reinforcing remote behaviour routines through access to remote/virtual contact with school.
- Ensure a suite of remote support is in place for all families.
- Provide ongoing technical support.
- An increased focus on outdoor learning/PE provision to overcome any 'losses of outdoor physical exercise / access.

Catch-up plan

School name:	Royal Cross Primary School	Total number of pupils on roll:	27
Academic year:	2020 - 2021	Total catch-up budget:	£6,720
Date of review:	July 2021		

Context of the school and rationale for the strategy (With specific reference to the impact of COVID 19)

- Royal Cross School has a mixed intake from many socio-economic backgrounds – 55% of our pupils are currently eligible for pupil premium funding.
- In addition, there are a significant number of children who are not available for funding but are still classed as ‘vulnerable’ due to multi risk factors.
- Royal Cross is Lancashire’s community specialist provision for deaf children aged 2 -11. As a county wide provision, pupils travel from a wide area, including the whole of Lancashire and the neighbouring authorities.
- All pupils who enter Royal Cross from Reception upwards are required to have an Education Health and Care Plan in place, confirming the need for a special school placement due to the severity & impact of hearing impairment.
- Deafness has a long-standing impact on pupil’s ability to access the national curriculum and access all aspects of language. As a result of this all children follow a curriculum that is adapted in pace and delivery to suit their individual language, learning & communication needs.
- All lessons are taught through signed supported English and for some pupils there is additional teaching through BSL (British Sign Language) as needed.
- Some of our pupils come from an EAL (English as an Additional Language) background which can further impact upon their ability to access language.
- The ‘loss’ of signed social (BSL) interaction with friends was one of the major impacts of Covid 19 reported to school by families.
- Upon re-opening on September 2nd 2020; and again in March 2021, we had a good response to children coming back to school. Attendance was stable across all year groups upon return.
- School was fully closed over the summer holiday period which meant that no school based or remote learning took place over the summer break. From a school management point of view this was crucial in terms of teacher workload and their mental health and emotional wellbeing. This allowed for teachers to come back to what will be a very stressful and tiring term in autumn 2020 with renewed energy and professional focus.
- As a staff we have discussed the need for the use of consistent approach across all year groups and have focused on delivering the core curriculum in the mornings with an increased focus on outdoor education and physical activity/sport in the afternoons.
- The focus on a ‘recovery curriculum’ prioritised pupil wellbeing through PSHE/RHE and opportunities for 1:1 work with school’s Pastoral Support lead.
- Access to a quality outdoor education (forest schools) alongside high quality PE and external coaching for tennis, yoga, Taekwondo ensured that any ‘loss’ of physical activity during lock down was addressed within school and through fun activities.
- As the staff come across gaps in the pupils understanding or whole areas of the curriculum which have been missed due to lockdown these will be backfilled to ensure missing concepts and knowledge are taught.

Targeted Support (Teaching and Learning)

Barrier	Intent	Cost	Staff lead	Impact
<p><u>Old/outdated iPads:</u> Restricted support for pupil's IT skills through limited access to appropriate devices. Old iPads that will no longer update restrict pupil's access to high quality apps and software. Access to quality online learning resources impacts on both children and staff – with less functioning digital devices in school.</p>	<p>To provide staff and children with access to good quality digital devices fit for the purpose of online learning opportunities. Ensure that children involved in remote home learning have the skills, knowledge and background needed to utilise online learning independently. All children confident in digital devices for online learning purposes.</p>	<p>£2,300</p>	<p>Computing Lead and School Business Manager (IT Technician)</p>	<p>Purchase of additional new iPads has provided opportunities for greater focus in developing independent IT skills with appropriate digital devices. Access to updated digital devices has ensured that children (and staff) are able to maximise online learning opportunities and share that information with families. Children's IT skills are improving. Apps that support the particular learning needs of deaf children have been purchased and used within school successfully to support sentence construction/writing skills.</p>
<p><u>Limited access to Lap tops:</u> In-class IT access restricted due to outdated lap top devices. New software unable to load/update; working memory limited. Difficult to access and prepare individual quality resources for children.</p>	<p>To provide staff and children with access to good quality digital devices fit for the purpose of in-class online learning opportunities. To ensure all staff with a teaching commitment have access to laptops for planning and preparation of teaching resources and for assessment. Ensure that staff with planning and preparation commitments have access to appropriate digital devices.</p>	<p>Funded through DfE schemes for schools</p>		<p>Class lap tops have been replaced in class bases and individual staff with teaching/planning commitments have access to a laptop to support planning and preparation of resources for class groups. All staff with a teaching commitment have access to lap tops for day to day planning and preparation and to access online assessment tools. This has significantly improved the preparation of highly personalised learning materials for class groups. Children are able to access personalised learning approaches based on individually produced resources.</p>
<p><u>Limited access to mini iPads for in-class assessments:</u> Difficulty in uploading assessment data onto school's online assessment tools</p>	<p>To ensure all staff are able to record ongoing assessment information quickly and easily whilst in the classrooms. Ensure there is an accurate assessment of all children's starting points following return to full time face to face education.</p>	<p>£913</p>		<p>Staff in class are able to access and upload up to date and accurate assessment information to share with class teams, families and senior leadership teams. Ongoing assessment is taking place in class by key staff and information is collated around gaps in learning and successful interventions.</p>

<u>Children's manual dexterity issues (tracker pads – notebooks):</u>	Through the purchase of mini 'mice' - to ensure all children no matter their fine/gross motor control skills are able to 'navigate' easily using appropriate IT tools/devices.	£50		Children with manual dexterity issues are able to use notebooks/laptops without frustration and with success. All children are included in digital learning and digital skills improved.
<u>(IT) Up-skilling staff & families:</u> Staff need access to quality IT devices to better prepare resources and to access online support for families through virtual and online communication platforms.	To better prepare parents/carers to support remote online learning. All parents/carers confident when using online learning.	<i>Through schools provision mapping</i>	Headteacher	School organised a free online webinar for parents/carers organised by the NSPCC to support parent/carer IT /online safety skills and knowledge. A stronger remote learning understanding is being promoted with families.
<u>Early Years loss of face to face learning:</u> Impact of Covid & national school's lockdown affected school's ability to prepare EYFS children for start of 'formal; schooling.	To provide additional in-class support for EYFS children to help individual children access a play based learning curriculum.	<i>Through schools Pupil Premium Funding Grant</i>	Headteacher	Staff numbers within the EYFS team have been increased enabling more personalised 1:1 approach to be used for vulnerable EYFS children. Class numbers have been kept low and a supportive ratio of staff/pupils has been maintained. All EYFS children have named key workers and have benefitted from a high ratio of in-class support.
<u>Loss of face/face speech and language therapy on site.</u> <u>Loss of onsite support from LA Technician (hearing aid management equipment)</u> Impact on language development and speech intelligibility for deaf pupils. Impact of not having access to an updated Test Box to balance FM equipment and manage the regular checks on hearing aid technology – deaf pupils not having the best access to sound.	To provide an up to date test box on site for specialist teachers of the deaf to use. This help to ensure all pupils have the best access to sound and that speech intelligibility alongside language development takes place.	£3,000 <i>*with additional 'top up' from Pupil Premium Funding.</i>		Having on site access to specialist hearing aid equipment has helped to ensure all pupils have the best access to sound and that speech intelligibility alongside language development takes place without interruptions due to the ongoing Covid measures on NHS staff.
Total spend for the year 2020/2021:		£6,263		

Whole School Support (Teaching & Learning)

Barrier	Intent	Cost	Staff lead	Impact
Some children have not had access to quality vocabulary exposure during lock down. Year 6 pupils lost out on valuable transition preparation for SALT as Deaf pupils.	To better prepare year 6 pupils for transition to secondary education placements by intensive work on SALT through access to a high quality sound system.	Through schools provision mapping.	Deputy Head Teacher NHS Speech & Language Therapist	Purchased a portable sound field system for Year 6 pupils – access to high quality sound/acoustics during curriculum teaching. Pupils able to attend and develop the vocabulary needed for curriculum discussions.
LA Hearing Aid equipment technical support was only offered as a remote support following a return to school.	To better prepare year 6 pupils for transition to secondary education placements by intensive work on speech and language therapy. To purchase a Test Box for use on site by school's specialist teachers of the deaf – to ensure all children have the best access to high quality sound and identify any ongoing faults with equipment.	Part funded by Covid catch up funding and Pupil Premium grant funding.	Deputy Head + Audiology Lead	Year 6 pupils benefit from an intensive support for language / speech development. They access a wide range of social vocabulary through speech therapy and are better prepared to work alongside hearing peers in a mainstream SERF unit provision at secondary school. Targeted support will lead to accelerated development for those children. Purchased an up to date test box for specialist teachers of the deaf to use. This has helped to ensure all pupils have the best access to sound onsite regardless of Covid measures in place by NHS staff.
Intensive BSL tuition in class support for year 6 pupils in summer term.	To better prepare year 6 pupils for transition to secondary education placements by intensive work on BSL signed social vocabulary.	Through schools provision mapping.	RCPS Deaf tutor	Year 6 pupils benefit from an intensive support for BSL signed vocabulary development. They access a wide range of social signed vocabulary and are better prepared to mix with their Deaf signing peers at the secondary provision. Targeted support will lead to accelerated development for those children

Some pupils had limited access to digital devices during lock down and therefore, their IT skills have not progressed as hoped.	To develop specialist time for children and staff with computing leads to up-skill across online learning platforms and in IT digital skills/confidence.	Through schools provision mapping.	Computing Lead	Children and staff gain confidence in managing online learning platforms and better manage opportunities for online remote learning.
---	--	------------------------------------	----------------	--

Wider support

Barrier	Intent	Cost	Staff lead	Impact
<p>Deaf pupils have missed the opportunity to develop socially and emotionally due to losing the Deaf peer group within school and the loss of access to BSL opportunities.</p> <p>Pupils from hearing families haven't all had the same access to a signed communication environment for learning and for social interaction.</p> <p>Some of our Deaf children have not had a good understanding of the global pandemic and why/how it has impacted on their school life.</p> <p>School's PSHE resources are old and outdated, children need access to better quality and more appropriate relevant resources to support the updated PSHE/RHE curriculum.</p>	<p>To provide our Deaf pupils' with opportunities to develop the signed expressive vocabulary to express their anxieties and emotions – lost due to time away from school</p> <p>To give our Deaf pupils support to speak/sign about the current situation through access to high quality PSHE/RHE resources.</p> <p>To ensure younger children have the opportunity to develop the emotional language needed to express themselves and understand the world through high quality small world resources.</p>	Through schools PPG funding.	<p>Curriculum Leaders</p> <p>School Librarian</p>	<p>The use of high quality resources enable all children to make sense of the world, especially against the backdrop of the current situation.</p> <p>Children have returned to face to face education and learning with the opportunity to discuss openly their worries and fears in a supportive communicative environment.</p> <p>Children have made a positive and optimistic return to education and are showing a keenness and readiness to learn.</p> <p>The PSHE/RHE curriculum has been enhanced by additional resources that meet the needs of all key stages and are reflective of the new focus on mental health and well-being.</p> <p>All staff have been involved in the discussion and purchase of new PSHE/RHE resources which have ensured staff 'ownership' of the curriculum.</p>

Summary

What is the overall impact of spending?

The availability of 'Catch-up' funding has complimented the Pupil Premium Grant funding in allowing school to target areas and to enhance the existing provision'. It has been a valuable addition to school's funding and enabled school to develop an IT infra-structure that is better able to meet the needs of a school community responding to an increased focus on digital communication.

It has enabled school staff to focus on 'loss' of learning opportunities and address strategies to begin to support recovery. Targeted support will lead to accelerated development for children.

The benefit of these funding streams to small schools has been invaluable in purchasing the additional quality resources needed for profoundly deaf SEN children.

How will changes be communicated to parents and stakeholders?

Through publication on the school's web site for families and the wider catchment.

Through Headteacher Reports to Governors and shared by email.

Final spend: £6,263