

COVID FUNDING ACTION PLAN



September 2021 - July 2022

Context 2

Catch-Up Spending 5

Context

Summary Information

School	Howard Park Community School		
Academic Year	2021-22	Total Catch-Up Premium	£93772

Strategy Statement

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

Catch – Up Priorities

Reading	Whilst many parents did support their children reading during lockdown, there were still many children who did not regularly read with an adult, particularly disadvantaged and reluctant readers. Additionally, younger children did not receive the phonics teaching that they would have done had they been in school resulting in gaps in their knowledge. This has all led to a
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	further widening between children who are confident readers and read regularly compared to children who don't.
Writing	Owing to the way in which writing is taught, children have not missed 'units' of work in the same way they have in other subjects. However, many have had a large period of time where they have not practised writing and have therefore lost the stamina and essential skills of writing. The gap has again widened between the children who regularly practised (those who are confident and enjoy the process) and those who didn't (those who are less confident and don't enjoy the process)
Maths	Specific content has been missed in maths. This has led to gaps in knowledge in certain areas of the curriculum. Their basic mathematical knowledge has decreased, for example knowledge of place value. Mental calculations are slower, including knowledge of the times tables. Many children are also less sure of the formal written methods as many have not used them in long periods of time.
Communication and Language	Many pupils, particularly our youngest pupils will have had reduced opportunities to interact, especially with their peers. These opportunities to interact are highly likely to have had a negative impact on communication skills and understanding of the spoken word.
Personal and Social (including SEMH)	Children returned to school happy to see their friends and finally be back in school again. Many were happy to be back once more in a learning environment. Younger children have shown some lack of independence and rely more heavily on adult support (this has been magnified during bubble closures where they may have then received 1-1 adult support at home through online learning). Our youngest children need support to develop their communication and language skills which we feel are behind the benchmarks for their current age. These issues do

not appear to be particularly prevalent in our older children although many are struggling to maintain a clear focus throughout the whole school day.

As the year has progressed more children have begun to display anxieties and emotional issues, the majority of which have been heightened as a result of Covid.

Catch-Up Spending

Spending 2021-22					
Area Identified	Success Criteria/Impact	Actions	Lead Person	Resourcing/Cost.	Monitoring
Communication and language skills amongst pupils in EYFS are below the expectations for pupils of their age. Neli Scheme	Pupils make significant progress through the NELI programme	Take part in the Neli programme – training of appropriately skilled staff, baselining and assessing all children and delivering the programme.	SMo/CC	Free	Ongoing through the programme
Evaluation.	Pupils made significant progress through the NELI programme. Pupils have Completed the programme and a noticeable difference is evident in their speech and language understanding.				
Inconsistent teaching of phonics, attainment below national expectations in reading, inconsistent reading data and attainment from previous academic year. Strategy to support older pupils who have struggled Purchase of new phonics scheme	A consistent phonics scheme to be embedded throughout school. Attainment in phonics to improve and be in line with previous years national figures. Pupils who resit the phonics screening all show improvement. Phonics outcomes and reading across KS1 and EYFS shows improvements on an ongoing basis.	Setting up resources for staff throughout KS1 and EYFS. Training for all staff on delivering the new scheme. Support for staff through modelling and shared teaching Ongoing drop-ins to provide support for staff Appropriate groupings of pupils and identify pupils in need of additional support.	SMo	£6429.97	Throughout the year.
Evaluation	Significant impact from the new phonics scheme resulting in the highest attainment in Y1 phonics the school has received. All pupils, bar two with exceptionally SEN need passed the Y2 phonics check				
Inconsistent assessment materials leading to ineffective identification of pupil progress and areas for development. Consistent assessment procedures in place throughout school.	Assessment materials provide a clear and consistent picture throughout school. Assessment materials support effective identification of pupils in need of extra catch-up and support. Assessment materials provide more effective way of tracking pupil progress throughout the year.	Identify appropriate assessment materials. Sharing and training of staff on how to use the resources correctly. To use the data collected to support analysis through pupil progress meetings.	JP	£1253	Ongoing, through assessment data, pupil progress meetings.
Evaluation	Consistent assessments have been used throughout school, this has helped to ensure a consistent approach and a standardised way of assessing pupil progress. This has supported conversations at pupil progress meetings and has helped more accurate identification of needs.				

Spending 2021-22					
Area Identified	Success Criteria/Impact	Actions	Lead Person	Resourcing/Cost.	Monitoring
Additional money to top up School led tutoring allocation. Tutor	Pupils who receive additional tutoring show improvements in outcomes and in class.	To use pupil progress and assessment data to identify pupils. To identify a suitable company to provide 1-1 and small group tuition.	JP	£1674	Through ongoing assessment.
Evaluation	School led tutoring was used throughout a large part of the academic year and through the summer holidays. The impact has been patchy, with some pupils making progress and others not. Questions were raised regarding the standard of some of the tutors that were used. As a result school will be taking a different approach for tutoring this coming academic year.				

Total Spend 2021/22: £9356,97