



St Christopher's CE School - Covid Spend 2021

Funding information			
Total Funding expected	£10.320	Date for internal review of this strategy	December 2021

From DfE:

Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on [curriculum expectations for the next academic year](#).

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

From Education Endowment Fund Guide to Supporting School Planning:

This EEF Guide to Supporting School Planning aims to support school leaders with their planning for the academic year 2020-21. It proposes a tiered model that focuses upon high quality teaching, targeted academic support and wider strategies to aid school leaders' existing school improvement planning efforts. We recognise that school leaders and teachers will face significant demands on their time as they manage a full-time return to school for all pupils. The needs of pupils and staff are heightened by the logistical challenges of providing safe school sites and more.

There is no adequate evidence base to steer the many logistical challenges schools face, but there is evidence that reiterates the importance of great teaching to support all pupils, especially the most disadvantaged.

Planned expenditure

1. Quality of teaching for all

Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	Staff Lead/ timescale	Cost	When/ how will you review implementation?
Ensure all Reception and KS1 pupils have a secure phonic knowledge and can apply phonic skills	Additional Phonics Phase sessions – this will enable all phonics groups to be smaller 3 times a week. Additional phonics	Early assessments show that children need to have an increased focus on high quality phonics teaching to address gaps and ensure they catch up.	RV/ R O’R/ WB	Additional teacher support - HLTA to lead groups	Phonics assessments will be regularly reviewed. Every two weeks for children who have been identified
Achieve ARE in reading	Following whole school reading action plan with an increased focus on daily individual reading	Evidence shows that there needs to be an increased focus on daily reading and exposure to high quality texts. Whole class text and book corners being a focus	RV/ R O’R/ WB	TA/HLTA hours - intervention implementation	significantly behind (those who did not reach ARE at the end of the term)

2. Targeted academic support

Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	Staff Lead/ timescale	Cost	When will you review implementation?
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Dyslexia Gold programme - support progress and confidence for identified pupils linked to their needs	licensed to be used throughout the school to support targeted children.	Dyslexia gold is a programme that can be used at home or school – aims to meet the needs of children who require further support in reading and maths. The programme generates progressive reading challenges for each child tailored to their needs. Pupils can also log on and access the programme from home.	RV/WB	£1000	Termly in line with other assessment data drops
Accelerate progress and narrow gaps for pupils across the school by quickly identifying gaps and narrowing them with	HLTA hours to run specific intervention programmes: Dyslexia gold/ 1:1 reading/ Language/ guided reading/Toe by Toe/ comprehension/ emotions	Support staff already have positive relationships with pupils. Pupils respond well to immediate support to address misconceptions.	JBJ – RV/WB	HLTA hours every morning £5000	Assessment data - formative and summative half termly
Remote access to levelled reading books online	Bug club reading – online books and comprehension	Proven efficacy research report Books chosen to challenge the reader and deepen the understanding	R O'R RV	Training for staff	Reading levels improve – parent and pupil voice

3. Wider strategies					
Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	Staff Lead	Cost	When/ how will you review implementation?
Improve our whole school approach to PSHCE - after the pandemic including children's mental health and well being	Jigsaw scheme of work – whole school approach Planning for split year groups	Advice from other ODST schools that this scheme had a great impact on the approach to PSHCE as a whole school	WB	£2000	Termly review – pupil voice Big book review termly