

COVID-19 Grant Funding Strategy Statement 2020-2021

1. Summary information

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|----------------------|---------------------------|---------------------|---------|--|-----------------------|
| School | Kensington Primary School | | | | |
| Academic Year | 2020-21 | Total budget | £46,360 | Date for internal review of this strategy | 1.4.2021 and 1.7.2021 |

Guidance:

Use of funds

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.

To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a support guide for schools with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.

This could include, for example: small group or one-to-one tuition or extra teaching capacity from September

To support schools to implement their catch-up plans effectively, EEF has published the school planning guide: 2020 to 2021. This will provide further guidance on how schools should implement catch-up strategies when they return in September and supporting case studies to highlight effective practice.

Accountability and Monitoring

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.

The guidance on full opening sets out that Ofsted will conduct a programme of non-graded visits to some schools during the autumn. During these visits, inspectors will discuss how the school is bringing pupils back into full-time education – this may include plans schools have to spend their catch-up funding.

Ofsted plans to resume routine inspections in January 2021, with the exact timing being kept under review. When routine inspections restart, Ofsted will make judgements about the quality of education being provided, and that will include how leaders are using their funding (including catch-up funding) to ensure the curriculum has a positive impact on all pupils.

2. Planned expenditure

The three headings below enable schools to demonstrate how they are using the COVID-19 Catch-up Grant for targeted support and support whole school strategies.

i. Quality of teaching for all

| Action | Questions to consider/approaches: | How will you achieve it? | Costs | Staff Lead | Impact/Outcomes for Pupils |
|--------------------------------------|---|--|---------|-----------------------------------|----------------------------|
| High-quality teaching for all | <ul style="list-style-type: none"> • Explicit, focussed teaching following assessment • Scaffolding • Cognitive and meta-cognitive strategies • Flexible groupings | <ul style="list-style-type: none"> • Additional senior leaders to support and develop quality-first teaching in class • Roll-out of 7K Strategies for Learning | £20,000 | Ben Levinson Kayleigh Cowx | |
| Effective Assessment Baseline | <ul style="list-style-type: none"> • What learning has been lost or misunderstood? • What new knowledge and experiences have been gained? • Should we re-teach to a whole group or move on? • What is the right balance between standardised assessment and classroom-based formative assessment? | <ul style="list-style-type: none"> • Roll-out of Assessment for Learning sheets to support formative assessment • Use of National Foundation for Educational Research (NfER) tests to support summative assessment | £4,000 | Perry Leeks | |
| Supporting Remote Learning | <ul style="list-style-type: none"> • What remote learning has been put in place? • How do school practices align with evidence based approaches to remote | <ul style="list-style-type: none"> • Create 6 weeks of core skills curriculum planning for all year groups • Google Classroom for Key Stage 2 (KS2) | £6,000 | Perry Leeks | |

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| | <p>learning – EEF findings?</p> <ul style="list-style-type: none"> ○ Teaching quality is more important than how lessons are delivered. ○ Have we ensured access to technology – especially for disadvantaged pupils. ○ Support for pupils to work independently remotely. ○ Different approaches to remote learning suits different tasks and content. | <ul style="list-style-type: none"> ● Creation of ‘how to’ video suite for YouTube channel ● Provide laptops and WiFi hotspots for children without technology ● Use of Coordination Group Publications Ltd (CGP) books to support | | | |
| Professional development for all teaching staff | <ul style="list-style-type: none"> ● Prioritising high quality training for teaching in classrooms. ● Deep subject knowledge and flexible understanding of curriculum. ● Excellent assessment is key to excellent teaching – helping teachers know what pupils know and don’t know. | <ul style="list-style-type: none"> ● Ongoing, high-quality, CPD: Subject knowledge, roll-out of Curriculum K, 7K (strategies for learning) ● AHTs supporting in Planning, Preparation and Assessment (PPA) and classrooms | £5,000 | <p>Moji Omole</p> <p>Ben Levinson</p> | |
| Total budgeted cost | | | | | £35,000 |

| ii. Targeted academic support | | | | | |
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| Action | Questions to consider/approaches: | How will you achieve it? | Costs | Staff lead | Impact/Outcomes for Pupils |
| High quality one to one and small group tuition | <ul style="list-style-type: none"> Some pupils need high quality, structured, targeted interventions to make progress, even after high quality first teaching. Sessions could be 15-45 minutes, 3-5 times per week – maintained over a sustained period of time 8-12 weeks? How are pupils chosen? What is the timescale for tuition? What support programmes are the school using? How is support aligned to everyday classroom practice – connections are made between the interventions and the classroom teaching. Have you considered how to support the pupils when they have completed the intervention cycle? | <ul style="list-style-type: none"> Small, targeted phonics groups to support rapid progress Personalised curriculum and support for Special Educational Needs and Disabilities (SEND) group Rise and Shine programme for English as an Additional Language (EAL) mid-phase admissions Targeted support in identified areas with identified children where required | £5,360 | Kerry Blacklock Helen Harris Soofia Amin Perry Leeks | |

| Total budgeted cost | | | | | |
|---|---|---|--------------|-------------------|-----------------------------------|
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| iii. Wider Strategies | | | | | |
| Action | Questions to consider/approaches: | How will you achieve it? | Costs | Staff lead | Impact/Outcomes for Pupils |
| Supporting pupils' social, emotional and behavioural needs | <ul style="list-style-type: none"> Most schools will be satisfied with their excellent PSHE provision, but may need to adopt some aspects of a SEL (Social and Emotional Learning) curriculum. Using the SAFE model (EEF report) if required. | <ul style="list-style-type: none"> Embedding of Emotional Health curriculum Place2Be Headstart | £0 | Soofia Amin | |
| Communicating and supporting parents | <ul style="list-style-type: none"> Clear plan for communication with families across the academic year. Targeted support for hard to reach families. Personalised messaging for parents. | <ul style="list-style-type: none"> Kensington Food Bank Use of Studybugs Upgrading video conferencing technology | £1,000 | Soofia Amin | |
| Tackling non-attendance | <ul style="list-style-type: none"> Vigorous application of the Attendance Policy. | <ul style="list-style-type: none"> First day phone calls Use of Studybugs Home visits from Senior Leadership Team (SLT) Work with Attendance Management | £5,000 | Moji Omole | |

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| | | Service | | | |
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| Total budgeted cost | | | | | £6,000 |

iv. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.