



**Carnforth
School**

INSPIRING EXCELLENCE

2020/2021 Covid_19 Recovery Catch Up Funding 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 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.

The government has announced £1 billion of funding to support children and young people to catch up. This includes a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time.

Although all children have had their education disrupted by the coronavirus (COVID-19) outbreak, it is likely that disadvantaged and vulnerable groups will have been hardest hit. This Plan will outline how the school will use the money to help close the gap and get children back on track.

School Context

Carnforth School is an academy, part of the Black Pear Trust MAT. It converted to academy status on 1st August 2017. The school is a one form entry primary with a PAN of 30. It offers a 26 place nursery with both full and part time places available.

The school serves an area of significant social and economic deprivation. The Worcester ACORN category profile indicates that the population is made up of 56% Category 5 urban Adversity, 39% Category 4 Financially stretched, 5% comfortable communities and 1% rising prosperity.

There are no Affluent achievers. IDACI indicates 88.3% of pupils live in the 30% most deprived SOAs in England, 0.5% live in the least deprived. The percentage of pupils entitled to free school meals is well above national. We have had an increase of EAL learners as well and now have 19.0% on roll. Many pupils have learning difficulties, disabilities and additional needs (21%) which is above local and national averages.

Current Learner Characteristics	Total	Boys	Girls	PPG	FSM	LAC	SEND	EHCP	EAL
Nursery	11	5 (45%)	6 (55%)	0	0	0	1	0	6 (55%)
Year R	30	19 (63%)	11 (37%)	9 (30%)	10 (33%)	1	8	1	5 (17%)
Year 1	22	12 (55%)	10 (45%)	12 (55%)	12 (55%)	0	5	1	6 (27%)
Year 2	16	9 (56%)	7 (44%)	9 (56%)	10 (63%)	0	3	0	3 (19%)
Year 3	25	12 (48%)	13 (52%)	17 (68%)	16 (64%)	0	4	0	3 (12%)
Year 4	30	22 (73%)	8 (27%)	13 (43%)	9 (30%)	0	9	2	3 (10%)
Year 5	23	13 (57%)	10 (43%)	16 (70%)	15 (65%)	1	4	0	4 (17%)
Year 6	28	15 (54%)	13 (46%)	17 (61%)	12 (43%)	0	5	0	5 (18%)
Total	185	107 (58%)	78 (42%)	93 (50%)	84 (45%)	2 (1.08%)	39 (21%)	4 (2%)	35 (19%)

Financial Breakdown

Number of children eligible to receive Funding	172
Funding Per child	£80
Estimated Total Allocation	£13,760

The Tiered Approach

Teaching	The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils. Expert teachers develop a broad array of teaching strategies that, combined with subject knowledge and knowledge of their pupils, positively impact upon learning. Developed Teaching & Learning including delivery of remote learning.
Targeted Academic Support	Evidence consistently shows the positive impact that targeted academic support can have, including for those pupils who are not making good progress across the spectrum of achievement. This may include structured interventions, small group tuition, one to one support, effective deployment of teaching assistants and reading interventions.
Wider Strategies	Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. These local needs and challenges have been highlighted in our recovery plan. Supporting families will be vital for success. This may include sustaining wider parental engagement, social and emotional learning, reinforcing behaviour routines and breakfast clubs.

Rationale for Spending at Carnforth School

	Identified Gaps as a result of the Pandemic	Cohorts affected	Desired Outcome	Success Criteria
A	Evidence from baseline phonics assessments show those children who had not yet secured set 3 sounds have not retained their sounds knowledge and are less confident applying the strategies of blending to word reading.	KS1 & SEND Pupils in KS2	Children to have a secure knowledge of the complete range of graphemes in order to apply their skills to decode words efficiently.	<ul style="list-style-type: none"> The proportion of children passing the phonics screening test is at least in line with children nationally. In school data show children have made at least expected levels of progress in phonics The vast proportion of children have completed the phonics programme by the end of Spring Term Year 2 this academic year. Intervention entrance and exit data show children are making good levels of progress and that interventions are having the intended impact. A greater proportion of children are reading an age appropriate text with fluency (90 words per minute) by the end of Key Stage 1.
B	Poor oral language skills	EYFS	children are able to use language to express their understanding and ask questions. Language is not a barrier to accessing the curriculum	<ul style="list-style-type: none"> The proportion of children working at the expected standard in language screen has risen.
C	Pupils handwriting across the school is less fluent, impacting the	KS1 & KS2	Children write legibly, fluently with clear ascenders,	<ul style="list-style-type: none"> Children's poor letter formation is not a barrier to writing stamina. Writing can be read and understood without mediation. Children have the necessary motor skills to maintain style and write at length.

	presentation of work and their fluency		descenders and a joined style.	
D	Identified groups of children have lost automaticity with the application of written methods in Maths	KS2	Children have a clear understanding and method for all 4 operations.	<ul style="list-style-type: none"> • A greater proportion of children are able to achieve 30 or more on the arithmetic paper 1 at the end of KS1. • Children are able to utilise clear calculation methods to solve problems in reasoning papers. • Children have greater levels of confidence and competence in applying written calculations.
E	For identified children the impact of prolonged absence from school and social isolation has impacted on social skills and wellbeing.	KS 1 & KS2	Children will have a good sense of wellbeing and will be able to access the learning effectively.	<ul style="list-style-type: none"> • Children feel happy and confident. • Identified children can access learning in a calm and happy manner.
F	Children's grammatical understanding is less secure when writing at length	KS2	Children are able to both speak and write in grammatically accurate sentences.	<ul style="list-style-type: none"> • It is evident through both informal and formal assessments that children have a clear understanding of a range of word types, tenses and punctuation marks. • A greater proportion of children are able to achieve the expected standard in the GPS test at the end of KS2 from their baseline point. • A greater proportion of children are able to add structure, clarity and variety to their writing by demonstrating their understanding of GPS appropriate to their age range.

Action Plan

Focus & Year group	Number of children	Identified Need	Cost	Lead By	Rational (research-based decision making)	Evaluation
Teaching						
KS1 and SEND pupils	75 children	Further upskill staff to deliver highly effective phonics interventions, both small group and 1:1/ Use of development days with Read, write inc consultant to support staff within bubbles who may not have led interventions previously.	£5500	KF	<p>Read, write, inc phonics is currently one of EEF promising project – the evaluation will be published in Summer 2021.</p> <p>The EEF guide to supporting school planning states ‘Improving the quality of teaching—both the planning and implementation—is almost always supported by high-quality professional development.’</p> <p>The development day practice will provide ongoing support to continually develop practice ensuring delivery continues to develop and refine practice</p> <p>‘...but a common mistake in implementing new programmes and practices is only providing up-front training, with little or no follow-on support’</p> <p>The ongoing support will enable coaches both internal and external to support staff through modelling, feedback and reinforcement of effective practice.</p>	
All	175 children	Grammar	£0 no additional cost	PP	Quality First Teaching – Writing teaching	

Targeted Academic Support

<p>Upper Key stage 2</p>	<p>Small groups of 5 children</p>	<p>Small group tutoring for children with poor recall or less secure recall of the written methods for each of the 4 operations including using decimals and fractions.</p> <p>https://www.lbq.org/TryLbQ</p> <p>Learning by questions app to support intervention</p>	<p>£10.01 per hour at grade 3</p> <p>3 tutors identified in school.</p> <p>£1325</p>	<p>PP</p>	<p>The EEF guide to supporting school planning states 'The evidence indicates that small group and one to one interventions can be a powerful tool for supporting pupils. High-quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress'</p> <p>No identified existing project but the school will utilise the principles from the EEF guide 'PUTTING EVIDENCE TO WORK: A SCHOOL'S GUIDE TO IMPLEMENTATION'. It will also ensure the common elements identified from the successful projects in the EEF trial evaluations.</p> <p>The tutoring will be led by qualified teachers and HLTAs.</p>	
<p>KS1 & KS 2</p>		<p>Handwriting and presentation – letter formation and size proportion</p>	<p>£316</p>	<p>PP</p>	<p>www.letterjoin.co.uk scheme. Letter join is a scheme that can be delivered online and in school ensuring continuity for delivery if school learning needs to become remote.</p>	
<p>EYFS</p>		<p>Nuffield early language programme</p> <p>Costing of TA to deliver intervention (2 hours per day)</p>	<p>£2379</p>	<p>KF</p>	<p>Oral language skills form a crucial foundation for thinking, learning and social interaction. Children's oral language ability during their early years is one of the strongest predictors of success in literacy and numeracy and later employment and wellbeing. The Reception Nuffield Early Language</p>	

		Resources – DFE project £0	£0		<p>Intervention Programme (NELI), through several robust EEF trials, has been shown to improve children’s oral language and early literacy skills. A recent trial of the programme found that children made on average +3 months of additional progress compared to children in the comparison group.</p> <ul style="list-style-type: none"> • NELI has been robustly evaluated through a randomised control trial between June 2018 and November 2019. • The results provide strong evidence for the effectiveness of the NELI programme. • The trial involved 1,156 pupils in 193 schools. • NELI children made an average of 3 ADDITIONAL months’ progress in language. • This result has a very high security rating: 5 out of 5 on the EEF padlock scale. • The cost of NELI is £58 per child (where the programme is used over 3 years with 5 children per year). 	
--	--	----------------------------	----	--	---	--

Wider Strategies

KS1 & KS2	4	Play therapy – MB/KA/KS/DP	£150 per day x 15 weeks £2,250	NSB		
KS1 & KS2		Contingency	£1990	SW		