



2020-2021 Covid-19 Grant Strategy Statement Corsham Regis Primary Academy

1. Summary information			
School	Corsham Regis Primary Academy		
Academic Year	2020-2021	Total budget	£13,280
Total number of pupils	166	Date for next internal review of this strategy	January 2021
Headteacher	Mrs Abby Symons	Chair of Governors	Mr Chris Denton

Purpose - to ensure:

- Children make accelerated progress in English, maths and Science at key stage 1 and 2
- Children are not disadvantaged long term by school absence related to COVID 19 & lock down
- Effective use of the Catch Up Premium to support those students who are disadvantaged
- The most effective deployment of resources

2. Planned expenditure						
Academic year	2020-2021					
The three headings below show how Corsham Regis Primary Academy is using the Covid-19 catch up Grant to provide targeted support.						
A Targeted support (1:1 and small group tuition, intervention programmes) B Teaching and whole School strategies (supporting great teaching, pupil assessment and feedback and transition support) C wider strategies (supporting parents and carers, access to technology)						
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review	Cost

<p>A For pupils to make accelerated progress in Reading and Maths, in line with their peers and for children to show progress in scheduled PiXL tests in Spring 2 and Summer 6</p>	<p>Small group/ individual provision</p>	<p>Pupils performed below their peers in transition tests for reading and mathematics.</p> <p>Identified by teacher through their classwork.</p>	<p>Monitoring visits</p> <p>Use of experienced teachers who are familiar with the children and their needs.</p> <p>TAs who are familiar with the children and their needs</p>	<p>AS</p>	<p>At data drops from PiXL schedule.</p> <p>This was due to start Jan 2021 but didn't due to lockdown#3</p> <p>Funding was used to pay for SENCO to work extra hours to support pupils and plan interventions for children on the SEN register to work on their targets so that they don't fall behind during the lockdown. £2000 spent</p> <p>1x TA additional hours (30 minutes per day) used to deliver Mathematics support for children in Yr1 and 2 Spring 4, final two weeks plus Summer 5 and 6</p> <p>1x TA (2 hours per day) to deliver catch up support for children in Yr4/5, Summer 5 and 6</p>	<p>£4000</p>
	<p>A For Marnie to work with year 3 and 4 to support writing</p>	<p>AD has worked with her for the past 3 years and seen an impact.</p>	<p>Monitoring visits</p> <p>Feedback from teachers and children</p>	<p>AD</p>	<p>Marnie worked with Year 5 on a poetry writing project which was later published. The children reported that they thoroughly enjoyed this time and it was clear that they were enthused by Marnie coming into school and sharing her love of writing with the children.</p> <p>Summer 5- Marnie spending time with year 5 and 6 classes- storytime</p>	

	<p>A White Rose Hub workbooks</p>	<p>Would support delivery of the maths curriculum for individual pupils working 1:1 with a TA or T or in small groups</p>	<p>Monitoring visits Work scrutiny Pupil conferences Evaluation notes form TA/T Data drops/ test results</p>	<p>AD/AS</p>	<p>Summer 6 Following Tests in Spring 4, after returning from lockdown Staff are requesting workbooks to support catch up interventions, to support the delivery of specific topics highlighted as gaps from PiXL QLA.</p>	<p>£200</p>
	<p>A CGP maths workbooks for use with small intervention groups in Year 1 and 2</p>	<p>Support the delivery of key mathematics skills in year 1 and 2. Needs identified through PiXL test results, observations and classwork</p>	<p>Monitoring visits Work scrutiny Data drops/Test results</p>	<p>AS/ ET</p>	<p>Books ordered and being used beginning of Summer5</p>	<p>£60</p>

	<p>B Core subject leaders to be given release time to support colleagues in the delivery of high quality Teaching and learning and to embed initiatives and good practise that was started before lockdown 1 in March 2020.</p>	<p>Due to Covid- 19 new initiatives are not yet fully embedded across the school and since lockdown in March 2020 we have two new members of the teaching staff.</p>	<p>Evidence through book looks, Drop ins Feedback for core subject leaders</p>	<p>CS AD AS</p>	<p>Spring Term 3 and 4 This was timetabled for Spring 3 but didn't happen due to lockdown#3 Summer Term 5 and 6 Subject release time timetabled for Summer 5 All subject leaders given half a day release time to monitor their subjects, address issues and support colleagues in QFT</p>	<p>£2000</p>
	<p>C Times Tables Rockstars online times tables resource that can be used in class and as home.</p>	<p>Would benefit all children Support home learning package supplied by the school</p>	<p>Improvement in Times table knowledge reported by teachers in their class tests. Through teacher monitoring of PiXL times table App. Pupil conferencing</p>	<p>Class teachers</p>	<p>Continuous monitoring of the children' progress. Spring 4- options are being explored by Maths subject lead. Considering the use of Professor Assessor.</p>	<p>£200</p>

<p>Children to become engaged with science in the curriculum through external visitors' Bubble works'.</p> <p>Improve pupil well-being and promote a growth mind set through enjoyment at school and to provide a broad and balanced curriculum for our pupils.</p> <p>To promote a love a learning.</p>	<p>C For Bubble works theatre production to come to school</p>	<p>Since returning to school many of our pupils have displayed anxiety around their learning. If we can re-engage our learners by having fun this can only be a positive step forward.</p>	<p>Pupil/ teacher feedback</p> <p>After exploring this option we were unable to book it for the children and decided to tap into other resources (SPR 6) to promote Science during out science week</p>	<p>ET</p>	<p>Summer 6, following Science week</p> <p>Whole school resources purchased to support QFT of science linked to plants and living things.</p>	<p>£600</p>
<p>Children are supported and make progress in their behavioural, emotional and developmental needs</p>	<p>B Train x1 TA as a second Thrive practitioner</p>	<p>Children's behaviours and anxieties post lockdown.</p>	<p>Support for new practitioner from existing, experienced teacher already in role.</p> <p>Evidence form pupil assessment sheets.</p> <p>1x TA currently training as a THRIVE practitioner. Started training</p>	<p>AS</p>	<p>Course began 14/01/21. On the 01/02/21 ML profiled O.O his results were: Profile score 35%, being safe 28%, being special 46%, having needs met 30%. ML re-profiled him on the 26/03/21 and his results were: Profile score 55%, being special being safe 43%, being special 63%, having needs met 59%.</p> <p>The course ends on 29/04/21</p> <p>Practitioner fully trained</p>	<p>£1394</p>

	B Resources to support the Thrive Approach.	Support delivery of the Thrive approach and promote the approach throughout the school in classes as well as in 1:1 sessions.	Staff feedback Pupil behaviour incidents reduced	DG and ML	Spring 4 £500 spent	£1000
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