



Remote Learning and Covid Spending Update

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Summary and Introduction

The challenges of providing education during the pandemic have been very apparent to all. In the weeks leading up to Christmas, increasing numbers of students and staff in our school were required to self-isolate. For the last 2 weeks of schooling, we reverted to a 3.5 hr a day timetable with remote learning in the afternoon. Although the school continued to provide remote learning for all pupils who were self-isolating, disruption in the continuity of learning has been very evident.

On 30 December 2020, the government announced that all primary schools in Tower Hamlets would not reopen until 18 January 2021 (apart from children of key workers and those deemed to be vulnerable).

On Monday 4 January at 8:00pm, guidance from the government changed and the period of school closure was extended from the 5 January 2021 until 31 March 2021. This late direction and guidance from the government has clearly altered the educational provision our schools had originally intended to deliver during the spring term. Despite this short notice, our school successfully devised a program of remote learning both online and paper documents in order to reach the highest number of pupils at this time.

Schools have considered the following points within this complex set of arrangements:

1. There are significant numbers of children who are deemed disadvantaged due to their socio-economic circumstances. Many students live in overcrowded homes, with siblings, and lack individual devices to support consistent access to live teaching.
2. In addition to the point above, we have high numbers of pupils who:
 - Have no device at home
 - Share a single device with family
 - Have outdated devices, software and broadband that do not meet the needs of remote learning.
3. Some of our parents and carers are employed and can only support their children's learning, away from a set timetable linked to the school day, so that they are able to carry out their roles of employment.

A recent report by the Sutton Trust (Remote Learning the Digital Divide (January 2020)) stated:

'At the beginning of the new national school shutdown in January, almost half (47%) of state school senior leaders report their school has only been able to supply half of their pupils or fewer with the laptops they have needed and in the most deprived schools, 56% of leaders report they haven't been able to help half or more of their pupils who needed devices. This compares with 39% at the most affluent state schools. In contrast, virtually no private schools reported such an issue.'

The evidence from this report further demonstrates the work our leaders are required to undertake in order to ensure all pupils have a high quality learning experience during this second lockdown phase and where possible close the gap on learning for all.

1. School Context

Characteristic	2017	2018	2019	Comparison
Number on roll				
School	459	437	428	High - Q1
National	279	281	282	
% Free school meal eligibility (FSM6)				
School	52%	47%	42%	High - Q1
National	24%	24%	23%	
% SEND Support				
School	16.3%	19.5%	16.4%	Ab Ave: Q2
National	12.2%	12.4%	12.6%	
% SEND EHCP				
School	2.2%	3.0%	2.3%	Ab Ave: Q2
National	1.3%	1.4%	1.6%	
% EAL				
School	92%	89%	83%	High - Q1
National	21%	21%	21%	
% Stability				
School	83%	84%	83%	Average: Q4
National	86%	86%	86%	

John Scurr Primary is a larger than average, 2 form-entry, community maintained school with up to 480 pupils on roll. Children are aged from 2-11 years old. The school is in a three-storey building with spacious, well- resourced outdoor areas for play and learning.

We have a falling roll in most years due to the mobility of students from the west of the borough to properties outside of Tower Hamlets.

We are currently experiencing a high number of numbers moving into the school who have come from Europe but with Bengali heritage.

We are situated in Stepney Green within the London Borough of Tower Hamlets, an area of considerable socio-economic contrasts. It is a diverse and vibrant area with good access to all that the capital has to offer.

We are very close to the Royal London Hospital and Queen Mary University.

The deprivation evidenced in the immediate vicinity of the school is juxtaposed against; the wealth of the City, the traditional food services on Mile End and Whitechapel Road and the new energy of the modern media industry spreading out from Shoreditch and Hackney.

2. Staff Covid Cases and Self Isolation Data (September 2020 – January 31st 2021)

The following table provides data on the number of staff who have had a positive Covid-19 result, been required to isolate due to Covid symptoms or who have had close contact with a positive Covid-19 person or are Clinically Extremely Vulnerable.

	Positive Cases		Self-Isolating		Clinically Extremely Vulnerable	
	Teaching Staff	Support Staff	Teaching Staff	Support Staff	Teaching Staff	Support Staff
No. of Staff	2	13	12	23	1	0
%	10%	30%	57%	53%	5%	0

Some Support staff have had to SI more than once during the period covered. Twenty - three different support staff have needed to self-isolate

3. Pupil Data – Key Characteristics (up until the 21st January 2021)

	N *	R	Y1/Y 2	Y3/4	Y5/6	Total
Total Number -* FTE	28	54	115	112	106	415
COOS- new to the country	1	3	10	7	4	22
PPM	4	12	39	47	43	145
Child Protection	2	0	0	0	2	4
Child in Need	0	2	0	1	0	3
Previous Child Protection /Child in Need	1	0	1	1	1	4
Education Health Care Plan	0	1	3	4	2	10
Wider Vulnerable	5	5	5	7	6	28
Total	9	11	19	20	15	74

Total number in school – as of 25/01/21	8	13	29	20	8	78
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4. Digital Access for Pupils

The Government has provided additional digital devices for schools. The numbers received are as follows:

Total students	Devices allocated from JSP stores	Digital Devices allocated from the DfE	Number of devices in school	No of pupils we believe are still in need of devices or Wi-Fi
387 (YR-Y6)	17	54	90	10

5. Covid-19 Income and Expenditure

Schools have been provided with DfE funding to support some of expenditure for staffing and for covid-19 catch-up funding.

Term	Covid Grant	Covid-19 Premium
Summer 20	£ 12,622	£ none available
Autumn /Winter 20	£ 13,148	£7,400
Spring 21	£	£7,400
Summer 21		£7,400

6. Covid Income Rationale

The government is providing funding to cover a one-off universal catch-up premium for the 2020 to 2021 academic year.

It aims to support pupils to catch up for lost learning so schools can meet the curriculum expectations for the next academic year.

We are able to spend the funding in the most effective way for our pupils, which could include accessing the National Tutoring Programme - a part of the government's £1 billion catch-up package.

7. Who's eligible?

This catch-up premium funding will be available for: pupils that need the most help to catch up, that are either:

- Reception age in state-funded schools (places are limited and, if oversubscribed, will be prioritised based on your school's percentage of pupils eligible for free school meals)
- 5-16 year olds in state-funded primary and secondary schools
- 16-19 year olds in school sixth forms, colleges and other 16-19 providers

8. How and when will the funding be allocated?

Mainstream schools

You will receive a total of £80 per pupil (for reception through to year 11), as follows:

- In 3 instalments - in autumn 2020, 'early 2021' and summer 2021
- We'll get a total of £46.67 per pupil split across payments 1 and 2
- We'll get £33.33 per pupil for payment 3
- Per pupil numbers for each instalment will be based on the latest available data. For the payment in 'early 2021', this will be our 4-11 pupil headcount from the October 2020 census.

At John Scurr Primary School we expect to receive £ 22,200 in total for Covid-19 Catch-Up funding. In the Autumn Term we received £7, 400 and expect two further payments of £7, 400 and £7,400

9. How should we spend the funding?

For our consideration -

- Which pupils need to access the support? Although we will receive funding on a per pupil basis, we should use the sum available as a single total to prioritise support. There are no specific requirements for who to spend it on. We will need to identify pupils that will benefit most from the funding.

The activities that we will provide. The DfE recommends the following:

- Small group or 1-to-1 tuition (particularly through the National Tutoring Programme - see the section below for details)
- Extra teaching capacity or summer programmes
- The Education Endowment Foundation (EEF) has guidance on catch-up approaches we could choose, as well as a planning guide to help implement these catch-up strategies in this 2020/21 academic year.

10. How will our use of the funding be scrutinised?

We'll be held to account for how we use the catch-up premium funding in 2 ways:

1. Governor and trustee oversight

Governors will scrutinise plans for and use of catch-up funding.

They'll consider whether we're:

- Spending the funding in line with the school's catch-up priorities
- Being transparent with parents on the use of the funding

11. How should we report on our spending of the catch-up premium?

We should publish details on our school website of:

- How you plan to spend the grant
- How you'll assess its impact on the educational attainment of your pupils
- This is explained in the DfE's school website guidance for maintained schools and academies.

12. The broad aims for Catch Up at John Scurr Primary -

- Attainment outcomes at end of 2020-21 for all year groups will be at least in line with those at the point of lockdown in March 2020. This means that if a child was working at an age-related expectation in a subject in March '20 they are working at least to an age-related expectation in that same subject by the end of the year.
- By the end of the 2021-22 year, attainment outcomes for all year groups will be at least in line with those at the end of the 2019-20 year.
- The mental health and pastoral needs of pupils are met and supported by the school.
- opportunities to address gaps in pupils play and cultural capital will also be addressed.

13. Catch Up at John Scurr Primary School for all children means:

- Working through well sequenced and purposefully planned learning. For example, our medium term plans are being adapted to focus on missed objectives and consolidate the basic skills so that children can access the wider curriculum.
- Focus on consolidation of basic skills. The core skills which enable successful learning will require increased curriculum time across all year groups. *These include: handwriting, spelling of high frequency words, basic sentence punctuation, times tables recall, basic addition & subtraction fact recall and reading skills relevant to age.*
- Additional lesson time on core teaching. Reading, writing and maths teaching will require increased teaching time in order to cover missed learning – particularly in the autumn term. In order to keep a broad and balanced curriculum, some subject areas may be taught as blocked days rather than weekly lessons.
- Particular focus on early reading and phonics. This is always a focus in the school and will continue to be so in order to develop children’s reading ability and vocabulary.
- Assessment of learning and of basic skills to identify major gaps. Teachers will work to identify gaps in learning and adapt teaching accordingly.
- Time spent on mental health, wellbeing and social skills development. This will be at the core of all catch up work as many children will have not been in formal school setting for a number of months and further periods of isolation will mean disrupted time in school for many children.

For some children it means:

- Additional support and focus on basic skills. Supported by additional staffing or external resources utilising catch up premium – dependent on need as identified through ongoing assessment. (Cusp groups in identified year groups, extension of free flow in Year 1)
- Additional time to practise basic skills. This again will be dependent on need of children in order to re-establish good progress in the essential skills (phonics and reading, increasing vocabulary, writing and mathematics) and there will be flexibility on timetables to allow this. (also including Catch up sessions after school)
- An organisation of the resources within school to ensure sustainability of progress when and bubbles are closed and during future possible lockdowns (Rosen Class and COOS interventions)

14. Catch up at John Scurr Primary School IS NOT:

- Cramming missed subject knowledge or content
- Pressuring children and families into rapid learning through additional work
- Teachers time spent highlighting missed objectives
- Teachers time spent ticking off assessment points and extra tracking

15. Evidence and Rationale

The school has used the Education Endowment Funding research to help devise the direction of the spending.

16. COVID-19 Catch-Up Premium Action Plan

SUMMARY INFORMATION			
Total number of pupils Reception to Year 6 :	387	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:			

	Barrier	Desired outcomes – evidenced in subject leaders action plans
Teaching Strategies	Teachers aware of the gaps in the learning across basic skills but will need full 4 week assessment time	To address immediate gaps in learning and skills analyses
	Home learning platforms initiated during first lockdown but not fully established by all children	Identified pupils who were not engaged in online learning actively using the platforms for blended and remote learning opportunities
	Methods for supporting resilience needs to be established	Parents engaged in blended offer
Targeted support	Gap analyses in September to ascertain any gaps to ensure pupils are making progress against March '20 predictions	Medium term plans and teaching opportunities (including CUSP groups) are meeting the needs of pupils ensure progress.
	Access to learning platforms for all pupils remains an issue	To ensure pupils can access the online platforms from home.
	Pupils in Y1 have had limited EYFS offer	To ensure pupils in Y1 receive a foundation stage offer until January '21
Wider strategies	Memory and vocabulary skills have been effected- therefore a review of the curriculum path and the teaching strategies needed	Unity Curriculum investment leading to developed vocabulary opportunities across the curriculum.

	<p>EYFS , Pupils with SEN and EAL have had limited engagement on line and remotely</p>	<p>Increase teamwork, problem solving and Oracy skills in class session in identified year groups (higher levels of boys) Rosen Class and COOS interventions NELI reception class speech and language intervention</p>
	<p>Pupils have had limited oracy skills and performance opportunities during 2020</p>	<p>Increase discussion, debate and formal skills in class session in identified year groups (higher levels of boys)</p>