

Ullesthorpe CE Primary School 'Learn together, grow together, shine forever'

Academic year: 2020-21 Number of pupils: 101 Total fnding: £8400

Children have experienced unprecedented disruption to their education as a result of Covid-19. Schools will receive a sum of money, equivalent to £80 per pupil, for specific activities to support children to catch up for lost teaching time in the previous months and mitigate the effects of the disruption. To support schools to make the best use of this additional funding, the Education Endowment Foundation has published a Covid-19 support guide for schools. <https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/covid-19-support-guide-for-schools/#nav-covid-19-support-guide-for-schools1>. Schools have the flexibility to spend their funding in the best way for their pupils and circumstances.

Identified impact of lockdown: although the majority of children accessed reading during lockdown, it has impacted on the reading fluency of younger children and comprehension skills of older pupils. Younger children have gaps in their phonics knowledge which is impacting on reading. Essential practising of writing skills was not consistent during lockdown and there is a lack of fluency and stamina in writing in all cohorts. The recall of basic mathematical skills and facts has been impacted. Full units of work have been missed in foundation subjects meaning children are not able to access pre-requisite knowledge and less likely to make connections between concepts. Impact on a significant number of children's social and emotional skills is evident. A minority of children with additional needs which impact on their behaviours are finding the return to school difficult, presenting challenging behaviours.

Catch Up Funding Planning & Evaluation

Teaching & whole school strategies

| | | Action | Cost | Intended Impact |
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| Supporting great teaching | Ensuring every teacher is supported and prepared for the new year is essential to achieving the best outcomes for pupils. Providing opportunities for professional development is likely to be valuable. | Thorough domain days and staff meetings, time is set aside for subject leaders to research, evaluate and develop their subject plans, including subject specific vocabulary. Release time and additional cover will be required to facilitate this. New hub curriculum to be implemented from August 2020. | Cover supervisor to provide cover - no additional financial cost | All subjects are planned with consideration for how pre-requisite knowledge and vocabulary is taught alongside new learning so that knowledge and vocabulary gaps can be reduced. |
| Pupil assessment & feedback | Setting aside time to enable teachers to assess pupils' wellbeing and learning needs is likely to make it easier for teachers and other school staff to provide effective support. | Use of Bounce Back to School materials and PHSE 'Scarf' resources to support emotional and physical wellbeing. Regular meetings with all those involved in offering targeted emotional support ie. ELSAs, SENCO, Forest School lead. Focus on formative assessment within lessons and termly summative assessment. | No financial cost | Wellbeing needs identified and ELSA, play therapy and Forest School interventions used appropriately. Bounce Back and PHSE given high priority in class timeables. Provision map of interventions enabled (SENCO). |
| | Standardised assessments in literacy or numeracy might be used to identify pupils who would benefit from additional catch-up support. | Formative assessments used to identify gaps. Year 2 children to undertake a phonics screening at the beginning of the Autumn term to identify gaps. Progress meetings in October to set targets and plan use of the catch up premium. | No financial cost | Gaps in learning in core subjects identified and interventions to diminish gaps determined. |
| Transition support | Planning and providing transition support, such as running dedicated transition events—either online or face-to-face, as restrictions allow—is likely to be an effective way to ensure pupils start the new year ready to learn. | Virtual meeting in June/July 2020 between parents of new starters, class teachers, support staff and SLT. Face to face meeting with all families at the end of August before children started school. Part-time induction. Teachers recorded videos introducing themselves to their new classes and these were shared with families prior to the summer holidays. | No financial cost | Children joining Ullesthorpe from a range of settings or none have an opportunity to become familiar with key people they will come into contact with, impacting positively on a confident start to school. Children are able to settle quickly into their new classes and are familiar with their teacher before their first day. |

Targeted approaches

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| One to one & small group tuition | To be most effective, creating a three-way relationship between tutor, teacher and pupils is essential, ensuring that tuition is guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback. | The two intervention teachers and one LSA will work closely with class teachers to ensure the intervention they plan and deliver links to the school curriculum and is targeted at gaps. Planning and review sessions will take place regularly. Intervention teachers will be invited to termly progress meetings. | Year 1 & 2 phonics intervention teacher - £2000, Year 3 & 4 English intervention LSA - £1410, Year 5 & 6 intervention teacher - £3600. | All children in Key Stage 1 make at least expected progress from their starting points. Children in Key Stage 2 make at least expected progress from their starting points. |
| | Tuition delivered by qualified teachers is likely to have the highest impact. However, tuition delivered by tutors, teaching assistants, or trained volunteers can also be effective. Where tuition is delivered by teaching assistants or volunteers, providing training linked to specific content and approaches is beneficial. | For 2 hours (1 afternoon each week), a phonics intervention teacher will support individuals with gaps in their knowledge in Years 1 & 2. She will also skill up support staff to deliver this intervention on the other afternoons. Intervention will be targeted at children who are not on track to pass the phonics check in the following priority order: Year 2 pupil premium/vulnerable children, Year 2 SEND, Year 2, Year 1 pupil premium/vulnerable children, Year 1 SEND and Year 1. For 2.25 hours per week (1 afternoon plus 1 after school club), a Year 5 and 6 intervention teacher will support groups who need additional support in reading, writing and maths. Intervention will be targeted at children on the WTS/EXS borderline and the EXS/GDS borderline in the following priority order: Year 6 pupil premium/vulnerable children, Year 6, Year 5 pupil premium/vulnerable children, Year 5. For 3.25 hours (1 morning), a Year 3 and 4 English intervention LSA will support small groups during English lessons run specific targeted intervention programmes. Intervention will be targeted at children in the following priority order: Year 3 & 4 pupil premium/vulnerable children, Year 3 & 4 SEND, Year 3 & 4. | | |
| | However, tuition delivered by tutors, teaching assistants, or trained volunteers can also be effective. Where tuition is delivered by teaching assistants or volunteers, providing training linked to specific content and approaches is beneficial. | The SENCO and class teachers will work closely with the English intervention LSA to ensure training and support is given. This role is being advertised externally in order to appoint an LSA with experience in these year groups and in delivering high quality intervention. | | |
| Extended school time | In some cases, schools may consider extending the length of the school day; for example, to provide additional academic or pastoral support to particular pupils after school. However, to be successful, any increases in school time should be supported by both parents and staff. | One year 5 and 6 booster group will take place after school between 3.30 and 4.30 pm run by the intervention teacher. Group sizes will be kept small. Parents will be asked to give their permission for their child to join an after school booster group. | | |
| Intervention programmes | In order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary. | Intervention will be done in small groups or on a 1-1 basis - guidance from EEF will be used in deciding on the programmes to be used. The Read Write Inc intervention materials will be used for the intervention in Years 1 and 2. In Key Stage 2, a variety of intervention programmes will be used including DIPT, Nessie, Power of 2... | | |
| | A particular focus for interventions is likely to be on literacy and numeracy. Effective intervention follows assessment, which can be used to ensure that support is well-targeted and to monitor pupil progress. | Catch up premium funding is only being spent on English and Maths intervention. Other support for children emotionally is already in place and will continue. The two intervention teachers and one LSA will work closely with class teachers to ensure the intervention they plan and deliver links to the school curriculum and is targeted at gaps. Planning and review sessions will take place regularly. Intervention teachers will be invited to termly progress meetings. Intervention teachers will be involved in any summative assessments. | | |

Wider strategies

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| Supporting parents & carers | Additional support in the new school year could focus on providing regular and supportive communications with parents, especially to increase attendance and engagement with learning. | Continued working with the EWO and traveller attendance to improve attendance. Termly newsletters and regular emails ensure parents know what is happening in school. Informed parents of the general gaps across the school and sent writing leaflets home to give parents some specific tasks to do at home with their child. Focus on wellbeing and gaps in knowledge at the first parents evening in November. | EWO - £500 (from pupil premium) | On the parent questionnaire, at least 90% of parents understand how their child is doing in school and where any gaps are. Parents feel equipped to support their child with learning at home. |
| | Providing additional books and educational resources to families. | Revision books to be bought for pupil premium children in Year 6. | £75 (from pupil premium) | |

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| Access to technology | In particular, lack of access to technology has been a barrier for many disadvantaged children. Some schools might find it helpful to invest in additional technology, either by providing pupils with devices or improving the facilities available in school. | Parent survey to check if devices are available and there is access to the internet at home. There are a number of school laptops that could be lent out to families. | No financial cost | The majority of children are able to access live lessons at home in the event of any future lockdowns. |
| | In addition, providing support and guidance on how to use technology effectively is essential. | Teachers to have regular IT sessions with the children to give them the skills they need to use Google Meets and Google Classroom. If remote learning is needed, detailed guidance would be sent out to parents. | No financial cost | |