

TMPA Coronavirus (COVID-19) catch-up premium

Planned spending for 2020-21

1. Summary information	
Total premium	£17,440
Number of disadvantaged pupils	
2. Identified priorities (groups and/or year groups)	
1	Lack of access to home learning and regular support with reading at home KS1 and Boys in Year 3
2	Pupils in KS2 that have scored high on Vulnerability Index and poor baseline results
3	Pupils identified through Vulnerability Index and Baseline Assessments
3. Selection of interventions	
<p>Refer to: https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-3-curriculum-behaviour-and-pastoral-support</p> <p>Information on National Tutoring Programme 'Additional, targeted support for those children and young people who are disadvantaged or in vulnerable groups'</p> <p>Refer to: https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium#five https://nationaltutoring.org.uk/ntp-tuition-partners https://educationendowmentfoundation.org.uk/covid-19-resources/neli/</p>	
1. Reading Recovery	<i>YEAR 1 & 2 Pupils 1-1 intervention</i>
2. Phonics	<i>EYFS KS1 SEND small group phase specific</i>
3. Wellbeing Officer	<i>Pupils highlighted through Vulnerability Index and Boxall profiles</i>
4. 1-1 Tuition – Teacher employed for 2 days	<i>Pupils in years 3-6 1-1 tuition in Reading & Maths</i>
5. Chrome books to support remote learning	<i>Priority 1. Disadvantaged pupils who have no access to IT at home whilst isolating Priority 2. Any pupil's self-isolating that have no access to IT</i>

6.Planned expenditure 2020-21

Objective	Chosen action / approach	Cost	Outcome	Impact
<p>To ensure pupils receiving Reading interventions make accelerated progress that is monitored and reviewed half termly</p>	<p>JM will analyse assessment data and decide on pupils' suitability to receive 'Reading Coach', 'BRP', 'Reading Recovery', 'Reading Recovery Light Touch' and 'Group guided reading' intervention during the Autumn term. Once targets are achieved new pupils will then access an intervention suited to their needs. KS 1 and 2</p> <p>AUT-SUM TERM -Bottom 4 readers in every class will receive 'Reading Coach' intervention for 10 minutes 3x a week with class TA (as usual)</p> <p>KS1 and YEARS 3,4,5 -AUT 2 JM will provide TA refresher Reading Coach/BRP intervention training (with an emphasis on phonics) and selected readers in years 1-5 (below level 21) will receive either Reading coach or BRP 4days a week for 15mins (for pupils who could make rapid progress)</p> <p>YEARS 6 -AUT 2 FN will establish comprehension intervention for pupils</p> <p>YEARS 1 and 2 AUT 1 JM will work with 12 yr 2 pupils with the aim for them to make accelerated progress and reach ARE: -2 group guided reading sessions will take place 4x a week together with an individual reading session 1x a week. -3 pupils will receive RR Light touch intervention, for 15-20 minutes 5 days a week</p>		<p>Pupils receiving targeted support will show a decrease in the gap and accelerated learning over time</p> <p>Pupils skills at reading, inference and deduction will be accelerated showing a decrease in the gap in learning</p> <p>Parents will have access to the books being read via 'Engage Literacy Online' so pupils can practice their new learning at home. JM will inform parents daily about the sounds, reading and comprehension strategies being learnt.</p>	

	<p>-1 pupil will receive RR intervention for 30 minutes 5 days a week</p> <p>AUT 2 JM will continue with these interventions with more pupils across yrs1 and 2</p>			
<p>To target pupils in EYFS & KS1 through daily phonics and targeted support</p>	<p>Reception staff will continue with Phase 1 phonic activities alongside their teaching of Phase 2 daily</p> <p>Year 1 staff will revisit to strengthen Phase 3 phonics for 71% of children and Phase 2 phonics for 29% of children - two groups daily</p> <p>Year 2 staff will revisit to strengthen Phase 5 phonics for 52% of children, Phase 4 phonics for 26% of children & Phase 3 phonics for LA/SEND - three groups daily [Also daily practice of reading real & nonsense words]</p> <p>DSP staff will revisit to strengthen Phase 4 phonics with 50% of children, Phase 2 phonics with 50% of children alongside the teaching of Phase 1 and incorporating 'Cued Articulation' – three groups daily</p> <p>Year 3 TA will deliver daily Phase 4 phonics session with 27% of children (before moving onto Phases 5 & then 6)</p>		<p>Pupils who were previously assessed as being on track in their Spring 2020 assessment in the Foundation stage, will meet the required standard in the Year 1 phonics screening.</p> <p>Pupils who were previously assessed as being on track in their Spring 2020 assessment in Year 1, will meet the required standard in the newly introduced Year 2 phonics screening</p>	
<p>Wellbeing Officer</p>	<p>Wellbeing and Mental health. To make sure all the children are welcomed back into school</p> <p>Contact with children through teams.</p> <p>Assemblies via Teams</p>	<p>£4,000</p>	<p>For pupils to have access to a range of support and strategies that will help them become emotionally resilient</p> <p>For staff to have a 'go to' person in place that will support them</p>	

	<p>Jigsaw recovery package in addition to Jigsaw scheme of work</p> <p>Survey at regular intervals throughout the term.</p> <p>Introduce all interventions that the children took part in before lockdown</p> <p>Training for staff on Mental health</p> <p>Staff survey</p> <p>Wellbeing and Mental Health Action Plan.</p>		<p>Staff have a better understanding of mental health and issues that may impact on pupils and their own wellbeing</p>	
1-1 tuition	<p>Selected pupils will access 1-1 tuition from 2 highly experienced teachers</p> <p>1-1 will have a strong emphasis on Reading and Maths and supporting those who have scored high on the VI</p> <p>These 2 teachers will provide QFT 1-1 to pupils in KS1 and KS2 for 1 hour per week</p>	£12,600	<p>Identified children in the small group setting, make accelerated progress from the vulnerability index and close the attainment gap on the expected standard.</p> <p>Selected children will have made accelerated progress through Maths targets and reading levels as identified through current assessments. This will be evidenced through benchmarking levels.</p>	
Access to technology	<p>Pupils' access to technology has been an important factor affecting the extent to which they can learn effectively at home. In particular, lack of access to technology has been a barrier for many disadvantaged children.</p> <p>Through close partnership working with the Trust, additional technology has been secured to support access to online learning.</p>	£5,000	<p>To ensure that during any local lockdown measures or class closures due to confirmed cases, children who require technology have full access to this by establishing a loaning library.</p>	