

Catch-Up Premium Plan



**WEST KIRBY
PRIMARY SCHOOL**

Summary information

School	West Kirby Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£20,400	Number of pupils	255

Guidance

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.

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil from FS2 to Year 6.

As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

Strategy Statement

Catch up priorities are:

- Re-establishing calm, consistent routines that enable the children to be ready to learn.
- Supporting pupils with change and mental health issues as a result of school closures during COVID-19
- Catching up on missed skills to allow pupils to access the curriculum

The overall aim of the catch-up premium strategy is:

- To raise the attainment of all pupils to close any gaps created by COVID-19 school closures

West Kirby Primary School is located in West Kirby, Wirral and falls under the local authority of Wirral. We are an averaged sized primary school and we have 281 pupils, with a capacity of 259, aged from three up to eleven. The proportion of disadvantaged pupils at our school is below average. The proportion of pupils who have special educational needs and/or disabilities at West Kirby Primary is below average. At our school, we strive to ensure that the individual needs of our pupils are met, including those of our most vulnerable pupils. We ensure that appropriate provision is made for pupils who belong to vulnerable groups, ensuring that the needs of such pupils are

adequately assessed and addressed. All our work through the Catch Up Premium Strategy will be aimed at accelerating progress and overcoming barriers, in order to address any regression in learning.

The vast majority of our pupils engaged at some level with the Learning at Home provided over the summer term. This involved work being set by teachers and uploaded weekly to the school website. Children downloaded the work and sent in photos of them working, doing activities or of their work via the 3 key stage emails we set up to keep open channels of communication between teachers, children and parents. We also organized weekly TEAMS meeting for the children to chat about their learning with other groups of children in their cohort. Regular telephone calls were made to children and their parents to see if any extra support was needed. Packages of work were developed for our SEN children that linked specifically to their support plans, and these were issued via email or printed and posted. School also used our existing subscriptions to Purple Mash, Lexia, Spag.com, White Rose and Mathletics to support Learning at Home.

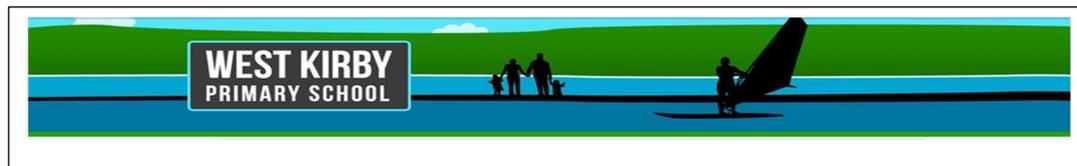
From when lockdown was announced we provided for our key worker and vulnerable children. Following the wider opening in June, we operated 9 Bubble groups these were: F2 Bubble max 15 children, Y2 Key worker Bubble max 15 children, Y1 Key worker Bubble max 15 children, 2 Year 6 Bubbles max 15 in each, Y3 – 5 Key worker Bubble max 15, Y 1 & 2 Key worker Bubble max 15 , 2 families Bubbles max 15 in each.

When school opened in September we followed a Recovery Curriculum. A few weeks into the new school year, teachers undertook assessments in order to determine if children’s learning has regressed.

Settling pupils back into the routines of school and picking up previous learning behavior, as well as re-establishing some learning stamina is a priority. The vast majority of pupils have returned to school happy to be back, into familiar routines with their friends and teachers but for some pupils, the lockdown has had a detrimental effect on mental health, motivation, behavior and attendance.

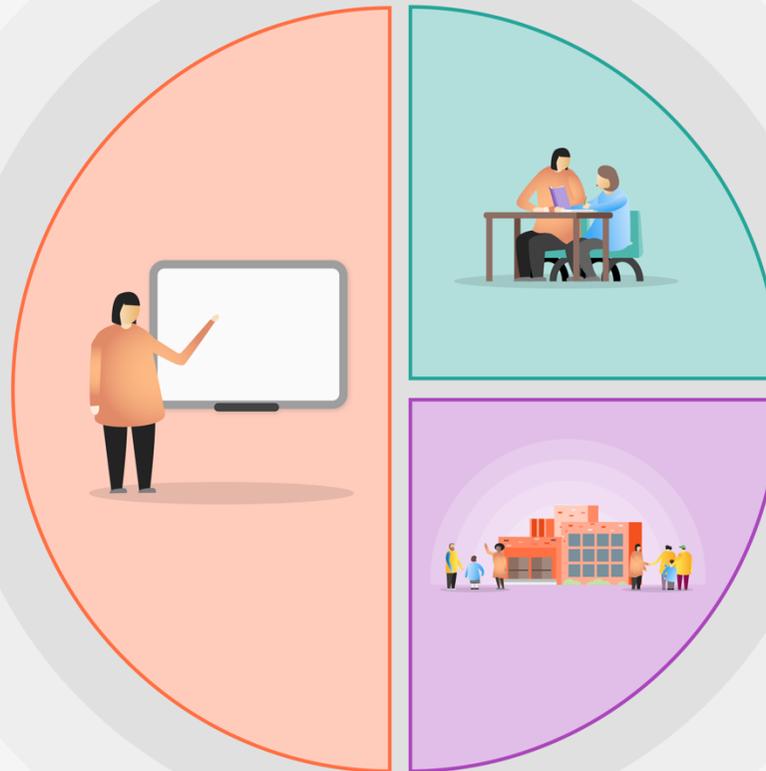
Use of Funds	EEF Recommendations
<p>Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a coronavirus (COVID-19) support guide for schools with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.</p> <p>aut 2020 -£5,100, spg 2021 - £6,800, sum 2021 - £ 8,500 = £20,400 Total</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> ➤ Supporting great teaching ➤ Pupil assessment and feedback ➤ Transition support <p>Targeted approaches</p> <ul style="list-style-type: none"> ➤ One to one and small group tuition ➤ Intervention programmes ➤ Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> ➤ Supporting parent and carers ➤ Access to technology ➤ Summer support

Identified impact of lockdown	
Maths	Specific content has been missed, leading to significant gaps in learning and stalled sequencing of journeys. Recall of basic skills and fluency has suffered – some children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in initial assessments carried out during the first few weeks of the autumn term.
Writing	Children haven't necessarily missed 'units' of learning in the same way as Maths, however some have lost essential practising of writing skills, especially noticeable in Year 1 through their letter and digit formation. Gaps specific knowledge has suffered in some phases, leading to some lack of fluency in writing. Spelling patterns have had to be re visited or taught anew. Those who have maintained writing throughout lockdown are less affected, however those who evidently didn't write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.
Reading	Children accessed reading during lockdown more than any other subject. Reading was something that was more accessible for families and required less teacher input. However, some younger children are less fluent in their reading and in Y1 , Y2 and Y3 phonics gaps are evident. The gap in KS2 between those children who read widely and those children who don't has widened.
Non-core	There are gaps in knowledge – whole units of work have not been taught meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments.
Social and Emotional	Many children returned to school during Lockdown due to mental health problems identified by parents. These children were considered vulnerable and were accommodated in to Bubble groups. Some children experienced the bereavement of close relatives. Several children were struggling with the isolation, and of having no contact with other children. Other children were vulnerable as a result of the mental health state of their parents due to Lockdown.



1 Teaching and whole school strategies

- Supporting great teaching
- Pupil assessment and feedback
- Supporting remote learning
- Focus on professional development
- Transition support



2 Targeted academic support

- One to one and small group tuition
- Intervention programmes
- Extended school time
- Planning for pupils with SEND

3 Wider strategies

- Supporting parent and carers
- Access to technology
- Supporting pupils' SEMH
- Summer support

Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)

i. Teaching and related whole-school strategies

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<p>High quality teaching for ALL... Supporting quality first teaching in a quality first curriculum:</p> <p>Use of the NCETM and DFE maths document to prioritise key skills in maths that need to be plugged so that not all prior learning needs as much focus. Through revisiting prior concepts in maths pupils regain fluency and make next coherent step in learning. Essential aspects of maths curriculum is mastered as identified by the Ready to Progress Document.</p> <p>Assess multiplication gaps in year 5 (cohort who would have taken multiplication check), carry out baseline assessments and put in place daily catch-up interventions where needed Pupils will confidently be able to recall all multiplication tables and use for calculations and reasoning</p> <p>Children will have an increasingly confident grasp of multiplication tables Children in years 4, 5 and 6 will have confident calculation knowledge to access relevant year's AREs</p> <p>High engagement in reading across the school.</p> <p>Prioritise English objectives missed to plug gaps used in planning. SLT to look at structure of lessons, providing a 10 min recap opportunity in all lessons to recall prior learning.</p> <p>English and maths taught across the foundation</p>	<p>Additional time for teachers to research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional subject leadership time. 2 hrs per teacher autumn term x 3 teachers (M6 rate-PPA cover teacher) £135</p> <p>Increase Teaching Assistant hours to have a TA in each Bubble where support is needed, and to have at least one full time TA in each phase. Increase in the part time hours of 2 x TA2 (from 16 to 18 hours per week) £1,583.84</p> <p>Employ and extra full time TA for support across the school. (36 hours per week) £12,000</p>	<p>Due to another lockdown in January 2021 the full review date has been delayed until Apr 21</p> <p>Geography, History & RE were monitored and feedback shared with staff. Direction given as to where skills from those units to be covered in summer 2020 could be incorporated in to this year's units of work.</p> <p>Two teaching assistants had their hours increased from September and this has and will continue for the remainder of the school year. The increase in staffing levels was to ensure that the necessary support/ cover that was required was in place where needed. (TA2 / 3 as required)</p> <p>An additional teaching assistant was employed through the autumn and spring term</p> <p>In all maths lessons for the summer term, teacher developed a plan to follow the 'Ready to Progress' framework from NCTEM – 12 weeks of the summer term</p> <p>Plans in place for current Y4 to take the Times Tables Check online</p>	<p>EB</p>	<p>Feb 2021</p> <p>Apr 2021</p>

<p>subjects. Children make accelerated progress in their learning at each assessment point. Balance in lessons of catch-up and teaching current year group objectives.</p> <p>The foundation subjects will reviewed and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.</p>		<p>Flashback 4 being used in morning challenges linked to learning ion previous topics for foundation subjects.</p>		
<p><u>Effective diagnostic assessment...</u> Teaching assessment and feedback: Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments. Complete an audit of foundation subjects to identify the gaps in knowledge from school closures in the Summer term. Review end of unit assessment for Foundation Subjects that enable pupils to reflect on what they have learnt.</p> <p>Whole school to use White Rose maths and complete end of unit assessments as well as end of term assessments.</p> <p>Teachers to use White Rose catch up materials and Flashback 4 during mental maths sessions. All classes to include in their timetable an extra mental maths session each day.</p>	<p>Teachers, including those temporary in post are supported with coaching time from SLT to ensure that the most important units of work are covered and that gaps from last year’s curriculum are identified.</p> <p>1 hour extra subject release time for subject coordinators during the autumn term - supply cost x 3 teachers £135</p>	<p>Due to another lockdown in January 2021 the full review date has been delayed until Apr 21</p> <p>Science, English & Maths were monitored and feedback shared with staff. Direction given as to where skills from those units to be covered in summer 2020 could be incorporated in to this year’s units of work.</p> <p>In all maths lessons for the summer term, teacher developed a plan to follow the ‘Ready to Progress’ framework from NCTEM – 12 weeks of the summer term</p> <p>Flashback 4 being used in morning challenges linked to prior learning in maths..</p>	<p>All teaching staff</p> <p>EB</p>	<p>Feb 2021</p> <p>Apr 2021</p>
<p><u>Supporting remote learning...</u> Ensuring equity of access for all: Learning from Home requires further refinement and development. To have a strong remote learning offer in place using the VLE linked to our school website. TEAMS meetings are used for parents’ evenings which are booked through Sign Up Genius and all staff are trained in their</p>	<p>Children continue to learn in the event of Learning from Home</p> <p>Gaps in learning continue to close due to the provision of a high quality on line learning provision.</p> <p>Children continue to receive feedback on their work</p>	<p>As a result of a Bubble closure in the autumn term , teachers increased the Remote Learning provision and taught from home. Due to another lockdown in January 2021 the full review date has been delayed until Apr 21</p>	<p>TM</p>	<p>Feb 2021</p>

<p>use. In the event of home learning being needed, a process is now in place so that individuals or bubbles having to isolate can access a complete timetable of activities linked to what is being taught in school. For SEND pupils, learning packs are sent home that are specifically linked to their support plans.</p> <p>The timetable of activities involves planning that is being used in class, website recommendations including National Oak Academy, BBC Bitesize and White Rose Maths materials. Children are encouraged to share what they have done via the home page on the VLE, messaging their teacher and/or sending in completed work.</p> <p>In the event of whole bubble closure, the class teacher will arrange a TEAMS meeting to talk through the day. They will respond to messages from children, answering queries and giving feedback on work.</p> <p>We will do all we can do to encourage children to engage e.g. phone calls, TEAMS conferencing, office phone calls, chasing children who we have not been able to contact, letters etc.</p> <p>Ensure all pupils have all required passwords.</p>	<p>£ - No extra cost</p> <p>Weekly timetable and associated activities uploaded in case a child/ Bubble needs to isolate.</p> <p>1 hr release each week for 4 teachers to complete weekly upload of VLE materials. Cost of cover 4 x 1hr each week (M6) Aut – 15 weeks £2,017.80</p>	<p>As a result of a Bubble closure in the autumn term, the Remote Learning provision was developed to include an Initial Isolation Timetable of activities for each year group. This allowed children to follow activities at home whilst awaiting results from a Covid test. During the spring term lockdown children were taught remotely and all staff were upskilled through video clips made by MP and through training from TM & MP.</p> <p>While staff were teaching from home / in school during the most recent lockdown there were no additional costs incurred.</p>	<p>All teaching staff</p> <p>TM</p>	<p>Apr 2021</p>
<p><u>Focusing on professional development...</u> Supporting great staff: Training for staff on using Teams the school website and the VLE so that staff are more confident at uploading , sharing and making/maintaining contact with children who are learning remotely.</p> <p>Staff training to deliver PSHE</p> <p>Staff training to deliver SEMH strategies. Spring term training for all teaching staff on supporting pupil's mental health</p>	<p>Training for staff on using Teams the school website and the VLE meant staff are more confident at uploading , sharing and making/maintaining contact with children who are learning remotely</p> <p>½ day equivalent supply cost x 2 teachers @ £210 per day for 6 weeks £1,260</p>	<p>Due to another lockdown in January 2021 the full review date has been delayed until Apr 21</p> <p>1:1 training given to all staff on using 'blended learning' accessing and teaching through the VLE and TEAMS.</p> <p>Release time for MP to create mini video clip to email to staff for quick fix training.</p>	<p>TM</p>	<p>Feb 2021</p> <p>Apr 2021</p>
<p><u>Transition support...</u> Welcoming new starters and those returning to new year groups:</p>	<p>Transition meetings arranged for new starters via TEAMS.</p>	<p>Transition meetings were carried out for new starters in EYFS. 1:1 meetings carried out with</p>	<p>CS & FK</p>	<p>Feb 2021</p>

<p>Pupils in F2 & Year 1 make rapid catch up and are supported in personal and social skills.</p> <p>Additional one to one support for pupils where needed for existing pupils and those new to the school (transferring from other schools)</p> <p>A minority of pupils are struggling to settle back into class routines and have a limited attention span linked to difficulties experienced due to COVID 19 and lack of structured learning experiences since March 2020.</p> <p>Conduct welcome back surveys. These were linked to PSHE planning and outcomes were discussed in classes</p> <p>Pupils struggling to cope back in routine of school and behaviour expectations are supported by a consistent approach to behaviour across the school.</p>	<p>1:1 support and transition plans in place for those experiencing difficulties.</p> <p>Welcome Back surveys conducted and analysis carried out. Common themes addressed through PSHE lessons</p> <p>£ - No extra cost</p>	<p>children requiring transition support in the autumn term. Due to another lockdown in January 2021 the full review date has been delayed until Apr 21</p> <p>1:1 support meetings have continued with individuals requiring this throughout the spring term and will continue in the summer term.</p> <p>Welcome back surveys were carried out with the children in September; these will be repeated in July.</p>	<p>MP</p>	
<p>i. Teaching and related whole-school strategies</p>			<p>Total budgeted cost</p>	<p>£17,131.64</p>

<p>ii. Targeted academic support</p>				
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Impact (once reviewed)</p>	<p>Staff lead</p>	<p>Review date?</p>
<p><u>High quality 1-to-1 and small group tuition...</u></p> <p>Identified children will have significantly increased rates of reading fluency and linguistic functions such as intonation, tone, stress, and rhythm. They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding. They will be confident readers and dips in reading attainment will be negated.</p>	<p>Teaching assistants will help to raise standards in attainment by implementing targeted support linked to support plans for SEND children.</p> <p>£ - No extra cost/ already included</p> <p>Extra phonics sessions with Y1 and Y2 children, Phonic Screening Check carried out Dec 2020 to check on progress and address any gaps.</p> <p>£ - No extra cost/ already included</p>	<p>Baseline phonics check carried out in September to look at whole class/bubble teaching of phonics through groups in each bubble. Phonic assessments also carried out in Y2 and Y3 to gauge level of support required.</p> <p>Phonics data from September, December and March used to identify children who may require extra support to pass Y1 Phonic Screening Check and who need extra support in Y2 and Y3. Plans made to use the</p>	<p>TM</p>	<p>Feb 2021</p> <p>Apr 2021</p>

	<p>National Tutoring Programme 4 x £131.25</p> <p>£525</p>	<p>National Tutoring Programme during the summer term to supplement the class teaching of phonics</p> <p>Due to another lockdown in January 2021 the full review date has been delayed until Apr 21</p> <p>Additional support engaged in Class 3/4 and Class 1 as well as increased hours for existing part time TAs</p>		
<p><u>Teaching Assistants and targeted support... Intervention programme</u></p> <p>Review teaching assistant deployment to ensure those classes with the higher level of need have a TA full time to support needs in the class.</p> <p>Review the recording arrangements for interventions as all will now need to be carried out in the classroom bubble. TA will be available to work with SEND children in class throughout the day. This will also allow for support in Foundation subjects. SEND children will no longer be withdrawn from foundation subjacent lessons to complete interventions.</p> <p>Interventions such as precision teacher in, IDL Starspell Times Table Rocks and Numbots will be completed during lesson time.</p> <p>Interventions both 1:1 and small group will take place in the classroom.</p> <p>The above is based on the advice given in the EEF document ‘ Making the Best Use of Teaching Assistants’</p> <p>An appropriate numeracy intervention, Maths NCETM programme followed, supports those identified children in reinforcing their understanding of basic maths skills and application of number.</p> <p>An EYFS is allocated to train and then run Nuffield Early</p>	<p>Teaching assistants x 2 will help to raise standards in attainment by implementing targeted support linked to support plans for SEND children.</p> <p>£ - No extra cost/ already included in SEND budget</p> <p>Purchase licences for Numbots/TTRS, IDL and extend trial for PurpleMash Serial Mash for reading</p> <p>Numbots / TTRS £167.90</p> <p>IDL £398</p> <p>Serial Mash £50.00 + £216.67 for Purple Mash</p> <p>NTP – Randstad Yr 5 & Yr 2 £988</p> <p>NTP – Randstad Y3 £131.25</p> <p>NTP – Randstad Y2 £131.25</p> <p>1 day release time for training on NELI project (TA</p>	<p>Due to another lockdown in January 2021 the full review date has been delayed until Apr 21</p> <p>From March 2021 we have engaged Randstad Education through the National Tutoring Programme to support groups of children in Y2, Y3 and Y5 with maths support</p> <p>All passwords for Numbots/Purple Mash – Serial Mash/ TTRS shared with parents to use during spring lockdown</p> <p>For the summer term (12 weeks) all staff to plan lessons using the Ready to Progress/ NCETM maths resource https://www.ncetm.org.uk/classroom-resources/exemplification-of-ready-to-progress-criteria/</p> <p>National Tutoring Programme during the summer term to supplement the class teaching of maths</p>	<p>TM</p> <p>CS</p>	<p>Feb 2021</p> <p>Apr 2021</p>

<p>Language Programme (NELI) for F2 pupils (ET)</p> <p>Children to make rapid progress in learning and retaining phonic knowledge and are able to apply it effectively</p>	<p>supply cost)</p> <p>£100</p>	<p>National Tutoring Programme during the summer term to supplement the class teaching of phonics</p>		
<p><u>Extended school time... Before/After school focussed support clubs</u></p> <p>As a result of staggered Bubble opening and closing times consideration needs to be given to accommodating siblings. Parents may be dropping one child off at 8.30am and another at 9.15am. We want to offer a smooth dropping of and collecting system that allows for our staggered opening and closing times and is also convenient and supports our parents.</p>	<p>Children will be accommodated in their class bubbles from 8.30am to 3.15pm across the staggered Bubble start and finish time. During these extended hours children will focus on handwriting, reading and mental maths.</p> <p>Focussed clubs will operate across Bubble groups, but in key phases from 3.15pm – 4.30pm these will include sport clubs</p> <p>£ - No additional staffing cost</p>	<p>Due to another lockdown in January 2021 the full review date has been delayed until Apr 21</p> <p>School opening extended by 15 mins for all year groups from Apr 2021. Drop off and pick up times are still staggered. WAVES (before and after school) are still only able to accommodate 15 children in an outside space, so other parents who have no alternative childcare and who cannot be accommodated in waves are in school with their class teacher/TA from 8.30am</p>	<p>EB</p>	<p>Feb 2021</p> <p>Apr 2021</p>
<p><u>Planning for pupils with SEND... Intervention programme</u></p> <p>We want our SEND children in class as much as possible. We want them to access the full curriculum and feel supported in what they do. We don't want them to feel 'punished' and that they are missing out on Art, PE, Music etc because they have to do MORE Maths or English. They are more 'switched on' and receptive in the morning. They will remain in class with their peers and also have the support of their teacher – sense of being part of the class not separate to it. SSP and ASP targets will be addressed during the morning's lessons in class.</p>	<p>Teaching assistants are working in the classroom to deliver support plans as part of English & Maths lessons.</p> <p>Our children are recording their work in their class books. We are supporting individual/ group to access the starter, examples and plenary.</p> <p>We are supporting Foundation Subjects in the class during the afternoons. SEND children have adapted to, and seem to be enjoying the new way of working. They are making good progress in their lessons and they are completing their interventions.</p> <p>Teaching Assistants are recording interventions and these are linked to the targets on school support</p>	<p>Information shared on the new school framework for monitoring interventions in class bubbles. Bookmark targets in place from support plans for all children with a school support plan. Full time teaching assistant in each phase to support SEND children accessing Foundation subjects in the afternoons. Teaching assistant FT/PT in each class where support is needed to deliver in class interventions in the morning. IDL licence purchased and children able to access from home during spring lockdown.</p>	<p>TM</p>	<p>Feb 2021</p>

<p>In the afternoon TAs will encourage them to apply their targets to their Foundation Subjects, and support the children to be more successful . TAs should give input, but encourage independence when working and reminders about their targets.</p> <p>Ensure all teaching assistants have been trained to deliver Precision Teaching.</p> <p>Purchase a licence for IDL for numeracy and literacy.</p> <p>Purchase a licence for Numbots/ TTRS</p> <p>Ensure all pupils have all required passwords.</p>	<p>plans, which continue to be reviewed and updated</p> <p>Employ 2 x TA2 for Y1 and Y3 £ - already costed through SEND budget</p>	<p>Numbots/TTRS purchased and passwords shared so SEND children could continue to use during spring lockdown</p> <p>Due to another lockdown in January 2021 the full review date has been delayed until Apr 21</p> <p>SEN children continue to received support in class to access the full curriculum. IDL/Numbots/TTRS used as part of School Support Plan menu of resources. SEN children working on School support plan targets in class Additional TAs employed from Jan 2021 and Apr 2021 to support in Y1 and Y3.</p>		<p>Apr 2021</p>
<p>ii. Targeted academic support</p>				<p>Total budgeted cost £2,708.07</p>

<p>iii. Wider Strategies</p>				
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Impact (once reviewed)</p>	<p>Staff lead</p>	<p>Review date?</p>
<p><u>Supporting parents/carers with pupils of different ages... effective communication with the wider community:</u></p> <p>Children will have opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home-learning.</p>	<p>Additional online learning resources will be purchased, such as IDL & Numbots/TTRS to support children English and Maths at home. £- already costed</p>	<p>In the autumn term a bubble was closed and Remote Learning engaged. Following on from this and the lessons learnt, delivery, plans, assessment and contact were all reviewed and training needs for staff addressed. New systems were put in place as a</p>	<p>TM EB DOT</p>	<p>Feb 2021</p>

<p>Children have access to appropriate stationery and paper-based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning.</p> <p>Extra activities shared with children on the VLE e.g. 'Reading in Unusual Places' or the 'Christmas Activities' These will run throughout the year to engage the children in extra home learning and use of the VLE.</p> <p>Weekly newsletters will provide parents with the information they need to support their children. They will also cover Covid updates and will provide useful links to local services.</p> <p>Resources will be shared with parents on accessing the VLE, running/joining a TEAMS meeting.</p>	<p>Continue to pay for Serial Mash (reading) which we had as a free trial though Lockdown £- already costed</p> <p>Stationery packs are available and set aside for children to take home when home-learning occurs. £564.59 (printing costs) Bubble closure – aut term and Spring lockdown</p> <p>Teachers have had release time to become proficient at Using the VLE to upload work weekly for children who may have to isolate and to set up on line resources. Training also given in the use of Sign Up Genius and TEAMS to arrange parents meetings.</p> <p>½ day equivalent supply cost x 1 teacher @ £105 per day £- already covered</p>	<p>result of the bubble closure that enable us to function more efficiently and engage more widely with pupils and parents during the spring lockdown.</p> <p>Much wider use of VLE being used to support learning and share information.</p> <p>Due to another lockdown in January 2021 the full review date has been delayed until Apr 21</p> <p>During the Spring lockdown teachers demonstrated how proficient they had become at delivering a Blended Curriculum – children both in school and at home being fought online. Positive feedback received from survey of both parents and pupils on their learning experiences, resources, contact during this last lockdown compared to the summer 2020 lockdown.</p> <p>TEAMS meeting with parents are ongoing as are phase emails to answer queries , book appointments and share concerns. These are monitored and responded to daily.</p> <p>Weekly newsletter shared with parents to keep them informed of changes and developments</p>		<p>Apr 2021</p>
<p><u>Ensuring access to technology...</u> <u>Enabling all learners equal access to the provision:</u></p>	<p>3x Laptops and a Dongle purchased for those pupils who needed them to access Learning at Home (cost covered from PP funding).</p>	<p>Summer term 2020 lockdown. Computers moved through the</p>	<p>TM</p>	<p>Feb 2021</p>

<p>Some pupils will have had limited access to computer/laptop/devices to access the Learning from Home and as a result standards in core and foundation subjects have dropped and therefore their attainment is lower than expected in terms of ARE. We need to ensure standards are raised and children are back on track as soon as possible.</p> <p>Create a register of those who do and do not have access to WIFI, tablets and or laptops so we are able to anticipate problems with bubble closures.</p> <p>Use funding to buy a class set of iPad, covers and charging trolley so that access to the Internet and the computing scheme of work can progress while we can't use the computer suite.</p> <p>Think about what the best use of the ICT suite computers is as we are unable to use at present. Consider moving computers to classrooms- conduct an audit to see how many can be relocated and where.</p> <p>During the catch-up extended school provision, children can access additional devices so that they can rotate through discrete teaching, reading fluency and independent online activities.</p> <p>Teachers have laptops/iPads that are equipped with webcams and allow the teachers to access school-based resources from home. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.</p>	<p>£ -no cost from Covid premium</p> <p>Arrange for computers to be moved from ICT suite to classrooms. We will need to purchase splitters and dongles so that one computer needs 1 socket and that all have internet access. £138</p> <p>Purchase a class set of iPad, covers and charging trolley so that access to the Internet and the computing scheme of work can progress while we can't use the computer suite. £10,700 This was funded through the DfE get Help with Technology through Covid scheme and we were able to order both ipads and laptops which are now in use in school after being loaned to pupils during the spring lockdown</p>	<p>autumn term to classroom as ICT suite unable to be used.</p> <p>Due to another lockdown in January 2021 the full review date has been delayed until Apr 21</p> <p>Computers in classroom continue to be used for accessing web app support and deliver SEND provision. The ipads and laptops delivered through the DfE scheme have been distributed to classes so that they have more internet access and can be used to support SEND children with touch typing and interventions. Staff also using them to access TEAMS meetings with parents and deliver 'Live lessons' in the event of further Bubble/school closures.</p>		<p>Apr 2021</p>
<p><u>Supporting pupils' social, emotional and behavioural needs...</u> <u>Whole school recovery curriculum/SEL curriculum:</u></p> <p>Children will return to school and be ready to progress. Careful monitoring during the first 2 weeks of autumn 1 children to complete a well being survey.</p> <p>Complete 1:1 work with all those who need it. Look at a</p>	<p>Recovery Curriculum followed for first 2 weeks of autumn 1 Complete 1:1 work with all those who need it. Dimensions scheme used for first half of autumn term which allowed the children to talk about their experiences during Covid/Lockdown Children's mental health is addressed and support put in where necessary Spring term training for all teaching staff on supporting pupil's mental health</p>	<p>Recovery Curriculum followed for first 2 weeks of autumn 1 Complete 1:1 work with all those who need it. Dimensions scheme used for first half of autumn term which allowed the children to talk about their experiences during Covid/Lockdown</p>	<p>EB & MP</p>	<p>Feb 2021</p>

<p>new scheme that will allow the children to talk about their experiences during Covid/Lockdown</p> <p>Children’s mental health is addressed and support put in where necessary</p> <p>Designated lead for mental health has a Mental Health First Aid qualification to offer advice and support to staff and children</p> <p>Pastoral Support services are engaged to provide mental health sessions for identified pupils</p> <p>1 Full time TA and 1 part time TA in each phase to support learning and help with transition back to school</p>	<p>1 staff meeting per term on PSHE – delivered by PSHE lead teacher</p> <p>Purchase Dimensions Package for our Recovery Curriculum across the school £99</p> <p>Designated lead for mental health has a Mental Health First Aid qualification to offer advice and support to staff and children £160 (1 day course) £240 (2 day course)</p> <p>Pastoral Support services are engaged to provide mental health sessions for identified pupils £350 per 6 week block – accessed for 2 pupils in autumn 2 term. £400 per 6 week block – accessed for 1 family in spring 1 term. £400 per 6 week block – accessed for 3 pupils in summer 1 term. £400 per 6 week block – accessed for 3 pupils in summer 2 term.</p> <p>1 Full time TA and 1 part time TA in each phase to support learning and help with transition back to school</p> <p>Some pupils have found reconnecting friendships challenging and have lost confidence in their own social and communication skills.</p> <p>Longer break times with structured games built friendships, re-established team work and cooperation and got the children active again.</p> <p>At least 2 PE sessions each week were delivered by the sports coach to each class.</p> <p>Opportunities each half term were planned for the children to take part in competitive activities in their Bubble but as a whole school.</p> <p>Fitness levels of pupils return to pre-covid standards.</p> <p>Purchase new scheme for PSHE across the school– Scarf Coram Life £460</p> <p>RSE Parent consultation workshop £30</p> <p>Wellbeing Award Training £395</p>	<p>Children’s mental health is addressed and support put in where necessary</p> <p>Mental Health First Aid qualifications completed</p> <p>Pastoral support services accessed autumn 2 for 2 pupils</p> <p>Due to another lockdown in January 2021 the full review date has been delayed until Apr 21</p> <p>New scheme for PSHE purchased and shared with staff to be implemented immediately.</p> <p>Santa Dash planned and carried out at Anglesey Road field in Bubble groups (KS2) and on the playground (EYFS & KS1)</p> <p>School have enrolled to complete the Wellbeing Award led by MP</p> <p>Further CPD through Coram Life undertaken by PSHE/Wellbeing Lead Teacher to disseminate information to staff and also to act as a point of reference for support with children’s mental health</p> <p>Pastoral support services accessed 7 children during the spring and summer terms</p> <p>1 Full time TA and 1 part time TA in each phase to support learning and help with transition back to school after spring lockdown</p>		<p>Apr 2021</p>
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		<p>From Sum 1 phase group playtimes so bubbles can mix outside and socialise with friends in other bubbles</p> <p>All children in receipt of at least 1 hour of PE each week.</p> <p>From summer 1, outdoor sports clubs reintroduced.</p> <p>Red Nose Day sports relay of activities carried out at Anglesey Road field in Bubble groups (KS2) and on the playground (EYFS & KS1)</p> <p>Easter Bunny Dash carried out at Anglesey Road field in Bubble groups (KS2) and on the playground (EYFS & KS1)</p>			
<p>Summer Support School does not have the budget to support summer support</p>			N/A		
<p>iii. Wider Strategies</p>			<p>Total budgeted cost</p>	<p>£3,636.59</p>	
<p>Totals brought forward</p> <p>Section i : Teaching and whole school strategies</p> <p>Section ii : Targeted academic support</p> <p>Section iii : Wider strategies</p>				<p>£17,131.64</p> <p>£2,708.07</p> <p>£3,636.59</p>	
				<p>Total</p>	<p>£23,476.30</p>
				<p>Contribution from Covid Catch-Up</p>	<p>£20,400</p>
				<p>Balance paid through school budget</p>	<p>£3,076.30</p>
				<p>Total</p>	<p>£23,476.30</p>