

Summary information					
School	Valewood Primary School				
Academic Year	2020-2021	Catch-Up Premium	£17, 120	Number of pupils	211
	2021-2022	School Led Tutoring	£2,227.50		
		Recovery Premium Grant	£2,900		
		Total	£22,247.50		

Context
<p>When pupils started back in September 2020, many children returned to the classroom after 6 months of learning from home. Children were able to access home learning provision during this time, and as a school we provided support with materials online and off-line to ensure continuity of learning. The wider educational offer of schools cannot be fully replicated at home, and in particular learning behaviours and social skills have become as much of a focus in our ‘recovery curriculum’ as closing the learning gap.</p> <p>After the second school closure in January 2021 many children had missed an additional 3 months of formal classroom learning. Children were again able to access home learning provision during this time with daily teaching sessions provided for all in school and at home learners. When the children returned to school in March 2021, the focus on pupil’s wellbeing and social and emotional development was paramount as all class teachers could identify the impact that the lockdown had had on pupils who had been learning from home.</p> <p>Academic gaps in learning and pupils’ wellbeing is still a main focus area for this academic year. Individuals have been identified across the school and a programme of support has been put in place both within learning time and in addition to the school day.</p> <p>“Lost learning” has been identified by both class teachers and subject leaders and analysis has been shared so that curriculum objectives catch up can take place in all year groups.</p> <p>This document aims to provide a summary of the additional support and resources we intend to implement in order to help close gaps created by the wider Covid-19 responses and school closure.</p>

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>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	
Overall Impact of Lockdown	On return to school, children’s mental health and wellbeing has been a focus alongside closing learning gaps which have arisen. Children’s overall ability to learn and show resilience and determination has been affected by increased anxiety around return to school and feelings of insecurity around their own achievements.
Maths	Specific content has been missed, leading to gaps in learning. Some children’s fluency and basic skills in maths have been affected as they missed out on the frequent daily rehearsal of these. Due to the complex nature of reasoning and problem solving, this element of maths was not able to be covered as it would in school, with frequent maths talk used and explanations modelled.
Writing	Since returning to school in September 2021, we have noticed that writing stamina has suffered due to lockdown. In addition, some basic skills have slipped as has fine motor skills in the youngest children. Teachers have prioritised knowledge and understanding of the technical aspects of writing, and ensuring basic skills are revisited across year groups.
Reading	Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. However, in some cases teachers have noted that children are less fluent in their reading and the gap between those children that read widely and those children who don’t is now increasingly wide. The bottom 20% of readers have been disproportionately affected due to the closure of libraries and the unavailability of books within the household. The mechanics of reading remains a focus as well as fluency, inference and deduction.

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 whole-school strategies (Quality of teaching for all)

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting great teaching:</u></p> <p>Science and non-core curriculum will be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.</p> <p>Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, manipulatives are accessed regularly in Maths and this supports</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 PPA.</p> <p>Purchase of the Outstanding Science resource (£200)</p> <p>Purchase additional manipulatives where necessary. (£500)</p>		DP	<p>Spring 2022</p> <p>End of Autumn 2021</p>
<p><u>Teaching assessment and feedback</u></p> <p>Teachers have a clear understanding of what gaps in learning remain and use this to inform whole class teaching approaches as well as personalised learning.</p>	<p>Teachers to be allowed non-contact time to assess and plan from starting points</p>	<p>All gaps in learning have been identified by CTs and by subject leads. CTs know what the lost learning is and are using pre-topic assessment questions to guide learning.</p>	DP	Summer 2021
Total budgeted cost for Teaching and Whole School Strategies				£700

ii. Targeted approaches

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>1-to-1 and small group tuition</u></p> <p>Reading support Identified children will have improved fluency. Increased comprehension skills. The children will be more confident readers and dips in reading attainment will be negated.</p> <p>Writing/spelling support Identified children will have improved spelling knowledge. Increased written outcomes. The children will be more confident writers and dips in writing attainment will be negated.</p> <p>Identified children will have a secure grasp of number facts and arithmetic skills as appropriate to their year group.</p>	<p>Full time Intervention TA to catch up on gaps in learning. (£16,379.50)</p> <p>1:1 and small group interventions delivered by specialist intervention TA.</p> <p>1:1 and small group interventions delivered by specialist intervention TA.</p> <p>1:1 and small group interventions delivered by specialist intervention TA.</p>		HT DP	Termly review and small group support catered for and reviewed half termly.
<p>Identified children to receive 1:1 dyslexia teaching by trained teacher. Children will secure spelling and reading skills to be transferred into independent reading and writing.</p>	<p>1:1 specialist intervention delivered by dyslexia teacher. (£2198)</p>			
<p><u>Intervention programme - Tutoring</u></p> <p>Reading tuition supports those identified children in reinforcing their inference and deduction skills as well as the mechanics of reading.</p> <p>Maths tuition supports those identified children in reinforcing their basic maths skills including arithmetic.</p>	<p>1:1 and small group tuition by delivered by teachers and teaching assistants, planned for by teachers before and after school. (£2,970)</p>		HT DP	Termly review and small group support catered for and reviewed half termly.
Total budgeted cost for Targeted Approaches				£21,547.50

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Supporting parents and carers</u>	<p><i>Weekly newsletters promotes links to wellbeing for families, and within school wellbeing of staff and students is promoted.</i></p> <p><i>Class Dojo is used regularly to engage and support parents.</i></p> <p style="text-align: right;">(£0)</p>			
Total budgeted cost for Wider Strategies				£0
		Overall budgeted cost		£22,247.50
		Cost paid through Covid Catch-Up		£22,247.50
		Cost paid from school budget		