

## Covid Universal Catch-Up Premium Funding Plan

Allocation	<p>£80 per pupil                  School role was 247 so this totals <b>£19,760</b>                  The allocation is paid in three tranches.</p>			
Objectives	<ul style="list-style-type: none"> <li>First and foremost, high quality teaching and support in every class will support all the children to re-integrate into school and fulfil their potential.</li> </ul> <p><u>Specific funding objectives</u></p> <ul style="list-style-type: none"> <li>Support identified children in their learning to enable them to continue to reach their potential and catch-up on missed learning due to the lockdown period.</li> <li>Reinforce learning, particularly in reading, writing and maths, to enable children to achieve their year group objectives in July.</li> </ul>			
	<b>Plan</b>	<b>Timing Who? Cost</b>	<b>Focus Year Group</b>	<b>Impact</b>
<b>Action 1</b>	<p>Use a qualified, experienced teacher to support identified children in reading, writing and maths. Learning will fit alongside the whole class work but in smaller, focused groups and at a pace that will support the children. This will have the additional benefit of reducing the number of children in the main classroom enabling the teacher and teaching assistant to give more focused support. Weekly updates will be given to the class teachers reporting on progress.</p>	<p>4 mornings a week                  – Mon – Thur.                  Running from                  2/11/20 to 22/7/21</p> <p>Qualified Teacher</p> <p style="text-align: center;">£12,800</p>	<p>Year 3/4.                  Each class will have a week and then rotate every week after that i.e. support every 3 weeks.</p> <p>Groups may be different for reading, writing and maths.</p>	<ul style="list-style-type: none"> <li>Identified children based on lockdown experiences; engagement with remote learning; wellbeing.</li> <li>Teachers noted a narrowing of the gaps in achievement for children in the groups.</li> <li>Confidence was visibly seen to improve.</li> <li>Resilience in writing has been noted since September 21 in children who were in the groups.</li> <li>Children benefitted from embedding their knowledge and working in a smaller group with more adult support.</li> </ul>

<p><b>Action 2</b></p>	<p>A temporary TA post has been created to provide SEN support (separately funded) and COVID Catch-up. Support will be focused on reading, writing and maths and for identified children who are at risk of not catching up and making the end of year objectives. Some support will be in class; some individual; some in small groups. Additional support is also provided on a Wednesday morning but this is separately funded.</p>	<p>15½ hours per week. Tue/Thur mornings; Tue/Wed/Thur afternoons. 1/12/20 – 22/7/21  Teaching Assistant  £5,126</p>	<p>Year 2 is the focus for this intervention to 1/4/21. From 19/4/21 – 22/7/21 Year 1 will be the focus.  Groups may be different for reading, writing and maths</p>	<ul style="list-style-type: none"> <li>• Children's confidence and resilience were seen to improve from the smaller groups and adult support.</li> <li>• Recap of class learning helped to embed knowledge.</li> <li>• SEN focused support allowed children to make good progress on personal targets.</li> <li>• Children in the main class benefitted from smaller groups.</li> </ul>
<p><b>Action 3</b></p>	<p>Support the early language development of children who are 4 to 5 years old using the Nuffield Early Language Intervention Programme (NELI). It combines small group work and 121 sessions and targets vocabulary, narrative skills, active listening and phonological awareness - <a href="https://www.elklan.co.uk/neli/about-neli">https://www.elklan.co.uk/neli/about-neli</a>. This will improve the spoken language ability of young children which will have a longer term impact on their reading and writing skills.</p>	<p>20 week programme. 4 hours a week. Starting Jan 21.  Teaching Assistant  This intervention will be part funded by the DfE (resources, training)  £1,300</p>	<p>Year Reception</p>	<ul style="list-style-type: none"> <li>• Children identified made very good progress with their language skills and attitudes to learning.</li> <li>• Active listening skills visibly improved.</li> <li>• Repetitive nature of sessions really helped children to embed basic knowledge e.g. days of the week.</li> <li>• Trained teaching assistant now able to deliver program to other groups without any further training costs.</li> </ul>