

School name	Nene Valley Primary School
Pupils in school (Y3-Y6)	313
Academic year or years covered by statement	2020-2022
Publish date	February 2021
Total Funding allocated	£25,040
Review date	September 2021
Statement authorised by	Headteacher

Funding Allocation

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11.

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.

Use of Funds

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. (See also Education Endowment Foundation - School Planning Guide 2020-21)

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

Accountability and Monitoring

As with all government funding, school leaders must be able to account for how this money is being used to achieve our central goal of schools getting back on track and teaching a normal curriculum as quickly as possible.

Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors and trustees should scrutinise schools' approaches to catch-up from September, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities, and ensuring appropriate transparency for parents. (DfE guidance - Coronavirus (COVID-19) catch-up premium - updated 24/08/2020)

Menu of potential provision

Support	*EEF Strategy	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Teaching and whole-school strategies	Supporting great teaching							
	Pupil assessment and feedback							
	Transition support							
Targeted Support	One to one and small group tuition							
	Intervention programmes							
Wider strategies	Supporting parents and carers							
	Access to technology							

*EEF – Education Endowment Fund

Overview and Strategy Focus

Proposed Spend

Details

Planned Impact

Targeted Approaches

£14516

Mixture of small group tuition and resourcing, based mainly around phonics, with some mathematics and reading support.

Maintain success with phonics outcomes, supporting access to reading for less able/younger. Ensure impact of lockdown is mitigated in core areas.

Wider Strategies

£5460

Mixture of technology provision, increased provision for physical activity and home learning support for phonics.

Increased access at home to ensure progress maintained, through technology and live teaching. Physical stamina and fitness maintained

Teaching and Whole-school Strategies

£5769

Utilise GL assessments to identify gaps, releasing staff to analyse and identify provision needed to have greatest impact.

Accurate analysis of gaps in learning. leading to better targeted support for individuals and more closely aligned curriculum.

Strategy	Rationale	Solution	Cost
Supporting great teaching	<p>Pupils in Y3, 4, 5 & 6 who have fallen behind during the period of home learning</p> <p>Leaders and teachers need additional time to support the use of assessment to correctly plan and focus support.</p> <p>Children have gaps in learning due to lockdown in the summer term 2020.</p>	<p>Additional planning and assessment time out of the classroom for both subject leaders (1/2 day per class) and classroom teachers (1/2 day per class) to identify key gaps in learning for groups and individuals.</p> <p>Review GL assessment data – prioritise Mathematics, but follow up with English (Reading, grammar, spelling)</p> <p>Review previous CAT data and current CAT test outcomes.</p> <p>Advise on grouping of children and small group interventions and support.</p>	£2000
	<p>Children have lost their speed of recall and mental agility. Teachers and leaders need to support children to improve their recall speed.</p>	<p>Rapid Recall Boards will support the recall of basic facts in maths, with a variety of scenarios. Daily use of these boards targeted at all, specific work on individuals.</p>	£769
Pupil assessment and feedback	<p>Identification and assessment of children allows for focused support and specific intervention.</p>	<p>GL assessment actively assesses how children have progressed over time. Reports directly identify weaker children and their specific next steps. Complete GL assessments suite and subject leads meet with class teachers to amend curriculum. Release for Maths/ English Lead to support teachers/ parents to develop understanding. and completed CAT tests.</p>	£3000
One to one and small group tuition	<p>End of KS1 children who struggled with phonics check, missing phonics provision, need KS2 catch up support</p>	<p>Phonics teaching to KS2 children to ensure gaps in phonics learning do not widen from Literacy Development Officer</p>	£2000
	<p>Key children in KS2 identified from GL assessment needing 1:3 support to get back on track.</p>	<p>Focused group teaching to identified children from trained tutor – additional 8 hours/week.</p>	£2400

Strategy	Rationale	Solution	Cost
One to one and small group tuition	Pupils in Year 5 have fallen behind in maths during the periods of lockdown.	Provision of 1:3 tuition from school based supply teacher	£1800
	Drop in standards and expectations regarding presentation during home learning.	Handwriting requires a boost after several periods out of the normal writing environment - mostly years 1-4. 1:3 intervention.	£600
Intervention programmes	Identification of key areas of weakness allows for specific support packages to be used which do not drain adult time. SEND focus	Welcomm Toolkit for language support and intervention	£485
		Nessy dyslexia phonics support	£375
		Nexus Pegs to Paper full KS1 provision – motor control, concentration, language. EYFS/Y1/Y2	£1856
	Phonics baseline in EYFS is significantly below compared to previous years due to most children not attending nursery or pre-school during lockdown.	Purchase additional phonics books at lower levels (due to increased need). Maintain working relationship with Literacy Hub for their challenge and support. Support the Phonics lead with increased release time due to being unable to group across the Phase, to monitor quality of delivery and provide coaching.	£850 - £900
Pupils in Years 4, 5 & 6 have fallen behind in reading during the periods of lockdown.	Additional year's subscription to Accelerated Reader.	£2500	
	Additional books to support Accelerated Reader and home access.	£750	
Supporting parents and carers	Phonics support needs significant supplementing during periods of home learning	Live Phonics sessions – additional release to plan, coach and provide.	£300

Strategy	Rationale	Solution	Cost
Supporting parents and carers	Limited access to physical activity during lockdown – children have decreased stamina, greater lethargy. Impact on mental health and wellbeing.	Sport – increase fitness and stamina. Increase provision for physical activity through extension of sports assistant time.	£2160
Access to technology	Home learning is limited due to access to the curriculum offer.	<p>Increased use of technology to support a greater curriculum offer and increased direct access to the class teacher. Part supported by DfE, but supplemented via school.</p> <p>Use of Teams, offering live lessons, greater interaction and opportunities for feedback. Additional staff training and support from Medway.</p>	<p>£2000</p> <p>£1000</p>

EEF recommended strategy	EEF rationale/ evidence source	Year groups	Specific implementation/ actions	Cost	Expected impact	Evaluation
Supporting great teaching	<ul style="list-style-type: none"> Hattie's research shows that knowing a child's prior attainment and working from this point has 0.94 effect and cognitive test analysis has a 1.29 effect. 	Y3-6	<ul style="list-style-type: none"> Analyse completed GL assessments and associated QLA to identify gaps in learning from the previous year (assess not guess). Subject leads meet with class teachers to amend curriculum and identify key areas for support and intervention. Review previous CAT data and completed CAT tests. 	£2000	Identified pupils make accelerated progress and have an increased likelihood of meeting their reading and maths targets by the end of year 6.	
	<ul style="list-style-type: none"> Subject leader monitoring showing gaps in curriculum coverage for pupils It is widely recognised that improving QFT is one of the best ways of raising standards for pupils. 	Y1-6	<ul style="list-style-type: none"> Robust curriculum monitoring by subject leads. Regular scheduled book scrutinies by SLT. Maintain professional development for teachers on Mary Myatt. 		Consistency in teaching pedagogy and delivery, focus on robust AfL and curriculum adaptations to ensure best progress and identified gaps are closed.	
	<ul style="list-style-type: none"> Improving mathematics in EYFS & KS1 and KS2 reports – access throughout the day, independence, fluent recall. 	Y1-6	Purchase and implement use of Rapid Recall mathematics boards.	£769	Maintain recall of number facts through extended regular practice. Children maintain fluency in number.	
Pupil assessment and feedback	<ul style="list-style-type: none"> School did not have a robust set of data including QLA. Standardised tests and QLA of completed assessments provides accurate starting points for intervention 	Y3-6	<ul style="list-style-type: none"> Complete GL assessments in mathematics and English and complete CAT tests. 	£3000	More accurate benchmark of impact of lockdown, leading to better targeted intervention and drilling down of where support is best provided.	

EEF recommended strategy	EEF rationale/ evidence source	Year groups	Specific implementation/ actions	Cost	Expected impact	Evaluation
One to one and small group tuition	<ul style="list-style-type: none"> Hattie: response to intervention has 1.29 effect. EEF – small group tuition has a 4 month +ve impact 	Y3-6	1:3 tuition from qualified support teacher for identified children	£1800	By using additional tutoring children close learning gaps and increase their aggregate score on testing.	
			1:3 tuition from trained tutor for identified children	£2400		
			1:3 handwriting intervention groups	£600	Standards of presentation back to expectations.	
	<ul style="list-style-type: none"> EEF states that phonics increases attainment by +4 months and has a robust evidence base 	Y2-3	Phonics tuition from Literacy Development Officer for targeted children – number of small groups	£2000	Maintain high pass rate against phonics check, particularly for children entering KS2	
Intervention programmes	<ul style="list-style-type: none"> Wellcomm developed by Sandwell & B'ham NHS Trust – evidence base. Nessy – Bristol Dyslexia Centre research Nexus P2P – Dr Angela Webb 	EYFS KS1 SEN	Purchase and implement intervention programmes for early language development (Wellcomm), Nessy (dyslexia training) and Nexus Pegs to Paper (motor control, mathematics and language development)	£2716	Language development supported to provide greater access to curriculum. Basic reading development maintained for SEN children	
	<ul style="list-style-type: none"> EEF states that phonics increases attainment by +4 months and has a robust evidence base 	EYFS- Y2	Additional resourcing to support delivery now happening in classes. Identify time from phonics lead to support, coach and advise on new arrangements.	£1750	Maintain high pass rate against phonics check, particularly for children in KS1 now managed in bubbles.	
	- EEF: Reading comprehension strategies are high impact on average (+6 months).	Y3-6	Extend subscription to Accelerated Reader and purchase additional books to support home learning and those with falling scores.	£3250	Maintain high levels of engagement with reading and associated comprehension scores.	

EEF recommended strategy	EEF rationale/ evidence source	Year groups	Specific implementation/ actions	Cost	Expected impact	Evaluation
Supporting parents and carers	<ul style="list-style-type: none"> • Parental engagement has a positive impact on average of 4 months additional progress. • It is crucial to engage with quality provision to avoid widening attainment gaps. 	EYFS-Y2	Delivery of planned 'live' phonics sessions, engaging pupils and upskilling parents.	£300	Maintain high pass rate against phonics check and future proof through more knowledgeable parents.	
	<ul style="list-style-type: none"> • EEF: Positive impact of physical activity on academic attainment (+1 month). It is crucial to ensure that pupils access to high quality physical activity for the other benefits and opportunities it provides 	Y1-6	Additional day/week provision of sports assistant for increased activity and motivation.	£2160	Children engaged, active and ready to learn. Social development supported and children's mental health and wellbeing improved.	
Access to technology	<ul style="list-style-type: none"> • Attended DFE event about best practice for remote learning. • Feedback from parents after first lockdown wanting more direct contact with teachers if possible. 	All years – indiv childn	<p>Complete parental access to technology survey to ascertain need.</p> <p>Register with DFE and LA laptop and router schemes.</p> <p>Train staff on the use of MS Teams and delivering live lessons.</p> <p>Generate Office 365 individual users.</p> <p>Delivered iPads, laptops and headphones to families.</p>	£3000	Higher levels of communication and engagement, enabling greater feedback and interaction, both during lockdown and through additional remote learning activities.	

Spending summary

Expenditure	Cost
Supporting great teaching	2 769
Pupil assessment and feedback	3 000
One to one and small group tuition	6 800
Intervention programmes	7 716
Supporting parents and carers	2 460
Access to technology	3 000
Total	£25 745
Yet to be allocated	0
Total	£25 745