



Coronavirus (COVID-19) planned spending for 2020-2021

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 (the school and the Government) must match the scale of the challenge.

DFE- *'We know that we have the professional knowledge and expertise in the education system to ensure that children recover and get back on track. Returning to normal educational routines as quickly as possible will be critical to our national recovery.'*

The government has announced £1 billion of funding to support children and young people to catch up. This includes a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time.

Although all children have had their education disrupted by the coronavirus (COVID-19) outbreak, it is likely that disadvantaged and vulnerable groups will have been hardest hit.

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.

This funding will be provided in 3 tranches. The first payment was in October 2020. We will be given a second grant payment in early 2021, based on updated pupil and place data using the census. A third payment will be in the next financial year.

The second grant payment will also take account of the initial part payment made in autumn 2020 so that schools will receive a total of £46.67 per pupil. A further £33.33 per pupil or £100 per place will be paid during the summer term 2021.

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.

Objective:

- To minimise the impact of lost teaching time in education for all children

The EEF research and guidance states that strategies are grouped into three categories

| Teaching and whole school strategies | Targeted support | Wider strategies |
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| Supporting great teaching | One to one and small group tuition | Supporting parents and carers |
| Pupil assessment and feedback | Intervention programmes | Access to technology |
| Transition support | Extended school time | Summer support |

For the academic year 2020/2021 Eling Infant School and Nursery will receive £10,480 which includes £6113.77 for tranche 1 and 2 in the 2020-2021 financial year and £4366.23 for tranche 3 in the 2021-2022 financial year.

| Resource | Objective | Mid year review <i>What difference has it made so far?</i> | End of year review <i>What difference has this made? (compared to all children)</i> |
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| CPOMS £1400 for two years (supporting parents and carers) | To have a robust recording and tracking system for vulnerable children and children with SEN. To ensure knowledge is easily shared to secure safeguarding. | We have launched CPOMS to the whole school from 1 st March with all training and set up completed. | This is being used by all staff and new staff are given training on it on induction. A refresher and a review of usage so far will be part of our safeguarding day in September. This has allowed for a greater chronology of events for |

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| | | | vulnerable families. |
| <p>BUG club phonics and reading £900 (supporting parents and carers and supporting great teaching)</p> | <p>To provide remote reading platform so children have access to quality books online and reading games to support their language knowledge.</p> | <p>In January we set up and rolled out Bug Club to all school users. All staff have been trained and children have been allocated a large number of books to read remotely. Teachers are using the platform to assess reading and usage of the program.</p> | <p>This has been accessible for all parents since January. Usage when we are not remote learning is patchy. However as a resource it is available all of the time and is especially useful during lockdowns. Reminders have been sent to parents about using it. Teachers are monitoring usage and given children time in school to access it so they are familiar when using it at home. This has meant that no child is disadvantaged due to access to books.</p> |
| <p>Purchasing of new reading books to support phonics teaching £200 (supporting great teaching)</p> | <p>To purchase new reading books that are fully supported and integrated into the phonics programme allowing for consolidation of learning.</p> | <p>This is planned on return to school in March to gauge what is needed.</p> | <p>We continually purchase new phonics books. We have purchased books to support the lowest 20% of readers and to help reinforce the taught phonics program. This ensures the link between the sounds and the texts are clear.</p> |
| <p>Mathletics £900 (supporting parents and carers and supporting great teaching)</p> | <p>To provide a maths learning platform so children can practice and revise their key maths skills whilst at home in a fun and engaging way.</p> | <p>School staff are still considering options suitable for Key Stage 1.</p> | <p>We have decided to buy into the White Rose program which gives us resources that we can share with parents via Google Classroom. This has been recommended through Hampshire. The Hampshire Maths team have produced resources for schools to use to identify gaps in maths learning. These have been purchased and are being used as part of our assessment</p> |

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| | | | program/ cycle. |
| Coaching- peer mentoring time £1000 (supporting great teaching) | To use funding to support time for colleagues to work together to share good practice and expertise around good principles of teaching across the different subjects. | This has been difficult due to the new national lockdown from January 2021 | Some work has been undertaken in this area in Key Stage 1 as the teachers are able to safely move across the classes (distancing in place). Teachers have been able to observe each other and discuss the findings. More opportunities for this is planned for when we can go across the whole school. |
| Quality first teaching - Whole school training INSET principles of assessment to drive forward teaching £1200 (supporting great teaching) | To have a whole school training session around the principles of assessment and metacognition and how to incorporate the good principles of teaching and assessment to move on learning for all children. | This has been difficult due to the new national lockdown from January 2021. INSET days changed due to pandemic. | This funding will need to be used in Autumn 2021 to deliver twilight sessions around the areas highlighted. Time constraints and the inability to mix as a staff has made this difficult. |
| Speech programme £450 (intervention programmes) | To invest in a new intervention program to help children with delayed speech and language as a result of missed time at school. | The school SENCO is exploring possibilities of the programs available and impact for our children. | We have renewed licenses on Language links and COPS. These screens are used by the teaching assistants to find any specific learning/ speech needs for individual children. |
| Staffing- £4127.20 October and June (one to one and small group tuition and transition support) | To provide small group and one to one tuition for identified children. To build on identified gaps in learning. At key times including returning to school and transition to a new year group. | The first part of the funding has been used to support children returning to school in September and the second tranche is planned for June in readiness for transitioning to new year groups. | The second part of this funding is to provide support for the children who are transitioning to different classes and schools. These children are identified through assessment. These children are having additional time each week. |
| Purchasing of tablets £300 (access to technology) | To provide parents with a lending library of 6 tablets to ensure children without technology will have access to remote learning. | These tablets have been purchased and lent out to families during the Spring term lockdown. | They are being used across the school at other times when additional tablets are needed. |

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| <p>Year R and Nursery have been accepted for the reception year early language programme.</p> | <p>Nuffield Early Language Intervention (NELI)</p> | <p>Due to the Spring term lockdown all of our teaching and teaching assistants have completed the NELI training program. Screening has been completed on the children in school.</p> | <p>Nursery will have completed the program by the end of the year. Year R have screened the children and the delivery of the program will continue into Year 1 as per the instructions from the program provider</p> |
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To be reviewed mid year – February 2021

Final review – July 2021