

# Coronavirus (COVID-19) catch-up premium

## Planned spending for 2020-21

1. Summary information	
Total premium	£49,520
Number of disadvantaged pupils	
2. Identified priorities (groups and/or year groups)	
1	Loss of learning and missed opportunities in Year 1 and 2 to gain foundations in early English leading to gaps in phonetical understanding, impacting on early reading.(SIP target 5)
2	Increase in safeguarding needs and family anxiety as a result of COVID-19 and a strategy is required to ensure that pupils are accessing the school offer (SIP target 1)
3	Pupils physical and mental wellbeing has been affected by the extended Leicester lockdown (SIP target 4)
3. Selection of interventions	
<p>Refer to: <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf</a>  <a href="https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-3-curriculum-behaviour-and-pastoral-support">https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-3-curriculum-behaviour-and-pastoral-support</a></p> <p><b>Information on National Tutoring Programme</b>  <b>'Additional, targeted support for those children and young people who are disadvantaged or in vulnerable groups'</b>  Refer to: <a href="https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium#five">https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium#five</a>  <a href="https://nationaltutoring.org.uk/ntp-tuition-partners">https://nationaltutoring.org.uk/ntp-tuition-partners</a>  <a href="https://educationendowmentfoundation.org.uk/covid-19-resources/neli/">https://educationendowmentfoundation.org.uk/covid-19-resources/neli/</a></p>	
<b>1. Phonics and Early Reading</b>	<i>All classes to have an additional adult to facilitate the class whilst the teacher focuses on Early reading and phonics (staffing) HLTA daily interventions with early reading and phonics (staffing) Continuous provision approach to learning across whole infant school to develop oracy and allow a focus on early reading and phonics (resources, classroom set up, timetabling)</i>
<b>2. Family Support and technology for remote learning</b>	<i>During lockdown school appointed a FSW. This FSW was employed on a 25 hour contract. This will temporarily be increased to 32.5 hours to meet the incoming needs and raise attendance. She will also do small group work on school anxiety and bereavement for those identified on the vulnerability index scale as being affected. For those that are accessing learning from home, for technology to not be a limiting factor.</i>
<b>3. Pupils physical and mental wellbeing</b>	<i>Initial assessments of pupils physical wellbeing suggests that there is a significant reduction in core strength and co-ordination. Obesity data prior to lockdown showed an alarming rise as pupils got older of becoming obese. This is now accelerated due to the lack of exercise during lockdown.</i>

## 4.Planned expenditure 2020-21

Objective	Chosen action / approach	Cost	Outcome	Impact
<p>To ensure the impact of staggered lunches due to safety RA are not felt on learning</p> <p>To close the identified gap in phonics and early reading for children in Yr1,2,3.</p>	<p>Reduce HLTA lunch duties and employ more MDS to allow maximum intervention time whilst still allowing teachers 45 minute lunch break.</p> <p>Year 1 TA – AE class– ensuring all year 1 teachers have a TA to focus on phonics</p> <p>Year 2 TA – would release sports coaches. Creating 2xFT Tas and 2X 2.5 Tas releasing the HLTA to complete high level interventions.</p>	<p><b>Additional MDS and increase in hours for existing MDS £2951.26</b></p> <p><b>Additional TA in year 1 and 2 with phonics and BRP focus £16574.72= £33,147.64</b></p>		
<p>To ensure that parent and child mental health is not a barrier to learning</p>	<p>Family Support to ensure that all children well enough to access school, have good attendance. Increasing hours leads to amount o anxiety and wellbeing workshops she can complete in the school day in response to the increased need due to COVID.</p>	<p><b>Additional hours for the remainder of this year to 32.5 hr – Nov 20 contract= £9297.50</b></p>		
<p>The remote learning offer provided by the school to be accessible to all and technology to be no barrier in this</p>	<p>Pupils’ access to technology has been an important factor affecting the extent to which they can learn effectively at home. In particular, lack of access to technology has been a barrier for many disadvantaged children.</p>	<p><b>School investment – 35 chrome books = £6762- school budget</b></p> <p><b>Further investment with this funding- 35 chrome books = £6762</b></p>		
<p>For pupils physical and mental wellbeing to improve to levels prior to lockdown</p>		<p>Above staffing releases sports coaches.</p> <p>Extension of TLR2A 0.5 to support drive for improved health - £1005.55</p>		
<b>Total</b>		<b>£53,163.95</b>		
<p>Short term reduction in class sizes and provide targeted small teaching group support for those identified though the VI data</p>	<p>Due to early return of maternity leave teacher, reallocating teaching capacity to include teacher doing half termly focus teaching across Yr2,3,4,5 Autumn 2 – Summer 2.</p> <p>A teacher shielding at 28 weeks maternity will provide targeted online intervention teaching for small groups of children in year 3,4,5.</p>	<p><b>School budget</b></p>		