



Learning Together, Learning for Life

Coronavirus (COVID-19) catch-up premium spending plan

The catch up funding provided to schools 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. Therefore, over the three tranches Reed First School will receive £2,720 for 34 pupils out of a total of 42 which includes Nursery pupils. Revised to 33 Oct 2020 = £2,640

Herts County Council has arranged with Herts for Learning to provide small schools with the English, Mathematics and Early Years Back on track packages (excluding consultancy) at no cost to the school.

For children in nursery settings, teachers should focus on the prime areas of learning, including: communication and language, personal, social and emotional development (PSED) and physical development. For pupils in Reception, teachers should also assess and address gaps in language, early reading and mathematics, particularly ensuring children's acquisition of phonic knowledge and extending their vocabulary. Settings should follow updates to the [EYFS disapplication guidance](#). For nursery settings and Reception, consider how all groups of children can be given equal opportunities for outdoor learning.

For pupils in key stages 1 and 2, school leaders are expected to prioritise identifying gaps and re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics), identifying opportunities across the curriculum so they read widely, and developing their knowledge and vocabulary. The curriculum should remain broad, so that the majority of pupils are taught a full range of subjects over the year, including sciences, humanities, the arts, physical education/sport, religious education and relationships and health education.

Our setting is unusual in that the majority of pupils returned to school for the month of July 2020. As a result, we have been able to support the transition and wellbeing of pupils successfully. However, further support has been identified to improve social, emotional and behavioural development including behaviours for learning. Each class teacher has identified areas for development and where there are gaps for each of the pupils in their class. This information has identified the following key area for catch up at Reed First School:

- Speech language and communication – Pupils particularly in our Reception cohort have been identified to be working below the stage expected for entry to Reception in speech. Language and communication. We believe this is due to limited time at Nursery and Pre-school settings last academic year and modelled language development.
- Progression in reading against the Book Band and skills progression expectations – Some pupils in Key Stage One and Two have seen a dip in their fluency and confidence to tackle texts at age related. Further quality texts are required to reengage and close the gap in fluency and skill levels.
- Development and support in social, emotional and behavioural needs including behaviours for learning - While professionals recognise the need for accelerated progress to close the gap, the pupils should feel the pressure of this but be equipped with strategies to be resilient and aspirational in their learning.

Strategy	Actions	Cost	Time	Lead
<p>• <u>Teaching and whole-school strategies</u></p> <p>Supporting great teaching The Education Endowment Foundation states: <i>Great teaching is the most important lever schools have to improve outcomes for their pupils. Ensuring every teacher is supported and prepared for the new year is essential to achieving the best outcomes for pupils. Providing opportunities for professional development—for example, to support curriculum planning or focused training on the effective use of technology—is likely to be valuable.</i></p> <p>Pupil assessment and feedback The Education Endowment Foundation states:</p>	<p>To support the language and early literacy skills of Reception pupils through additional targeted support provided by WellComm</p> <p>Purchase training for two members of staff HfL Back on Track Assessment CPD https://cpd.hertsforlearning.co.uk/courses/bookings/c_detail.asp?cid=15471</p> <ul style="list-style-type: none"> • To ensure we adapt the curriculum intent and implementation in light of the lockdown • the crucial role of effective formative assessment techniques in re-establishing an effective ‘recovery curriculum’ that meets the learners’ current needs • strategic leadership and development of formative assessment practice across the whole staff <p>To explore key questions:</p>	<p>£470</p> <p>£504.00 + supply cover £180 x 3 = £540</p>	<p>2 full days for VW 1 full day KR 3rd session of 2 hours all online</p>	<p>HTa</p>

<p><i>Assessment can help teachers determine how to most effectively support their pupils. Every pupil will have been affected differently by Covid-19. Setting aside time to enable teachers to assess pupils' wellbeing and learning needs is likely to make it easier for teachers and other school staff to provide effective support.</i></p>	<ul style="list-style-type: none"> • How do you know what is going on inside the minds of the children/students you teach? • How do you know that you know? 			VW, KR
<ul style="list-style-type: none"> • Targeted support <p>The Education Endowment Foundation states: <i>There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy</i></p>	<p>To close the gap in spelling and phonics to support reading fluency.</p> <p>Use of Hertfordshire Speech and Language Base <i>Magic Spells</i> programme to run one to one and small group interventions.</p> <p>To purchase a wider range of high quality reading books which closely match phonic and reading skill ability and stimulate interest in books.</p>	£1000	4 sessions per child / group per week	VW VW
<ul style="list-style-type: none"> • Wider strategies <p>The Education Endowment Foundation states: <i>Parents have played a key role in supporting children to learn at home and it will be essential that schools and families continue to work together as pupils return to school. Schools have provided extensive pastoral support to pupils and families throughout the pandemic. Additional support in the new school year could focus on providing regular and supportive communications with parents, especially to increase</i></p>	<p>To develop greater independence and positive learning beliefs and behaviours. In turn equip children to learn at home as well as school. CPD to be disseminated to all staff by VW and embedded in the ethos of the school. Parents to be supported in use of strategies used in school to be transferred to home learning. https://cpd.hertsforlearning.co.uk/elearning/Course/Detail?CourseId=185</p> <p>To continue to support the children's social, emotional and behavioural development through using the Boxall profile. https://new.boxallprofile.org</p> <p>Developmental strands</p> <p>To measure progress through the different aspects of development in the children's early years- assessing the child's organisation of their learning experiences, the second, their internalisation of controls.</p>	£100 £60	On going	VW VW

<p><i>attendance and engagement with learning.</i></p>	<p>The diagnostic profile</p> <p>This consists of items describing behaviours that inhibit or interfere with the child's satisfactory involvement in school- self-limiting features, undeveloped behaviour and unsupported development. They are directly or indirectly the outcome of impaired learning in the earliest years. The earlier such children are identified the greater the hope of being able to address and remediate their social, emotional and behavioural difficulties by offering patient and supportive teaching.</p> <p>To develop whole school tracking and support for social, emotional, behavioural development.</p> <p>To develop Nurture groups to support pupils with emotional or mental health needs.</p> <p>https://www.nurtureuk.org/publications/theory-practice/nurture-starter-pack-primary</p>	<p>£125</p>		
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