



Attendance at Education Endowment Foundation webinar with Kent Education People – June 2020

COVID-19 Support Guide for Schools from EEF Highlighted in yellow

**Catch-up Premium Spending**

Amount of allocation for 2020/21 academic year	Context	
£80 x 209 =	<p>Diverse community, including many families experiencing high levels of social and economic disadvantage. A large proportion of our families live in small accommodation with little outdoor space.</p> <p>The proportion of pupils known to be eligible for Pupil Premium funding is currently 42%</p> <p>The proportion of our pupils at SEND is 26%. The number of pupils who have an Education, Health and Care plan is above average (9 pupils), above national average.</p> <p>School provided FSM from March – July via vouchers from Evered</p> <p>All of our children have internet access – survey October 2020</p>	<p>Pupil engagement and attendance per year group</p> <p>£16,800</p> <p>Grant received by Government to date £4200.00 ask Phil</p>

**TEACHING AND WHOLE SCHOOL STRATEGIES**

**EEF page 4**

<b>INITIATIVE</b> Transition Support	<b>IMPLEMENTATION</b>	<b>COST</b>	<b>INTENDED IMPACT</b>
<p><b>Well-being and Involvement</b></p> <p><b>Readiness for Learning</b></p> <p><b>Inclusion Leader</b></p>	<p>Staff training on assessment of children using Leuven Wellbeing and Involvement Scale.</p> <p>Assess Wellbeing and Involvement of every child using Leuven Scales completed Autumn Term 1 and re-access Summer Term 2</p> <p>Record on a tracker</p> <p>Plan and deliver interventions which target children’s mental health and wellbeing using a graduated approach:</p> <p>Drawing and Talking (Four afternoons)</p> <p>Play Therapy</p> <p>Children’s Psychotherapist (3 children)</p> <p>Teaching Partner to support children at Forest School</p> <p>Introduce the Zones of Regulation as a daily intervention for all children across the school</p> <p>Wellbeing Award for Schools</p>	<p>£5089.50</p> <p>Teacher time for extra assessments and analysis of scales for extra interventions</p> <p>Welfare Officer completing Draw and Talk.</p> <p>Extra Play Therapy Sessions</p> <p>Teaching Partner to cover Forest School sessions.</p>	<p>Staff will have a clear understanding of the wellbeing of all children and are informed as to which children require targeted intervention.</p> <p>Staff will see progress in wellbeing as a result of interventions.</p> <p>All children will make good progress over academic year 2020 / 2021 as a result of positive wellbeing.</p>

INITIATIVE Supporting Great Teaching	IMPLEMENTATION	COST	INTENDED IMPACT
<p data-bbox="107 244 416 331"><b>Developing language, vocabulary spelling and communication</b></p> <p data-bbox="107 400 163 424"><b>SLT</b></p>	<p data-bbox="539 336 1171 456">School has applied for Nuffield Early Language intervention- £474.00 Staff Trained in January 2021 – remotely EYFS lead to assess children and report back to SLT</p> <p data-bbox="539 520 1196 699">Subscribe to Bedrock as a platform for teaching of spelling and vocabulary £1000 December 2020. This was used throughout the recent lockdown to support learning for 8 weeks. KS2 classes have additional 40 mins ICT time to complete their lessons in Bedrock. This is still set for homework.</p> <p data-bbox="539 799 1196 978">Subscribe to Sir Linkalot Spelling as a platform to teach spelling in class, as well as a home learning tool £378.00 December 2020 This was used throughout the recent lockdown to support learning for 8 weeks. This continues to be used in class daily.</p>	<p data-bbox="1238 244 1357 268">£1852.00</p>	<p data-bbox="1559 336 2107 395">Children will have developed their language to be broadly in line with their peers.</p> <p data-bbox="1559 507 2119 627">Children will have access to Bedrock as a platform during the period of remote learning to ensure pupils' have more opportunities to read therefore increasing their engagement</p> <p data-bbox="1559 647 2114 735">Children's vocabulary will develop, and this will transfer to their writing and understanding of more complex texts.</p> <p data-bbox="1559 802 2114 922">The platform can be used for whole class teaching as well as homework therefore children will have greater opportunity to access the teaching of spelling.</p> <p data-bbox="1559 943 2114 1031">All children will be more engaged in learning to spell through the interactive and 'fun' aspect of the platform.</p>

**TARGETED SUPPORT**

**EEF Page 5**

<p><b>INITIATIVE</b></p> <p>Small group tuition and intervention programmes</p>	<p><b>IMPLEMENTATION</b></p>	<p><b>COST</b></p>	<p><b>INTENDED IMPACT</b></p>
<p><b>Targeted Interventions to close gaps in learning</b></p> <p><b>DHTs</b></p>	<p>Literacy Initiative (supported by the EP) to support early reading and spelling (based on research by Murray and Kelly, 2018) – Years 2 to Year 6 - Three times daily for 12 minutes</p> <p>Phonics – Precision Teaching in Years 1, 2 and 3 – Daily sessions with identified children from 2 Teaching Partners. This will be over seen by Inclusion Manager</p> <p>Phonics Booster Club for Year 3 children who did not pass phonics screening this was undertaken Autumn Term</p> <p>Reasoning Group in Year 6 – This was planned for January 2021 but did not happen due to lockdown. SLT have decided that this will not happen now, and alternative plans are in place.</p> <p>Pupil Progress meetings used to inform specific intervention groups for children not attaining or progressing in Reading, Writing and Mathematics</p>	<p>£7480.00</p> <p>Training Session for all Teaching Partners and Teachers from EP</p> <p>All Teaching Partners giving additional Phonics Sessions in Year 1, 2 and 3</p> <p>DHT 1.5 hours per week</p> <p>Teacher additional hour a week for Year 6</p> <p>Additional teacher time 4 hours a week to lead specific interventions</p>	<p>All children across Years 2 to 6 will be able to decode fluently using phonics synthesis, read and spell the first 100 and next 200 high frequency words.</p> <p>All children in Year 1, 2 and 3 will be secure in Phase 5 phonics and be able to read the first 100 high frequency words</p> <p>All children across Years 3 will be secure in Phase 5 Phonics</p> <p>Reasoning in mathematics identified as problematic therefore small, targeted groups will give children greater opportunity and confidence in answering such questions; children will have more strategies to calculate questions of increasing difficulty; summative assessments will evidence significant progress in reasoning scores.</p> <p>Children who may have “missed learning” will have the opportunity to make accelerated progress in small groups.</p>

<p><b>Easter School for Year 5 and 6</b> <b>Spring Term 2021</b> <b>DHTs</b></p>	<p><i>Pupils eligible for the pupil premium in Year 6 to attend booster groups</i></p> <p>Three days during the Easter Holidays, children selected from data on Target Tracker., looking at Key Marginal children for expected and a more able group for GDS.</p> <p><i>After School for an hour a week and extra sessions as needed. This to be reviewed after Easter Holidays</i></p>	<p>£1800.00</p>	<p>To begin Spring term – impact to be reported after this.</p> <p>Embed key math's skills across the curriculum; teach explicit reading skills and strategies to access comprehension tasks more easily.</p>
<p><b>WIDER STRATEGIES</b></p> <p><b>EEF Page 6</b></p>			
<p><b>Home Learning Support</b> Remote learning offer and paper copy workbooks <b>Inclusion Leader / Welfare Officer</b></p>	<p>Pupils identified as in need of extra support including pupils who:</p> <ul style="list-style-type: none"> <li>• Didn't engage with remote learning or have access to</li> <li>• Technology</li> </ul>	<p>£500.00</p> <p>Time for Children, families and learning support worker to deliver hard copy packs</p>	
<p><b>Supporting Parents</b>  <b>Inclusion Leader / Welfare Officer</b></p>	<p>Support for identified families Student infant / parent psychotherapist</p>	<p>£80.00</p>	
<p><b>Planned allocated spend at September 2020:</b></p>		<p><b>£16,801.50</b></p>	