



## Newchurch Community Primary School COVID Catch up Funding Plan

Summary information					
School	Newchurch Community Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£14,260	Number of pupils	194

Guidance	
<p>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 must match the scale of the challenge.</p> <p>Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in Reception through to Year 6. For Newchurch Community Primary School, this means a grant of £14,260.</p> <p>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.</p>	
Use of Funds	EEF Recommendations
<p>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 <a href="#">curriculum expectations for the next academic year</a>.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a <a href="#">coronavirus (COVID-19) support guide for schools</a> with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> <li>• <b>High Quality Teaching for All</b></li> <li>• <b>Effective diagnostic assessment</b></li> <li>• <b>Supporting Remote learning</b></li> <li>• <b>Focussing on Professional Development</b></li> </ul> <p>Targeted approaches</p> <ul style="list-style-type: none"> <li>• <b>High quality 1-to-1 and small group tuition</b></li> <li>• <b>Teaching Assistants and targeted support</b></li> <li>• <b>Planning for Pupils with SEND</b></li> </ul> <p>Wider strategies</p>

- **Supporting pupils' social, emotional and behavioural needs**
- **Communicating with and supporting parents and carers whilst sustaining engagement**
- **Access to technology**

**Identified impact of lockdown (Initial observations captured – detail to be completed following Autumn term Assessments and pupil progress meetings)**

**Maths**

Across all year groups, specific content has been missed as certain elements are not normally taught until later in the spring term. Teachers during lockdown tried to address this by setting the work on eschools for children to access. However, despite teachers monitoring and responding to work, this work has not been completed by all children and in many cases the work that has been missed is not embedded in their understanding. This is work like handing data in graphs or area and perimeter, where children build upon knowledge year upon year. There was a conscious decision to ensure that children were able to meet the end of year targets in arithmetic in particular as this was an area staff felt parents could support their children with and also the demonstration via videos etc would be best delivered and understood.

In class, staff have analysed gaps in learning from the previous end of year expectations. This will support them in planning for the units of work to follow as they embark on their current year's curriculum. We have used formal assessments (Nfer tests) to check all areas of the curriculum and have conducted question level analysis grids to identify gaps and misconceptions. The overall picture (based on those children who actively engaged in learning during the lockdown) is that pupils' arithmetic is largely in line with expectations but that children's reasoning skills are an area of focus across the whole school.

All children still have an eagerness to learn in maths lessons and lockdown has not affected their attitudes.

Recall of basic skills so far appears to be satisfactory, although Y6 have been working hard to focus on times tables, as the children's speed had dipped a little.

**Writing**

Children have not necessarily missed 'units' of learning in the same way as mathematics; however, they have lost essential practising of writing skills. Again, for those children who engaged with learning during lockdown, their understanding of Grammar and Punctuation has continued to develop as the school made a conscious effort to continue to focus on the grammatical aspects of writing. Although the tests showed a good acquisition of grammar understanding, the application into writing was still an area the children needed to work on in order to meet age related expectations.

It is clearly evident that spelling across the whole school was an areas that children needed to have a higher focus on when returning to school. Those who have maintained writing throughout lockdown are less affected; however, those who evidently did not engage in writing much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.

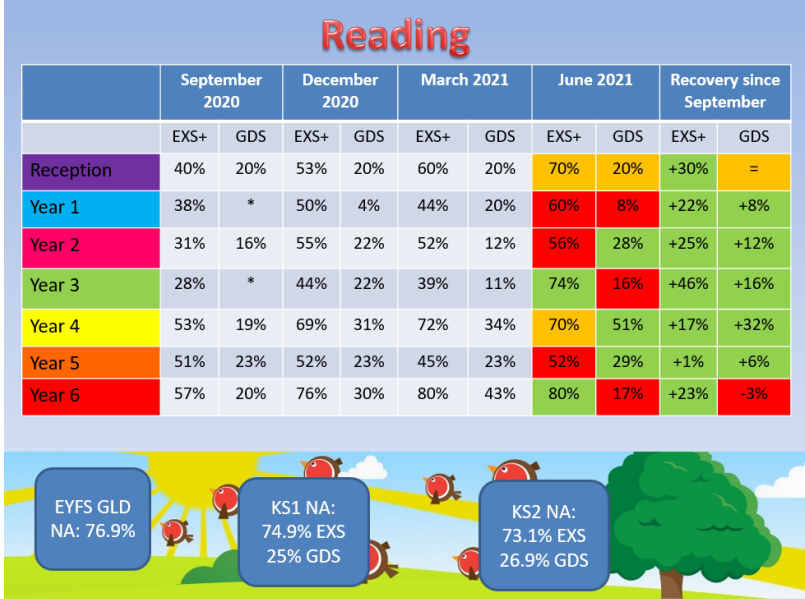
Due to the nature of our online learning platform- eSchools children tended to practise their writing skills less, often opting to submit work online or complete tasks electronically. This has therefore led to an overall weakness in handwriting and the ability to present their work in the best way they can (taking pride in their presentation).

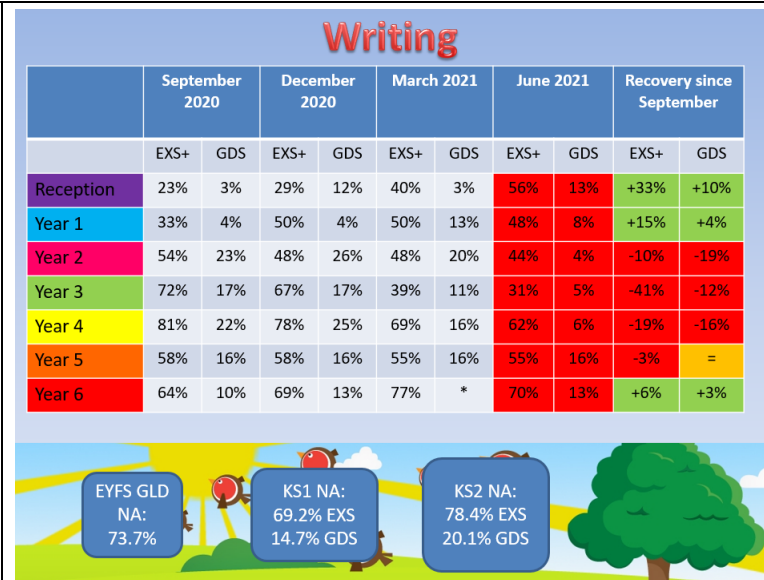
The build- up and lesson inputs that focus on enhancing and progressing children's writing skills could not happen in the way that they do in class normally, and therefore some of the precision and detail that we would normally expect to see in the children's writing is missing. The basics of punctuation are mostly correct; however, it seems that the more technical structures of writing are what the children are needing the most support in e.g. problems with subject-verb agreement, or lack of formal tone or technical vocabulary aimed at a specific genre or audience.

<b>Reading</b>	<p>Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. However, children are less fluent in their reading and the gap between those children that read widely and those children who do not is now increasingly wide. The bottom 20% of readers have been disproportionately affected. Phonics in the Year 1 and Year 2 showed a significant dip against the Phonics Screening Check.</p> <p>Children seemed to have continued to foster a love of reading during lockdown; however, it is the social interactions and discussion-based lessons that they have missed. Children need a lot of encouragement to articulate their answers in our Whole Class and Guided Reading sessions in a coherent way and can find sharing their ideas with their peers quite challenging. Lots of encouragement is given to encourage and develop oracy as we believe that sharing ideas and opinions in reading is what makes a competent and all round lifelong reader.</p> <p>Developing the vocabulary of our children has always been high on our priorities and the return to school brought with it a continued focus on vocabulary across the curriculum. However, it would appear that children have not challenged themselves with this independently at home when reading alone or with a parent. It is vital that children stop when they come across an unknown word so that it can be explored and absorbed, and use a range of strategies to support their understanding. This therefore builds their vocabulary knowledge to utilise in further learning and reading.</p> <p>Children will also need to be carefully guided to ensure they are selecting language rich and challenging texts for their reading ability, as when at home children could have fallen into the trap of only reading the same author or books that they know they can easily read. It is our job now to support children with making these choices, as well as looking at the particular gaps in reading skills.</p>
<b>Non-core</b>	<p>There are significant gaps in knowledge – whole units of work have not been taught meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on and continue to miss out on some of the wider curriculum experiences e.g. trips, visitors and powerful enrichment opportunities.</p>
<b>Social interaction and emotional wellbeing</b>	<p>Regular routines were de-established for some children during lockdown and whilst effective child-centred induction and transition arrangements were implemented during the summer term, this has needed to be a significant focus as part of our recovery plan, to support children with their social, emotional and behavioural needs. We have consciously planned to combine our social and emotional learning with our academic curriculum. Opportunities have also been introduced to allow pupils and parents to articulate their experience and feeling towards lockdown and school closure and subsequent return to school. Families continue to be affected by COVID19 emotionally and financially, working patterns and arrangements have changed and this is impacting on some children emotionally.</p> <p>On returning to school, the mental health and well-being of the children clearly needed to be a priority in supporting the children to ensure that this did not become a barrier to learning progress.</p>

**Planned expenditure –** (The headings below are grouped into the categories outlined in the Education Endowment Foundation’s coronavirus support guide for schools)

**i. Teaching and whole-school strategies**

Desired outcome	Chosen approach and anticipated cost	Evaluation/Impact	Staff lead	Review date
<p><b>High Quality Teaching for All</b></p> <p>All children make at least good progress from their starting points.</p>	<ul style="list-style-type: none"> <li>Sharing of good practice across key stages, the schools and wider collaborative networks</li> <li>Subject leaders to support class teachers in their knowledge of concepts</li> <li>Ensure explicit instruction, scaffolding, flexible grouping, cognitive and metacognitive strategies are key components of high quality teaching and learning</li> <li>Purchase of White Rose Hub with prerequisites for previous learning and progression</li> <li>Purchase of Reading Comprehension for UKS2</li> </ul> <p>(£198)</p>	<p><b>July 2021 update:</b></p> <p><b>Attainment</b></p>  <p>The developments in guided reading and the new resources (including Reading Plus) has had a positive impact on the progress since September across most classes. Phonics scores (76% in Y1 and 84% in Y2) are better than expected from their starting points.</p>	JN and JD	Termly



Writing outcomes have seen an improvement in Reception and Year One as a result of the phonics teaching within the school and the low rates of isolation periods. Year 2 had a number of isolation periods and a high number of children in the critical worker and vulnerable group making blended learning difficult.

The planning process of writing has improved children's composition and structure of writing, and the focus on vocabulary across the school is seen in the children's writing as a result of quality reading experiences.

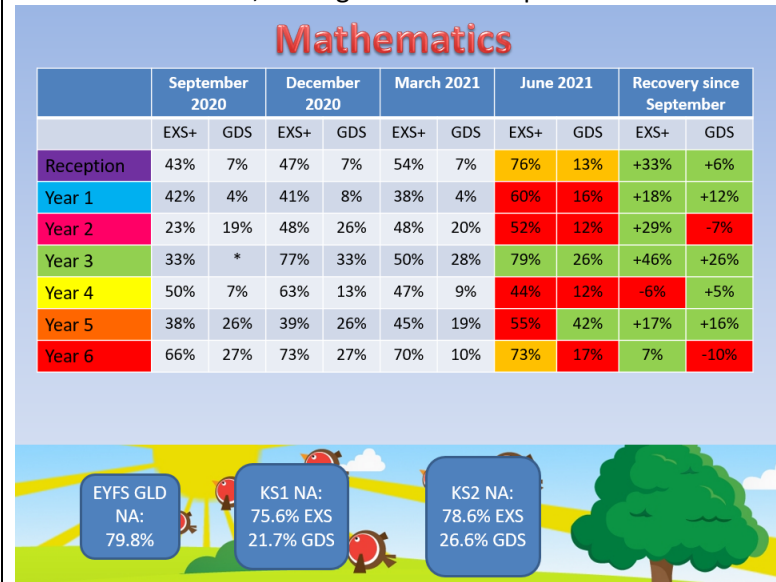
SPELLING NA: 12	Average score September 2020	Average score Spring 2021	Average score Summer 2021
Year 3	7.3	10.9	13.9
Year 4	9.8	14.8	18.1
Year 5	7.7	13.7	14.1
Year 6	14	15.5	15.7

As a result of the spelling SOS, the children's spelling in KS2 has improved with all classes being above the 2019 national average.

The next stage at KS2 is to focus on accuracy in punctuation. In KS1, the focus needs to be on the application of spelling patterns

and common exception words into their writing.

In both KS1 and KS2, editing is the next step.



White Rose Hub provided a structure during the lockdown and ensured that the children had progression. The children need to have a greater focus on the editing process to enable them to ensure EXS and for GDS children to proof read and to make revisions and additions to improve their writing.

#### Progress

	Reading		Writing		Maths	
	EP	BEP	EP	BEP	EP	BEP
Rec	93%	47%	100%	37%	100%	40%
Y1	76%	16%	84%	20%	96%	4%
Y2	58%	0%	63%	4%	63%	8%
Y3	84%	11%	53%	0%	79%	37%
Y4	85%	18%	62%	0%	41%	0%
Y5	65%	10%	77%	6%	74%	13%
Y6	77%	10%	80%	3%	67%	3%

Progress acceleration is needed in the highlighted areas through intervention. Quality First Teaching should address the other year groups focus areas.

<p><b>Effective diagnostic assessment</b></p> <p>Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.</p>	<ul style="list-style-type: none"><li>Purchase and implement Nfer tests completed in the Autumn term to enable the identification of gaps in previous year’s learning expectations</li><li>Addition tests ordered to measure impact in Autumn term.</li></ul> <p>(£1,646.40)</p>	<p><b>July 2021 update:</b></p> <p>Nfer tests have been used across the school in the Spring and Summer also. Y2 and Y6 used SATs papers.</p> <p>Question Level Analysis (QLA) is widely used to support the identification of gaps in learning. The impact of this can be particularly seen in the use of the QLA in guided reading sessions and the impact on the reading outcomes and recovery.</p> <div><p><b>Reading</b></p><table><tr><th></th><th colspan="2">September 2020</th><th colspan="2">December 2020</th><th colspan="2">March 2021</th><th colspan="2">June 2021</th><th colspan="2">Recovery since September</th></tr><tr><th></th><th>EXS+</th><th>GDS</th><th>EXS+</th><th>GDS</th><th>EXS+</th><th>GDS</th><th>EXS+</th><th>GDS</th><th>EXS+</th><th>GDS</th></tr><tr><td>Reception</td><td>40%</td><td>20%</td><td>53%</td><td>20%</td><td>60%</td><td>20%</td><td>70%</td><td>20%</td><td>+30%</td><td>=</td></tr><tr><td>Year 1</td><td>38%</td><td>*</td><td>50%</td><td>4%</td><td>44%</td><td>20%</td><td>60%</td><td>8%</td><td>+22%</td><td>+8%</td></tr><tr><td>Year 2</td><td>31%</td><td>16%</td><td>55%</td><td>22%</td><td>52%</td><td>12%</td><td>56%</td><td>28%</td><td>+25%</td><td>+12%</td></tr><tr><td>Year 3</td><td>28%</td><td>*</td><td>44%</td><td>22%</td><td>39%</td><td>11%</td><td>74%</td><td>16%</td><td>+46%</td><td>+16%</td></tr><tr><td>Year 4</td><td>53%</td><td>19%</td><td>69%</td><td>31%</td><td>72%</td><td>34%</td><td>70%</td><td>51%</td><td>+17%</td><td>+32%</td></tr><tr><td>Year 5</td><td>51%</td><td>23%</td><td>52%</td><td>23%</td><td>45%</td><td>23%</td><td>52%</td><td>29%</td><td>+1%</td><td>+6%</td></tr><tr><td>Year 6</td><td>57%</td><td>20%</td><td>76%</td><td>30%</td><td>80%</td><td>43%</td><td>80%</td><td>17%</td><td>+23%</td><td>-3%</td></tr></table><div><div>EYFS GLD NA: 76.9%</div><div>KS1 NA: 74.9% EXS 25% GDS</div><div>KS2 NA: 73.1% EXS 26.9% GDS</div></div></div>		September 2020		December 2020		March 2021		June 2021		Recovery since September			EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS	Reception	40%	20%	53%	20%	60%	20%	70%	20%	+30%	=	Year 1	38%	*	50%	4%	44%	20%	60%	8%	+22%	+8%	Year 2	31%	16%	55%	22%	52%	12%	56%	28%	+25%	+12%	Year 3	28%	*	44%	22%	39%	11%	74%	16%	+46%	+16%	Year 4	53%	19%	69%	31%	72%	34%	70%	51%	+17%	+32%	Year 5	51%	23%	52%	23%	45%	23%	52%	29%	+1%	+6%	Year 6	57%	20%	76%	30%	80%	43%	80%	17%	+23%	-3%	JN	July 2021
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<p><b>Access to technology and remote learning</b></p> <p>All children can access high quality remote learning that closely matches the curriculum offer within school.</p>	<ul style="list-style-type: none"><li>Introduction of Google Classroom as a platform for homework and remote learning to ensure all children are proficient in its use should they be asked to work remotely.</li><li>Creation of Loom videos to support parents and children in the use of Google Classroom</li><li>CPD for staff on the use of Google Classroom, Loom, video recording and Google Meet</li><li>Audit of devices available to families (for all children in primary school) completed in the first week of the Autumn term</li></ul>	<p><b>July update:</b></p> <p>In September, in anticipation of a future lockdown, the move was made to Google Classroom for homework. The children and parents were aware of how to use the platform so when the move was made to home learning, all children were proficient. This has proven to be very positive and enabled a seamless and speedy transition to online learning when classes needed to isolate and also during the lockdown. The school was able to offer a blended learning approach overnight.</p> <p>Loom videos proved to be highly successful as staff were able to record presentations to enable flexibility for working parents whose children could not attend live sessions. The children received a mixture of live and recorded lessons.</p> <p>Over the course of the Autumn term, the staff received training on</p>	JD and JLD	Ongoing																																																																																																			

	<p>followed by purchase of chrome books to ensure <b>all</b> children can access remote learning.</p> <ul style="list-style-type: none"> <li>Children without devices for homework and therefore not able to access Google classroom will be provided with a device long term</li> <li>Pupil Premium and SEND children will have priority for devices.</li> <li>DfE allocation of five laptops</li> <li>Upgrade Teacher laptops (School Budget)</li> </ul> <p>(£13,682)</p>	<p>the use of Google Classroom and all communication was via Google Meet. The school saw a significant increase in staff confidence in the use of the online platform.</p> <p>The move to use a considerable amount of the funding to purchase devices for all children who did not have access to a device of their own proved to be effective. All children, without exception, were online resulting in 93% of the whole school consistently on line throughout the lockdown. Children who needed the devices were a mixture of pupil premium, vulnerable children, SEND children and mainstream children. If the children needed a device, they were given one. Children continue to have these at home to access homework.</p> <p>Staff laptops were upgraded and this allowed effective provision of online learning.</p> <p>The overall impact was that <b>ALL</b> children had access to online learning which resulted in ALL children being able to continue with their learning. The purchase of the devices worked on the premise that they would reduce the inequalities between families and not provide a barrier to the children who needed to work from home should they be asked to isolate or lockdown.</p>		
<b>Total budgeted cost</b>				<b>15,526.40</b>

ii. Targeted approaches																
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date												
<p><b>High quality 1-to-1 and small group tuition</b></p> <p>Identified children will have significantly increased rates of progress in identified areas where there are arrears in learning.</p>	<ul style="list-style-type: none"><li>Identified children will access specific and targeted interventions in line with assessed gaps in learning. These will be linked to:<ul style="list-style-type: none"><li>Phonics/spelling</li><li>Reading</li><li>Maths</li></ul></li><li>Additional teacher deployed to support the teaching of phonics in Year 2</li></ul>	<div><p><b>Phonics</b></p><table><tr><th>National average:</th><th>Spring 2021</th><th>Summer 2021</th></tr><tr><td>81.9%</td><td>46%</td><td>76%</td></tr><tr><td>Year 1</td><td></td><td></td></tr><tr><td>Year 2</td><td>72%</td><td>84%</td></tr></table><p>Those not achieving the standard are all SEND</p></div> <p>Phonics target interventions took place in Year Two which resulted in improved outcomes above the 2019 national average. Those children who did not meet the expected standard made</p>	National average:	Spring 2021	Summer 2021	81.9%	46%	76%	Year 1			Year 2	72%	84%	JN, DC and JD	<p>Feb 2021</p> <p>May 2021</p>
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	(£1,100)	<p>accelerated progress towards the standard since the spring term.</p> <p>Phonics interventions in Year One supported the improvements in the children's phonological awareness. 76% achieved the standard when using the 2019 Phonics Screening Check. The six children who did not achieve the standard achieved in the 20's and it is highly likely that they will achieve it at the end of Year 2.</p> <p>Reading interventions in Year Six led to children who were borderline EXS achieving the expected standard.</p>																						
<p><b>English Bridging Units</b></p> <p>Children will have focused review of English expectations from the previous year to enable them to revise previous learning, enabling the transition to the next years curriculum to be more effective</p>	<ul style="list-style-type: none"><li>• Writing of English Bridging Units for all KS2 classes based on writing targets from the previous year group</li><li>• Measure of writing at the start of the half term and at the end of the half term to assess the impact on writing outcomes</li></ul>	<p><b>July update:</b></p> <p>The bridging units did allow the children to review the objectives from the previous year and enable the children to attune themselves to what they knew. Attainment looked positive.</p> <p>The lockdown in the spring term had a significant impact on the writing standards of the children as the modelled aspect of the writing and the instant feedback was not possible like it would be in a classroom.</p>	JN	Dec 2020																				
<p><b>Spelling SOS and Phonics</b></p> <p>Average spelling scores are above the National Average and children are able to spell words containing the spelling patterns taught within age-related expectations</p>	<ul style="list-style-type: none"><li>• Training for all KS2 staff on Spelling SOS programme</li><li>• Implementation of daily spelling and grammar sessions which reviews previous year group's spelling and grammar objectives and builds on previous learning</li><li>• One to one spelling and phonics support for children who are significantly behind the age related expectations</li><li>• Phonics champion identified to complete the tracking of phonics and support staff in the acceleration of progress</li></ul>	<p><b>July update:</b></p> <table><tr><th>SPELLING NA: 12</th><th>Average score September 2020</th><th>Average score Spring 2021</th><th>Average score Summer 2021</th></tr><tr><td>Year 3</td><td>7.3</td><td>10.9</td><td>13.9</td></tr><tr><td>Year 4</td><td>9.8</td><td>14.8</td><td>18.1</td></tr><tr><td>Year 5</td><td>7.7</td><td>13.7</td><td>14.1</td></tr><tr><td>Year 6</td><td>14</td><td>15.5</td><td>15.7</td></tr></table> <p>The Spelling SOS has had a significant impact on the outcomes of the children's spelling. Historically, this was always an area which impacted on the children's writing outcomes but this is less of an issues. This is the first time in ten years that the whole of KS2 have spelling average score above the national average.</p> <p>See above for link to Phonics.</p>	SPELLING NA: 12	Average score September 2020	Average score Spring 2021	Average score Summer 2021	Year 3	7.3	10.9	13.9	Year 4	9.8	14.8	18.1	Year 5	7.7	13.7	14.1	Year 6	14	15.5	15.7	JN and JT	March 2021
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<p><b>Teaching Assistants and targeted support</b></p> <p>All children make at least good progress from their starting points with the</p>	<ul style="list-style-type: none"><li>• Appropriate interventions are identified. Staff within phases are trained and they are able to deliver the intervention confidently (inclusive of entry</li></ul>	<p>The difficulties the school had in terms of the implementation of interventions to support reading, writing and mathematics was that staff needed to be deployed to support pastoral needs or they needed to isolate with their classes which made the interventions difficult to deliver.</p>	DC, JN and JD	April 2021																				

impact of targeted intervention evident.	and exit data).	<table><tr><td></td><td colspan="2">Reading</td><td colspan="2">Writing</td><td colspan="2">Maths</td></tr><tr><td></td><td>EP</td><td>BEP</td><td>EP</td><td>BEP</td><td>EP</td><td>BEP</td></tr><tr><td>Rec</td><td>93%</td><td>47%</td><td>100%</td><td>37%</td><td>100%</td><td>40%</td></tr><tr><td>Y1</td><td>76%</td><td>16%</td><td>84%</td><td>20%</td><td>96%</td><td>4%</td></tr><tr><td>Y2</td><td>58%</td><td>0%</td><td>63%</td><td>4%</td><td>63%</td><td>8%</td></tr><tr><td>Y3</td><td>84%</td><td>11%</td><td>53%</td><td>0%</td><td>79%</td><td>37%</td></tr><tr><td>Y4</td><td>85%</td><td>18%</td><td>62%</td><td>0%</td><td>41%</td><td>0%</td></tr><tr><td>Y5</td><td>65%</td><td>10%</td><td>77%</td><td>6%</td><td>74%</td><td>13%</td></tr><tr><td>Y6</td><td>77%</td><td>10%</td><td>80%</td><td>3%</td><td>67%</td><td>3%</td></tr></table>		Reading		Writing		Maths			EP	BEP	EP	BEP	EP	BEP	Rec	93%	47%	100%	37%	100%	40%	Y1	76%	16%	84%	20%	96%	4%	Y2	58%	0%	63%	4%	63%	8%	Y3	84%	11%	53%	0%	79%	37%	Y4	85%	18%	62%	0%	41%	0%	Y5	65%	10%	77%	6%	74%	13%	Y6	77%	10%	80%	3%	67%	3%		
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Y3	84%	11%	53%	0%	79%	37%																																																													
Y4	85%	18%	62%	0%	41%	0%																																																													
Y5	65%	10%	77%	6%	74%	13%																																																													
Y6	77%	10%	80%	3%	67%	3%																																																													
<b>Planning for Pupils with SEND</b> Ambition for all pupils is high and support is in place for pupils with SEND within the classroom and remotely	<ul style="list-style-type: none"><li>Risk assessments supporting provision for all SEND children working remotely completed</li><li>Speech and Language provision to continue remotely and in school (training for staff new to the cohort to ensure provision is effective)</li></ul>	<b>July update:</b> Risk assessments supported the EHCP children if they were not in school. Children received additional one to one support which impacted on the mental health and wellbeing but allowed for the individual support.	DC	April 2021																																																															
Total budgeted cost				£1,100																																																															

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date
<b>Supporting pupils' social, emotional and behavioural needs</b>  Children are happy, confident, resilient and emotionally equipped to access the curriculum. Children with specific nurture needs (present	<ul style="list-style-type: none"> <li>Theraplay session with RW to support families who require targeted intervention to support mental health</li> <li>Drawing and Talking sessions to be delivered for children identified as requiring support as evidenced from their Strengths and Difficulties Questionnaires (SDQs)</li> </ul>	<b>July update:</b> SDQs from children receiving support via therapies show a positive impact on the children's social and emotional levels. Underlying neurological conditions have been identified as a result of the provision put in place.  The school has seen an increase in the number of children with social, emotional and mental health needs and as such the therapies on offer have provided an outlet for them.	JN and DC	Termly

and future) are provided with a safe space for regulation and support,	<ul style="list-style-type: none"><li>Relocation of nurture and sensory room</li><li>Purchase of furniture and resources</li></ul> <p><i>(Link to Pupil Premium Spend)</i> (£2,970.02)</p>	The nurture and sensory room has proven to be invaluable to the children with pastoral needs. It is fully functional but further resources are needed to ensure this room continues to meet the needs of the children as issues evolve.					
<b>Communicating with and supporting parents and carers whilst sustaining engagement</b> Children will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home-learning.	<ul style="list-style-type: none"><li>Additional online learning resources will continue to be subscribed to (TTRockstars and Reading Plus)</li><li>Spelling Shed will be purchased so that children can practise spellings at home.</li><li>Timetable established to support parents and children in knowing when they will have live sessions and when they are to work independently</li><li>Purchase of Loom as a videoing service to allow teachers to record teaching sessions linked to the curriculum offer and help to maintain the sequence of lessons.</li></ul> <p>(£1,732.75)</p>	<b>March update:</b>				JN and JD	March 2021
		March 2021	Average reading lessons	Average increase in words per minute	Average level gain		
		Year 3	33	16	1.1		
		Year 4	30	20	1.4		
		Year 5	52	48	2.1		
		Year 6	51	30	1.9		
		Using Reading Plus for home reading during the lockdown has impacted greatly on the children’s usage and consequent improved reading speed. Those children who do not access Reading Plus at home are given the chance in school.					
		<b>June update:</b>					
		July 2021	Average reading lessons	Average increase in words per minute	Average level gain		
		Year 3	50	23	1.7		
Year 4	42	26	1.8				
Year 5	61	52	2.4				
Year 6	58	32	2.1				
<b>Total budgeted cost</b>						<b>£4,702.77</b>	
				<b>Cost paid through COVID Catch-Up</b>		<b>£14,260</b>	
				<b>Cost paid through charitable donations</b>		<b>£1,000</b>	
				<b>Cost paid through school budget</b>		<b>£6,069.17</b>	

	(allocated Pupil Premium Grant and IT budget)	
	<b>TOTAL SPEND</b>	<b>£21,329.17</b>