

**Covid Premium Strategy Statement 2020-21**

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| 1. **Summary information**
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| **School** | Urmston Primary School |
| **Academic Year** | 2020-21 | **Total budget** | £38,400 | **Date of most recent Review** | April 2021 |
| **Total number of pupils** | 480 | **Date for next internal review of this strategy** | July 2021 |

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| 1. **Key areas for support and challenge**
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| ***Children at Urmston Primary all returned to their previous year group classes for a week after the summer and the period of lockdown due to the Covid-19 pandemic. This was to aid positive wellbeing over the summer break and to guide them back to school structures and procedures. When children had settled and transitioned into their new year group classes in Week 2, staff began to assess where the greatest areas of need were and these areas inform deployment of staff from the school budget and from the Catch-Up premium grant from the government. Assessing our pupils early in this Autumn term shows that some gaps have widened in some areas and between certain pupils. The following information shows where our priorities lie and how we will use that grant most effectively and efficiently, also taking into account current staffing capacity across all phases of the school.*** ***The provision put in place below is evidenced based, not only based on our own diagnostic assessment, research and dialogue with staff, but through proven means to support children who are struggling to meet their year group ‘expectations’ - and subsequently enabling them to access learning at a higher level. The ‘EEF guide to supporting school planning: A tiered approach to 2021’ supports the strategies we’ve put in place and is referred to where appropriate. As always, Quality First Teaching is the most effective measure and is embedded throughout, with staff CPD forming an important role in this.*** |
|  **Area of Need** | **Further information** |
|  | **Year 3 and Year 4 Maths** | The move from Year 2 to Year 3 is significant in any year, but more so this year. Last year’s Year 2s were not prioritised for a return to school in the summer term and so were not accessing consistent education from March until September. Following assessments across the school for maths and looking at staffing capacity, Year 3 arose as an area of greatest need, where the number of children showing low levels of attainment was greater than in a normal year. Year 4 were not as effected as Year 3 but the need here is also apparent in a small group of SEN pupils. |
|  | **Whole School Maths** | Children accessed White Rose resources during lockdown on our online learning platform, Seesaw. Duly, this was not as consistent as being in school and so left many children out of practice. The way maths is taught at Urmston Primary, through the use of White Rose resources, means that teachers can largely plan from where the children left off, but gaps between higher and lower attainers have widened and need to be addressed. |
|  | **Low attaining readers** | The positive reading culture in school meant that many children over the lockdown period were able to continue reading. Reading remains a key strength in the school but, again, gaps have widened between the highest and lowest attainers, due mainly to the support not available during lockdown.  |
| **D.** | **Whole School Phonics and Spelling** | Monitoring phonics and spelling was difficult from the period between March and September, in Early Years, KS1 and KS2. Further support is needed, specifically in spelling rather than reading sounds, and so robust whole school procedures will be needed, with additional staff to aid small group support and to enable further challenge to those who need it too.  |
| **E.** | **Low attaining writers (esp. Y3/4)** | A lack of practice and a difficulty in monitoring children’s writing habits during lockdown means that intense support will be needed with basic grammar and punctuation. Quality First Teaching will be the key here but additional support and intervention will be needed also. A more prescriptive literacy program for children who cannot access whole class teaching has also been invested in. |

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| **Measures** |
|  | ***Area of Need*** | ***Chosen Action/******Approach*** | ***Evidence and Rationale*** | ***Additional staff needed/costs*** | ***Success criteria*** | ***Staff Lead*** | ***Review/Impact (end of Spring)*** |
|  | **Year 3/4 Maths** | The two Y3 classes have been split into three with two mixed-attaining classes and one lower attaining. A small group of Y4 pupils will also split to provide more intensive, focused support. | Assessment following the summer shows that Year 3 has a larger number of low attaining pupils. Ordinarily, pre-teaching would be used to ensure accessibility for all for quality whole class teaching, but due to the need for a recapping of core skills, this will not be enough to support these pupils in accessing QFT and so small steps in delivering resources and planning will be used by the teacher to lead this group and accelerate their learning through greater building blocks with their learning. Also, it will release the teachers for the rest of the children to pitch their lessons at a higher level to support and challenge all pupils appropriately.‘The EEF guide to supporting school planning: A tiered approach to 2021’ recognises, as do we, the impact that targeted intervention can have. The smaller group sizes here, along with QFT, will ensure additional support for the children who need it most. Our actions here provide a smaller group. However, again, we wouldn’t ordinarily adhere to ‘streaming’ for Y3 pupils, but under the circumstances, we feel it necessary. The teacher leading the lower attaining group, Mrs Latham, is skilled, will ensure praise and evoke positive attitudes to maths and is reviewing the process and impact as part of an NPQML research project, which could then inform our decision-making next year. | CT has been employed as an additional teacher for three days a week through ‘Catch-up’ premium funding. She is taking Y3 and 4 maths groups two times a week with the SENDCO (JH) doing two days. Year 3 are being supported by an additional full time TA who is supporting the delivery of this (this is temporary and originally for the Autumn term but may extend to Spring). | Progress accelerates and is shown from baseline assessments for all pupils in the lower attaining group as they move towards WORKING WITHIN and TOWARDS Year 3 levels. All pupils benefit from this and the resultant higher pitch of first wave teaching. This is the case in Y3 and Y4. Attitudes and learning behaviours towards maths remain positive. | CT, Y3/4 Class teachers,Maths Lead (EB) | Data for Y3 Maths shows significant improvement, despite school closure for much of the Spring term, showing positive foundations put in place in Autumn 2 and online/home learning throughout the Spring term. 21 children were working below a Year 3 level and that is now just 6, with now 70% working at expected levels for this point in the year. This will continue for the summer term. Due to staffing shortages, JH has covered PPA and MD has taken on her role in the Spring term, but this is now back to JH for the Summer. *The aim is for smaller group of these children to benefit from a split when they move up to Y4, reincorporating them back into mixed ability groups, further nurturing independence and accelerating progress as they move through KS2.*Year 4 have benefitted from seven particularly lower attaining/SEN pupils being taught in a small group for four times a week. This was set up online and has continued with rigour since reopening in March. This has not only enabled more focused support for them, but has enabled the class teachers’ lesson pitch for the rest of the class to be a little higher, making it more manageable to support and challenge the rest of the Year 4 pupils. The aim is for these children to come back into class in Y5 where, again, we can enhance their positive attitudes and independence in maths. |
|  | **Whole School Maths** | ‘Pre teach’ maths interventions will run in all other year groups to enable children to ***keep up rather than catch up*** - so that those lower attainers will be able to access whole class teaching being pitched at an appropriate level of challenge. The additional teacher will also support a Y4 group to enable teachers to pitch lessons at a higher expectation.The ‘Mathsletics’ app will also be purchased for pupils in need of maths support and to keep them ticking over throughout the summer. Usage will be monitored with a specific focus also on keeping things going over the summer. | Again, assessment shows that there are some widening of gaps here and a small number of lower attaining pupils will need additional input prior to maths lessons. These structured interventions, through the use of White Rose resources, enable children to gain prior knowledge before the lessons, supporting knowledge acquisition and nurturing confidence and independence.With children having been off school for such a large part of the last 18 months, having parents’ support in children keeping their maths core skills ticking over with a bespoke program will have significant impact for when they return in September. | An additional part time TA has been employed for afternoons to aid in the delivery of pre-teach maths (this is temporary and originally for the Autumn term but may extend to Spring) and to support in delivering intervention (Po2/+1). As mentioned, the additional teacher will also support a Y4 maths group.Cost of package per pupil. | As above for Y5 and 6 but the vast majority of pupils are closer to Year group expectations.Children will hit the ground running in September and work from a higher baseline in the next academic year. | Assessment Leads, Maths Lead (EB)SENDCo and Maths Lead to monitor. | Pre-teach maths has begun only recently in KS1 and so the effectiveness of this intervention will be monitored. Year 5 maths has become a relative strength and so this will no longer be a main focus. Y6 benefit from the three-way split.The additional TA has not been able to join us for the Spring term as planned due to unforeseen circumstances and redeployment has been needed due to staff illnesses. Spring attainment data shows that support for maths is needed most in Lower KS2 rather than upper so most TA support is now placed here.Still provisional. Staff to liaise with SLT closer to the time on need. |
|  | **Low attaining readers** | ‘Pre-teach’ reading sessions in KS2 will ensure that ALL children can access texts at a year group level and beyond and are able to grasp key vocabulary and thus accelerate their understanding and reading skills. This is supported by BRP (Boosting Reading Potential) reading intervention. | As above. Importance is placed on linking out-of-class learning with what happen in the whole class setting. | The additional TAs have been employed to aid in the delivery of pre-teach reading but also of BRP and priority readers to accelerate and enhance fluency. | Strong progress from baseline assessment is evident and from reading ages.  | English Lead (SH), SENDCO | Reading attainment is strong throughout the school and common embedded practice continues to have a positive impact on pupil attainment and progress. Focus is still needed in Year 3 and 4 reading for the lowest attaining pupils through pre-teach. JH will be doing focused, small group guided reading with those Y3s.Through illness and unforeseen circumstances, the additional Tas have not been able to deliver intervention in the latter part of the Spring term, although did deliver interventions throughout the period of partial school closure. Pre-teach in Y5 and 6 is being delivered by different staff members. |
|  | **Whole School Phonics and Spelling** | Structured and timetabled phonics and spelling, in all phases, will enable any gaps in knowledge to be filled and to accelerate understanding of alternative spellings, rules and use and application of these. | Over lockdown, due to less writing and use and application of spellings and monitoring of this, children are out of practice and will need support to plug gaps in expected year group spellings and recapping on core strategies. QFT is essential here but smaller groups will aid focus on those that need it the most. | CT and JH (SENDCO) support the Y3 phonics group with the additional TAs supporting here also. This is mostly delivered by QFT. | The use and application of phonics and year group spelling within sustained writing is greatly improved, resulting in more expected levels of writing in each year group and significant progress from initial levels post-lockdown. | English Lead (SH), CT | Spelling will continue to be monitored. School closure from January meant that this was disrupted but strong provision was put in place to maintain focus on phonics and spelling (see Spring online intervention through Google Classroom). Writing has emerged as the area most in need of focus in KS1 and 2 and so added focus on this will remain in place and continue to be monitored. Due to the Spring school closures, it is too early to gauge impact but through conversations with staff, there are signs of improvement. Year 1, 2 and 3 remain the year groups whose spelling has seemingly been most effected and ‘catch up’ here will continue into next year with added phonics focuses in Year 3 and 4 from September. SH (English Lead) is delivering an intervention for Y1 pupils with phonics/spelling/fine motor skills. |
|  | **Low attaining writers** | Some SEN and very low attaining writers need even further support and some of these pupils will be coming off timetable for part the year group English curriculum and on to a more prescriptive program to aid their development and enhance self-esteem. Steps will be taken to enhance parental engagement and support with this strategy. A ‘Three Sentence Wonder’ writing intervention will also be delivered across KS2 and perhaps KS1.We intend for summer learning to take place for a three week period. This will not be intensive and will be linked with enrichment activities by our holiday club provider. | Fewer sustained writing opportunities during the lockdown period has meant a wider gap and our lowest attainers need basic core skills embedded before being able to access language and skills used at their year group level.The EEF guide to supporting school planning: A tiered approach to 2021, outlines clearly the benefit of targeted and structured intervention. *‘Structured, evidence-based programmes, such as Nuffield Early Language Intervention Programme (NELI) and REACH (a targeted reading support programme designed to improve reading accuracy and comprehension in pupils with reading difficulties in Years 7 and 8) are examples of effective interventions led by Tas, that can improve the literacy of pupils. As for any structured intervention, ensure that learning in interventions is consistent with, and extends, work inside the classroom and that pupils understand the links between the two.’ (p16)* The program is prescriptive and will be delivered by a teacher working closely with other class teachers due to the children being taken out of their usual literacy lessons, incorporating key writing elements for the year group whilst supporting core skills. EEF research also suggest the impact that CPD can have on quality teaching and so money has been spent here on training for relevant staff members.Again, as above, evidence shows that small group teaching has big impact. A sustained period of no writing across the summer holidays will not aid progress in core writing skills for our children and so it is our intended that fun writing groups will be delivered. | The costs of the RWI ‘Fresh Start’ programme and staff CPD can be found below.Our English Lead will deliver sessions for Years 1, 2 and 3, where need is greatest with cost to be arranged. | Selected lowest attaining/SEN pupils will develop skills based on their need, consolidating basic core literacy skills to enable them to access QFT as the year progresses and in particular the following year.Selected pupils who take up the offer will begin the year on the front foot and pick up where they left off. | English Lead (SH), CTEnglish Lead, HT | Seven particularly lower attaining Y4 pupils are engaged in Fresh Start. This began during the period of school closure but has restarted with more rigour since reopening. Early signs are positive, especially with children’s confidence levels. This is being delivered by an additional teacher four times a week during literacy lessons, again allowing class teachers to pitch their lessons more appropriately for the rest of the class.Due to staffing, SP has been delivering the Y3 and 4 writing interventions, whilst CT is deployed elsewhere. CT’s work with these children, which began online during lockdown has had impact and groups are being reviewed with teachers and pupils substituted as necessary.MD will also be delivering a similar intervention in Y2 from Summer 1. Year 5 are now split three ways to enable smaller groups so that lower attaining writers in particular. Initial conversations with these pupils is very positive and attitudes towards writing, impressive.Still at the planning stage. |

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| 1. **Planned expenditure**
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| **Academic year** | **2020-21** |

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| **Area of Need** | **Resource** | **Cost (ongoing)** |
| **A, C, D, E** | Additional teacher (3 days per week for the full year) | £32,728 (inc. on costs) |
| **B, C, D** | Additional FT TA/teacher for initially one term (DR) | DR delivers the Fresh Start program but has been deployed elsewhere for the reminder of the day. Costs to be confirmed.  |
| **B, C, D** | Additional PT TA for initially one term (CR) | CR supported pupils as planned during lockdown by online/home learning groups. Due to unforeseen circumstances, this has not continued but has been picked up by other staff members. Cost to be confirmed. |
| **A, B** | Mathsletics | £763.56 |
| **E** | Literacy Program – ‘RWI Fresh Start’ (Y3/4) – and staff CPD | £1024.68 |
| **E** | Summer writing tutoring – Year 1, 2, 3 | TBC |
|  | Total | The above will come to beyond the £38,400, but exact figures will be confirmed later in the summer term. |