

## Yorkmead J&I School Covid-19 Catch up Premium Intended Spend

School name:	Yorkmead J&I School			
Academic year:	2021-22			
Total number of pupils on roll:	414 (127 pupil Premium)			
Carry forward of Summer 2021 Allocation	£12,145			
Total catch-up budget:	First installment: July 2021	£13,600	Second installment: July 2022	£8,547
Combined balance available	£13,791			
Date of review:	September 2021 (Academic Year 2021-22)			
Context				
<ul style="list-style-type: none"> <li>• The most effective intervention in 2020-21 were those led by the children's class teacher targeting component learning that they were tackling in lessons at that time</li> <li>• Investments in technology to support interventions has enabled effective programs, such as Times Tables Rockstars, Read Theory, Read I Writer and Matheletics to be rolled out to the lowest 20% of children in core areas of learning - we will add users to current, proven interventions</li> <li>• Social and emotional support of families, children and staff who are now suffering separation anxiety and trauma, is now more prominent than ever before. School has continued to use Malachi support services along with Education Support to support identified individuals</li> <li>• CPD will be focused on strategies and systems that are already embedded and have been proven to work with our children; RWI - early phonics &amp; reading, MNP for mathematics and writing MTP will support the recovery.</li> <li>• All following actions are based on recent research and are included in our School Improvement Plan 2021-22.</li> </ul>				

Last updated: 26<sup>th</sup> November 2021

## Teaching and whole-school strategies

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
Whole school training on Maths No Problem	All staff trained or refreshed on approach to ensure fidelity to scheme to maximise impact on pupils.	Results in summative maths assessments will show increase in progress and attainment.	£0	Jess Burke (Maths Lead)	Knowing that there is and will have been reduced or limited experience outside of their immediate environments during pandemic especially for those lowest 20%.
Re-establishing systems and strategies for boosting arithmetic	Timestable Rockstars and Matheletics motivate learners and ensure reinforcement takes place in a structured way. Revision of previous year, term, week, and day concepts in daily lessons.	Children will be able to calculate fluently and this will impact upon their ability to tackle more complex mathematical problems and concepts.	£0	Jess Burke (MathsLead)	Pre-pandemic it was the introduction of these routines that impacted upon attainment in Mathematics. Correlation between those getting expected and those who grasped timetables by end of year 4.
Reinvest in "Spellodrome".	For explicit teaching of phoneme/ grapheme correspondences impact on the accuracy of spelling and well as supporting those childrenwho are not yet fluent readers.	Spelladrome is proven to improve spelling and support reading fluency and we hope that allchildren will benefit from this approach.	£1396	Andrew Neal-Crane (English Lead)	There is evidence from book scrutiny and knowledge from KSI partners that children's spelling andwriting was affected during the pandemic. We need to address this in a structured way.

Re-launch home reading journals to involve parents in the recovery for reading- journey towards fluency	Increase parental support at home which has diminished over the pandemic and be able to measure the impact of this by pupil progress.	If children read 4 x 15 minutes (home readers) then we believe this will impact on the children's fluency and language comprehension.	£247	Andrew Neal-Crane (English Lead)	Engagement with parents will be key to accelerating the recovery.
Subject leaders identified missing units of learning and adapt planning to accommodate them in 2021-22	Fundamental component learning will be revisited or introduced where it was compromised by the pandemic. Curriculum - Opening Worlds	Children will know and remember more with learning built on secure knowledge and progressive skills.	£1500	SLT and subject leads	Subject & phase leaders to ensure progression across curriculum provision
Reintroduction of Lunchtime club - The Nest	For our most vulnerable pupils to be supported during social times	Children will be supported emotionally, and their social development nurtured by the Senco	£0	Lorraine Adolphe (Senco)	This was a missed intervention during the pandemic and providing both space and time for the most vulnerable pupils is central to their development needs.
Recommendations by Librarian to pupils on modern authors and titles	Ensuring children are reading books by authors of their time writing about times they can relate to.	More children will read books that are recommended and their understanding of the world around them, acquiring vocabulary in a context that they understand- reading for pleasure.	£0	English Lead and Librarian.	The Reading Framework July 2021 identified the importance of children reading books that are relevant to them now- we support this view and have built this into library time.
<b>Total spend:</b>			<b>£3,143</b>		

## Targeted support

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
Laptops for those identified families	Those 20 families have access to online learning portals to reinforce learning.	Pupils regularly access online learning resources and keep pace with their peers.	£2,000	Matthew Whittaker	Enables all siblings within the home environment access to online learning.
Support in achieving expected level in reading mathematics for those identified as vulnerable in Year 6	For targeted children to achieve the expected standard in maths at the end of the Key Stage.	Previously, have run booster programme of support. Impact on SATs attainment.	£0	AHT + Yr6 staff = Mr Bateman (Volunteer)	Strong indication that those selected will achieve expected level by end of KS if they receive booster.
To inspire and support those children who are still at early reading stage to become fluent readers	By investing in additional phonic books linked to RWI we can provide additional choice books in classroom pitched at an appropriate level.	Children in Year 3 have books matched to RWI stage.	£2977	Andrew Neal-Crane (English Lead) Sharon Pitfield (RWI manager)	Greater investment required as more children, who have missed large amounts of school time in last 18 months are not considered fluent readers.

Grow to Learn	Identified pupils will be invited to take part in a gardening club where they will take part in activities to develop social skills	Children will be motivated to want to learn and contribute to their local community allotment	£ 5,000	Grow to learn staff	Grow to Learn project
<b>Total spend:</b>			<b>£ 9,977</b>		

## Wider strategies

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
Appoint Mental Health Lead who can lead both adult and child counselling	Children and families to get the necessary mental health support	Working with parents, post-pandemic, will be crucial to affecting the attendance and social and emotional development of our children	£195	Alex Newman-Smith (HT)	Previous learning mentors are currently being deployed as teaching assistants. DHT who was to take up position leaving at end of Autumn Term.
Investment of refurbishment of library	Create a dedicated space for children to go for support and for classes to attend for story times	A new dedicated, well stocked and staffed library is key to improving our children's love and engagement in reading	£TBC	Mrs Smith (Librarian)	Facilitating reading for pleasure is essential and providing space for parents to read with the children
<b>Total spend:</b>			<b>£ 195</b>		

Summary report (July 2022)

What is the overall impact of spending?

How will changes be communicated to parents and stakeholders?

Final comments

Final spend:

£



