

Coronavirus catch-up premium report 2020.21

During the academic year 2020.21, we received £20,000 of Coronavirus catch-up premium funding. £80 for each child in Reception, Year 1 and Year 2.

Rationale for spending

Our vision

We want our children to achieve our **STAR Expectations** and succeed in life within an ever-changing world.

We want our children to be ready for the next stage of their education personally and academically. When our children move on from us, we want them to be:



How the grant was spent	Cost	How did we assess the effect of this expenditure on our children's educational attainment
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Teaching and whole-school strategies

<p>'Word Aware' books</p> <p>'Communicate in Print' software</p>	£1000	<p>These resources have supported the development of our Spoken Language and Vocabulary Curriculum.</p> <p>We use the Word Aware approach to teaching key vocabulary linked to subjects and topics. Word Aware is a structures whole school approach to promote the vocabulary development of all children. Focused on whole class learning, the resource is of particular value for those who start at a disadvantage.</p> <p>We use Communicate in Print to support vocabulary acquisition. The range of Widget symbols provides children with a clear structured language, ideal for communication and learning:</p> <ul style="list-style-type: none"> • Creates greater independence • Perfect for visual timetables and flashcards • Improves behaviour and motivation <p>These resources support a whole school approach with consistency across all year groups.</p>
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Specialist English consultancy support	£1900	<p>We have a long-standing relationship with a local specialist English consultant.</p> <p>When we reopened following the second partial closure, we reviewed our Phonics curriculum in partnership with our consultant. The package of support included staff training, the development of our phonics practice guidance, observations and feedback, phonics leader support and challenge.</p> <p>This work was extremely impactful and enabled us to get children's learning in phonics 'back on track' as soon as possible.</p>
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'Collins Big Cat Phonics for Letters and Sounds' reading books and eBook catalogue	£3000	<p>We build on our remote learning digital offer by investing in the Collins Big Cat Phonics for Letters and Sounds ebook catalogue so that children could keep reading at home during the second partial closure. Children continue to be rewarded for the progress they make, which is monitored by the teaching team.</p> <p>As we reopened fully in March 2021, we invested in a broader range of Collins Big Cat Letters and Sounds reading books. We reassessed children's phonics knowledge and matched reading books accordingly. We ensure a secure start to every child's reading journey and help children progress from decoding words to reading fluently and for pleasure with fully decodable books expertly aligned to Letters and Sounds.</p>
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'NumBots' digital platform	£100	<p>We built on our remote learning digital offer by investing in NumBots to develop mathematical fluency through fun challenges. Children continue to be rewarded for the progress they make, which is monitored by the teaching team. Children access this learning tool at school and at home. NumBots is all about every child achieving the 'triple win' of understanding, recall and fluency in mental addition and subtraction, so that they move from counting to calculating.</p>
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Targeted approaches

Supply teacher – 2 days a week from March full reopening until the end of the summer term.	£200 X 34 days = £7000	<p>We employed a supply teacher to add capacity to our teaching team. This enabled us to release teachers and our HLTAs to focus on targeted intervention.</p> <p>Evidence based targeted interventions linked to our recovery curriculum included:</p> <ul style="list-style-type: none"> • Language based interventions – SALT, Speech Link, Language Link, Early Talk Boost, Talk Boost • Literacy based interventions – Read It Write It Programme, One-to-one additional reading sessions • Social, emotional and mental health interventions – Emotion coaching, Zones of Regulation, character development books <p>We use these interventions in a highly skilled way to good effect.</p>
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Speech Link	Language Link
<p>Screening, assessment, intervention and support for speech, language and communication needs. Speech Link and Language Link empowers SENCOs, teachers and TAs in their work with SLCN and indicates the need for further support for children where required.</p> <p>Good language skills are linked to achievement and life chances.</p> <p>Speech Link and Language Link help us to ensure early identification and intervention to raise attainment and narrow the gap between disadvantaged and non-disadvantaged children.</p>	
Early Talk Boost	Talk Boost
<p>Early Talk Boost is a targeted intervention aimed at 3-4 year old children with delayed language helping to boost their language skills to narrow the gap between them and their peers. The programme aims to accelerate children's progress in language and communication by an average of 6 months, after a nine week intervention.</p> <p>Children who are selected to take part in the intervention will attend three sessions per week, each lasting 15-20 minutes delivered by a Teaching Assistant. The sessions include activities that cover the foundation skills in speech, language and communication that children need for learning and understanding new words, as well as having conversations.</p>	<p>Talk Boost is a targeted intervention for 4-7 year old children with delayed language. The programme is assessed by teachers and delivered by Teaching Assistants. It is a structured programme that boosts children's progress in language and communication by an average of 9-18 months after a ten week intervention.</p> <p>Children who are selected to take part in the intervention will attend three sessions per week in small groups, each lasting 30-40 minutes delivered by a Teaching Assistant. The sessions include activities that cover the key elements of language: Attention and Listening, Vocabulary, Building Sentences, Telling Stories and Conversations. In addition, the teacher will run a weekly whole-class activity and there are activities that can be practised at home.</p>
Read It Write It	Zones of Regulation
<p>Read It Write It intervention is a programme devised by the Derby City Educational Psychology</p>	<p>The Zones of Regulation framework and curriculum teaches children to develop a metacognitive pathway to build awareness of their feelings/internal state and to use a variety of tools and strategies for regulation, social skills, self-care and overall wellness. This includes exploring tools and strategies for mindfulness, sensory integration, movement, thinking strategies and healthy connection with others.</p> <p>The Zones of regulation provides a common language and compassionate framework to support positive mental attitude and skill development for all, while serving as an inclusion strategy for neurodiverse learners, those who have experienced trauma, and/or have specific social, emotional and mental health needs.</p> <p>The Zones of Regulation categorises all the different ways we feel and states of alertness we experience into four concrete coloured zones.</p>

Wider strategies

<p>‘Emotion coaching’ training for all teachers and Teaching Assistants by our Educational Psychologist.</p>	<p>£1500</p>	<p>All staff are trained emotion coaches, following weekly remote training sessions during the spring term partial closure with our educational psychologist.</p> <p>This training has been invaluable as we have enabled children to recognise, label, talk through and regulate their emotions. This, in turn, has enabled our children to be calm and ready to learn.</p> <p>Emotion Coaching is based on the principle that nurturing and emotionally supportive relationships provide optimal contexts for the promotion of children’s outcomes and resilience.</p> <p>Emotion Coached children:</p> <ul style="list-style-type: none"> • Achieve more academically in school • Are more popular • Have fewer behavioural problems • Are more emotionally stable • Are more resilient <p>(Gottman 1997)</p>
<p>Emotional well-being core books for our newly developed library areas.</p>	<p>£1000</p>	<p>Our Personal Development Leader researched high-quality age-appropriate texts to support children’s emotional health and well-being. These books are used extensively across all year groups to support character development.</p> <p>Prioritising children’s personal development has enabled our children to resettle into the school routine following the second partial closure.</p>
<p>Learning bags for all children to take home:</p> <ul style="list-style-type: none"> • Pencil cases and stationery • Exercise books • Workbooks • High-quality core texts 	<p>£15 X 300 children = £4500</p>	<p>All children were given an age-appropriate learning bag in December 2020, just before the second partial closure.</p> <p>During the first partial closure we learned that our families mostly preferred ‘real’ learning opportunities, rather than ‘screen based’ learning opportunities.</p> <p>Our learning bags complimented and enhanced our remote education offer during the second partial closure, giving all children the physical tools and materials to keep learning at home.</p> <p>Children were bought high-quality core books that link to our curriculum.</p>
Total	£20,000	