

## Coronavirus (COVID-19) Premium Funding Plan

November 2020 – Funding Plan Review Completed July 2021

### Catch-up plan

Academic year:	2020-2021						
Total number of pupils on roll:	43						
Total catch-up budget:	£2640.00	First instalment:	£560.00	Second instalment:	£980.00	Third instalment:	£1100.00
Date of review:	Autumn 2021						

### Our School Vision

*I lift my eyes to the hills' Psalm 121*

The amazing rhythm of the changing seasons and the beauty of nature allows our pupils to live healthy, balanced lives; developing physical and mental well-being, a sense of awe and wonder and an awareness of the spiritual aspects of life. All members of Selside School become part of our school family, becoming confident, responsible and caring pupils who develop a life-long love of learning - **'living life in all its fullness'** John 10:10

As a Christian school, that welcomes all children regardless of faith, culture, background, need or circumstances, our school vision leads us to consider the whole child when planning for provision funded by the Coronavirus Premium Funding. The school is mindful that the challenges that many children faced as a result of school closure will not be remediated in a short period of time; resolving these will take care, sensitivity and patience. The school has a longer-term view of **reconnection** and **recovery** and this is reflected in our School Improvement Plan.

We are also aware that many children flourished and developed in a range of different ways during lockdown and that these successes should be recognised, celebrated and built on.

### Sections

**A. Teaching and whole school strategies**

**B. Targeted support**

**C. Wider strategies**

**D. Summary and review**

## A. Teaching and whole-school strategies

Action	Intended impact	Cost	Staff Lead	Comments
<p><u>Reconnection and recovery – focus on basic skills</u> Increased Teaching Assistant and HLTA support in all classrooms to support whole class teaching and both implement and reinforce strategies to secure reconnection with the school environment and curriculum. Focus and support for the teaching of basic academic skills (reading, writing, spelling, times tables, chronology etc.) including basic organisation, resources, being on time, being ready.</p>	<ul style="list-style-type: none"> <li>✓ Children feel supported in school</li> <li>✓ Children ready to learn</li> <li>✓ Children quickly reengage with learning in class and immediately begin to build from starting points</li> <li>✓ Learning in school is well organised, sensitive and deliberate</li> </ul>	<p>1 hr x 2 classes x 37 weeks = <b>£888.00</b></p>	Headteacher	<ul style="list-style-type: none"> <li>✓ Children have returned to school with a positive mindset and attitude to learning.</li> <li>✓ Monitoring evidences calm, purposeful and positive classroom environments.</li> <li>✓ Relationships are good, interactions between adults and children, and between children, are supporting and compassionate.</li> <li>✓ Children are quickly revisiting and building on key skills – this is evident in pupil books and in display work around school.</li> </ul>
<p><u>Time spent on mental health, wellbeing and social skills development</u> Increased TA and HLTA time to support children and provide class teachers with time to engage directly with pupils (individuals and groups) and rebuild positive, trusting relationships in class. Linked to work above, building learning resilience and a positive outlook on life and learning in school. Increased PSHE and teaching to support behaviour for learning. Increased class discussions and Circle Time to explore worries and resolve conflicts – time to practice ‘falling out and making friends’.</p>	<ul style="list-style-type: none"> <li>✓ Children feel supported in school</li> <li>✓ Children quickly reestablish positive learning behaviours</li> <li>✓ Children have fewer worries and a forum to discuss them</li> <li>✓ Children relearn ‘getting on’ behaviours</li> <li>✓ Behaviour in school is good, children in class are happy and purposeful</li> </ul>			<ul style="list-style-type: none"> <li>✓ Behaviour is good in school; children are calm and purposeful in class, children move around the school in a positive and organised manner.</li> <li>✓ Children feel well supported and actively seek support and advice from adults when they need it.</li> <li>✓ Worries are aired, discussed and resolved in classroom activities (PHSE, Circle Time).</li> </ul>
<p><u>Remote learning training for staff</u> Further investment in training for the effective use of remote learning platforms (SeeSaw; GoogleClassrooms) and activities, including class-based learning for children to secure good outcomes and effectiveness in the event of further school or ‘bubble’ closure. In the event of closure, remote learning and communication protocols in place to ensure a successful transition to ‘learning at home’.</p>	<ul style="list-style-type: none"> <li>✓ Staff, children and families familiar with and confident in the use of remote learning platforms and resources.</li> <li>✓ In the event of closure, children well supported at home.</li> <li>✓ Development and approval of a ‘Remote Learning Policy’ to ensure all parties understand how this will work.</li> </ul>	<p>3hr x £30 x 3 = <b>£270.00</b></p>	All teaching staffs	<ul style="list-style-type: none"> <li>✓ Our approach to Remote Learning was applied consistently across the school.</li> <li>✓ Parent feedback (Communication Survey – March2021) evidences that learning at home went well. Parents were clear on expectations and felt that they had the necessary resources to support their child at home.</li> <li>✓ Communication between school and home was good.</li> <li>✓ No further learning at home for classes has been necessary but individuals have</li> </ul>

				been well supported by staff.
<u>Investment in resources to support remote learning</u> Purchase and investment in additional remote learning resources and time to develop and establish use. Time to ensure all children are registered with identified web-based resources and have log in and password information.	✓ School has a comprehensive and established approach to remote learning with developmentally and pedagogically appropriate resources in place for learning across the school's planned curriculum.	£5 x 43 children = <b>£215.00</b>	Administrator Teaching staff	✓ All children, where there has been an identified need, have been provided with the necessary technology and support to learn at home effectively during the period of school closure. ✓ Devices are still available in school for loan in the event of future instances where learning at home is necessary.
<u>Investment in outdoor learning resources and training</u> Purchase of additional resources to ensure all 'bubble' groups in school have access to the full school curriculum, particularly when learning outside. Resources needed to reduce turnaround time for Covid cleaning and to make sure all groups are appropriately resourced. Training for teachers where necessary – lighting fires for example.	✓ All teachers equipped to deliver the school's planned curriculum despite working in 'bubbles'. ✓ All children receiving full curriculum entitlement using outside spaces where appropriate and practicable.	£25 per class x 2 classes = <b>£50.00</b>	Teaching staff	✓ As a result of investment in resources all children have been able to access the full curriculum in school, this includes access to high quality PE, Music and RE teaching. ✓ Cases of illness have been low as a result of careful investment in resources to provide separation and protection in school.
<u>Transition support</u> Additional time to plan and implement remote and face-to-face transition activities; nursery to EYFS; KS1 to KS2 and Year 6 to Year 7.	✓ Effective transition arrangements established based on current Covid 19 guidelines. ✓ Children confident and ready for the next step in their learning journey.	<b>£100.00</b>	Teaching staff	✓ In school transition (External nursery provision to EYFS and KS1 to KS2 to has been very effective; children have settled very quickly into new class groups and routines. ✓ Transition to Secondary School has been very positive.
<b>Total spend:</b>		<b>£1523.00</b>		

## B. Targeted support

Action	Intended impact	Cost	Staff lead	Comments
<u>Specific pupil support</u> Where necessary, 1 to 1 pupil support from a teacher, teaching assistant or HLTA to overcome a specific barrier to learning (academic, emotional, organisation etc.) Groups might include; <ul style="list-style-type: none"> <li>SEND</li> </ul>	✓ Children struggling with settling back into school, class routines are given the support they need. ✓ Where needed children are referred to external agencies for	1 hr x 2 classes x 37 weeks = <b>£888.00.</b>	Class teachers SENDCo	✓ Specific support provided in class to identified pupils to overcome barriers to learning. ✓ Early Help support opened as necessary. ✓ The majority of children settled back in

<ul style="list-style-type: none"> <li>Disadvantaged (PPG/FSM)</li> <li>Vulnerable</li> </ul> <p>Where necessary, referral to SENDCo to consider referral to or the commissioning of external agency support (Early Help, AFC, Barbardos. etc.)</p>	<p>support.</p> <ul style="list-style-type: none"> <li>✓ All children reconnect with learning in school and begin to make good progress.</li> </ul>			<p>school; those with support needs identified and cared for.</p>
<p><u>Intervention programs</u></p> <p>Investment in specific support programmes to support children returning to school, targeted learning to meet identified need and adult support to oversee this in collaboration with the class teachers. Focus on;</p> <ul style="list-style-type: none"> <li>✓ EYFS (new to school)</li> <li>✓ Key Stage 1 (phonics and early reading)</li> <li>✓ Year 3 (KS1 to KS2 missed transition)</li> </ul>	<ul style="list-style-type: none"> <li>✓ School has the most appropriate resources and programmes available to support individuals and groups with specific learning needs.</li> <li>✓ Staff are available to provide targeted assistance and support.</li> <li>✓ All children reconnect with learning in school and begin to make good progress.</li> </ul>		<p>Team leaders</p>	<ul style="list-style-type: none"> <li>✓ Support implemented; <ul style="list-style-type: none"> <li>Small group phonics in KS1/ Time to talk groups.</li> <li>Starving the Anxiety Gremlin-support groups.</li> <li>KS2 nurture groups /1:1 adult support.</li> <li>Additional Year 6 transition activities for SEND/SEMH children in Year 6.</li> </ul> </li> <li>✓ Children well supported and ready for the next stage in their learning; feedback from new teachers and Parents.</li> </ul>
<b>Total spend:</b>		<b>£888.00</b>		

### C. Wider strategies

Action	Intended impact	Cost	Staff lead	Comments
<p><u>Supporting parents and carers</u></p> <p>Increased communication and engagement with families and parents; routine phone calls to families of vulnerable, disadvantaged or children with SEND.</p> <p>Online meetings as and when necessary/practicable.</p>	<ul style="list-style-type: none"> <li>✓ Families feel supported and engaged with processes at school; concerns are being listened to.</li> <li>✓ Appropriate support strategies implemented by school in a timely fashion or referred on for external support.</li> <li>✓ School able to signpost families to external support provision and networks.</li> </ul>	<p><i>Identified above in section B.</i></p>	<p>SENDCo</p> <p>Inclusion Team</p>	<ul style="list-style-type: none"> <li>✓ Support and provision in place to help families facing challenges.</li> <li>✓ Routine and effective communication between school and home (see notes below re; communication).</li> <li>✓ Parents and families accessing external support and benefitting from addition input and resources available in the wider community.</li> <li>✓ Children more settled in school.</li> <li>✓ Attendance acceptable and when pupils are absent school has a clear understanding of the reasons for this.</li> </ul>

				✓ Good attendance continues to be promoted, rewarded and celebrated.
<u>Communication with parents</u> Effective communication with all families and parents maintained throughout the reopening of school and into any periods of school or bubble closure; <ul style="list-style-type: none"> <li>• Website updates</li> <li>• Newsletters</li> <li>• Texts</li> <li>• Emails</li> <li>• Letters</li> <li>• Phone calls</li> <li>• Parish Magazine</li> </ul>	<ul style="list-style-type: none"> <li>✓ All families routinely updated about changes to school procedures, opening etc.</li> <li>✓ All online, remote and 'live' events communicated to families.</li> <li>✓ All children ready for learning and events in school regardless of platform and school opening/closure.</li> <li>✓ School is calm, well organised and purposeful.</li> </ul>	<b>£250.00</b>	Administrator  Headteacher  Teachers	<ul style="list-style-type: none"> <li>✓ Very positive response from parents.</li> </ul>
<b>Total spend:</b>		<b>£250.00</b>		

## D. Review and Summary Report – July 2021

### What is the overall impact of spending?

- ✓ This funding has been used effectively to support a successful return to school for the vast majority of children. Children have settled well and good learning behaviours have been re-established.
- ✓ In July 2021, at Assessment Checkpoint 6, although not all children have returned to operating at Age Expected Levels, the majority are only 1 or 2 steps (a term) behind in their learning. All children have made progress from their starting points and continue to do so.
- ✓ Where there are concerns, children have been identified and targeted quickly; provision has been established to support any presenting needs. In September 2021, staff will be deployed to meet this need and support children who need additional support. This staffing supporting, that relies on additional funding, will be monitored and reviewed frequently to ensure those children with the greatest need receive support.

### How will changes be communicated to parents and stakeholders?

- Virtual meetings- TEAMs, Zoom,
- Pupil reporting arrangements – end of Key Stage and mid-year review.
- Individual emails and phone conversations.
- Individual Learning Plan review meetings and updated documentation.
- School newsletters – monthly

### Final comments

The Covid Recovery Premium has had a positive impact on learning and development for many children in school, particularly to support children with SEND and support the SEMH needs that have been affected by school closures and the many other impacts of the coronavirus pandemic.

**Final spend: £2661.00**