



Amble Links First School - Covid Catch-up Premium 2020-21

Covid catch-up funding is to support children to catch up lost time after school closure. This is a one off fund for the 2020-21 academic year to ensure that schools have support to help all pupils make up for lost time. For Amble Links First School, funding will be allocated on a basis of £80 per child for children in Reception to Year 4. We expect to receive around £11,000.

Government guidance states that 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 curriculum expectations for the next academic year. While schools can use their funding in ways that suits their cohorts and circumstances, they are expected to use this funding for specific activities which will help pupils catch up on missed education. The Education Endowment Foundation (EEF) have produced guidance to support schools. School leaders must be able to show that they are using the funding to resume teaching a normal curriculum as quickly as possible following closure.

The [EEF guidance](#) states that 'every school will have been affected by Covid-19 differently and school leaders are best placed to understand the needs of their school communities. The right way to support pupils will differ between schools and must be informed by the professional judgements of teachers and school leaders.

In planning how our Catch-up funding will be spent, it has also been necessary to consider the measures that are in place to ensure that the school is 'Covid secure' as set out in our risk assessment. Priority has been placed on ensuring that high levels of staffing are maintained in each 'class bubble' to ensure that children have appropriate additional academic and pastoral support available to them throughout the school day from staff that know them well.

Barrier to learning/why we plan to use the allocation in this way	What we plan to do	EEF Summary	Funding Allocation	The expected impact on our pupils and how we will assess this.
For many of our youngest pupils, missing a large proportion of their time in nursery meant missing out on speech & language support such as interventions from a specialist speech and language teaching assistant or from Early TalkBoost interventions. These programmes are specifically in place to support the identified needs of many of the children as they join the school.	2 members of staff will be trained to deliver the Nuffield Early Language Intervention Programme (NELI) from January 2021. This will involve initial assessment followed by 3 x weekly sessions for an identified target group	Targeted Support – one to one and small group tuition/Intervention programmes	£1000	Increased confidence and participation from targeted children. Improved language development and children using extended sentences. Improved EY outcomes and outcomes as children moved through the school.
Many of our KS1 pupils missed vital time at school during lockdown. During this time, these pupils would usually make rapid progress with their phonics and basic number work. The result of missing these weeks has reflected in teacher assessments during the autumn term which have identified that not all pupils joining Y1 are secure with Set 3 sounds as they usually would be by the end of Reception and are therefore not applying these to their reading.	6 hours per week additional TA support for KS1 pupils. Daily additional 45 minute RWI interventions	Targeted Support – one to one and small group tuition	£2500	Improved phonics screening results. Improved percentages of pupils reaching expected levels of attainment.
The school's previous model of providing release time for teachers involved the use of an HLTA and/or the headteacher to cover lessons. Due to the limitations of providing a Covid safe environment, this cover has not been possible as we aim to reduce the number of contacts between class bubble groups	Employment of additional experienced teacher covering KS2 classes 1 afternoon per week to provide weekly teacher release time.	Whole School Strategies – supporting great teaching/pupil assessment and feedback	£2600	Consistent cover provided for KS2 classes ensuring continuity of curriculum. Continued delivery of quality lessons by a qualified teacher.

<p>Many of our pupils missed vital time at school during lockdowns. On their return to school, teachers identified particular gaps in learning around basic writing skills including the use of punctuation, extended sentences and writing stamina. A smaller number of children were identified as losing confidence in some areas of basic maths. Small group tutoring will target those children most in need of support in these areas.</p>	<p>Through the use of the National Tutoring Programme, employ a tutor to work with small targeted groups of children to improve confidence and basic maths and writing skills in up to 48 children identified by teachers.</p>	<p>Targeted Support – one to and small group tuition/Intervention Programmes</p>	<p>£2000</p>	<p>Improved phonics screening results. Improved percentages of pupils reaching expected levels of attainment at the end of each year group. Improved rapid recall of number bonds/multiplication tables Increased automaticity of in spelling and maths.</p>
<p>Many families have been adversely affected by Covid-19 and require additional pastoral support. Vulnerable and Extremely vulnerable pupils and staff have also required detailed risk assessments written in order for them to safely be in school. Specialist medical support for writing these risk assessments ensures that the best possible advice is given</p>	<p>Purchase of a total of an additional 5 days of school nurse time during the summer holiday and early part of autumn term to support writing of risk assessments for vulnerable staff and pupils, additional taught handwashing sessions in every class and telephone support for families requiring additional support following lockdown.</p>	<p>Wider strategies – Supporting parents and carers</p>	<p>£850</p>	<p>Improved moral amongst staff. Improved attendance of pupils and staff. A safer working environment High levels of support for staff and families of CV and CEV pupils Successful implementation of risk assessments.</p>
<p>Access to the wide range of quality texts that the children would usually be able to access through the school's reading scheme was limited during lockdowns. The school has looked to find an effective alternative tool to allow the children to access a wide range of appropriate online texts, linked closely to the school's current reading scheme, that provides additional prompts and support to develop independent reading skills.</p>	<p>Purchase of the Oxford Reading Buddy supported online reading tool (and associated staff training) to be used during any subsequent lockdowns and to provide and support reading development both at home and in school.</p>	<p>Wider Strategies – Access to technology</p>	<p>£1200</p>	<p>Improved access to appropriate texts. Supported reading practice and prompts. Data on levels of engagement and understanding provided to teachers. Feedback from staff, pupils and parents.</p>
<p>Since lockdown staff have noticed reduced fluency in maths (particularly with the use of multiplication tables and number bonds).</p>	<p>Purchase of Doodle Maths subscription for all pupils to provide customised support and challenge for pupils.</p>	<p>Wider Strategies – Access to technology</p>	<p>£850</p>	<p>Higher levels of engagement with homework tasks. Wider range of resources to support remote learning. Increased maths fluency. Feedback from staff, pupils and parents.</p>
			<p>£11000</p>	