

Temple Meadow Primary School



Temple Meadow
Primary School

Growing together, learning together

Covid Support Funding Plan 2020-21 & 2021-22

Context

The COVID pandemic has had an unprecedented impact on pupil's learning and well-being. In 2020-21 children experienced lock down and a great deal of negative impact on their education. They were affected by:

- a March 2020 lock down
- a September lock down (children in school)
- a January 2021 lockdown. This resulted in only vulnerable and key worker pupils in school for parts of the academic year, with the remainder of learners accessing education remotely. Many Nursery age children missed out on pre-school settings. New Nursery and Reception children for September 2021 had limited induction due to COVID onsite risk assessment.

In the 2021-22 cohorts, our:

- Reception children had limited access to a Nursery education and variable access to pre-school provisions. We know within our cohort many of our children were simply within the home environment.
- Year 1 cohort had a disrupted Reception and minimal Nursery and pre-school opportunities
- Year 2 had a limited reception education and disrupted Year 1 year, with a delayed phonic screening
- Year 3 had an incomplete Key Stage 1 experience with a delayed phonic screening
- Year 4 did not complete KS1 SATs and had a disrupted Year 3
- Year 5 had a disrupted lower Key Stage 2 experience
- Year 6 experienced a limited Year 4 and disrupted Year 5 education.

Planning to close the gap

After each lockdown and at the start of September 2020 and again in September 2021, teachers worked hard to assess children using a range of strategies to identify the areas where children had fallen furthest behind in. These areas form the main focus of our catch-up plan. The areas where children are significantly impacted include:

- **Reading/phonics** – although children continued to read, children did not have the direct instruction that they would have benefited from previously. They have fallen behind in their phonics knowledge and language and comprehension skills. Fluency has also been impacted.
- **Writing (including spelling and grammar)** – children have fallen behind in their spelling and in their ability to write well-structured pieces of work at length. Limited opportunities for gross and fine motor experiences, and disrupted learning, has resulted in limited opportunities to secure handwriting and therefore we have many children with poor and inaccurate letter formation and fine motor skills.
- **Maths (including number knowledge and mathematical operations)** – children's ability to recall number facts has been impacted and the fluency with which they recall previously learnt facts. They have also fallen behind in basic arithmetic and times tables knowledge
- **Language** – our younger children in particular have fallen behind in their language development due to the prolonged period of time they spent at home and away from a language rich curriculum
- **Foundation subjects** -the disruption straddled two academic years. Foundation subjects have been impacted by less time and opportunity to cover the curriculum.

Additionally, children needed to rebuild relationships and come to terms with so much disruption in their school life and their life out of school. Some were directly impacted by COVID in their wider families. Some have mental health issues linked to lock down and some have issues linked to the impact of food poverty; reduced incomes and family household tensions. Some have witnessed domestic violence.

Funding pathways available to school

The DFE have created some funding pathways to school with the universal aim of catching up missed learning and creating opportunities to support mental health and well-being.

These come in three different funding streams:

- Catch-up premium
- COVID recovery premium
- School led tutoring

Catch-up premium intent

The intent was to provide a funding allocation to schools, with schools given the autonomy to spend as they saw fit; so long as it linked to the universal aim of closing the gap.

During 2020-21, Temple Meadow adopted the approach of route 1, through utilising a tuition partner. This involved attempting to access high quality tutoring from an approved provider; with the aim of providing additional tutoring capacity for school. However, there were many obstacles to this, in terms of lack of quality tutors available and how much time schools needed to invest in getting a tutor up and running and having impact on pupil groups.

Unfortunately, we were let down on many occasions which led to a lot of frustration and lost learning opportunities.

However, after much persistence we did manage to secure a tutor through the NTP programme for 2021-22. The model was initially two half days per week. Once we had built this positive relationship and fine-tuned the learning package, we were in a position in this financial year to expand this to five afternoons per week.

It has always been difficult to prioritise tutoring over quality first classroom teaching; we now feel we have the right balance, with the model working well. We have a clear tracking and impact model in place.

The school also procured additional curriculum resources to supplement existing resources, in order to further enhance pupil progress in focus areas.

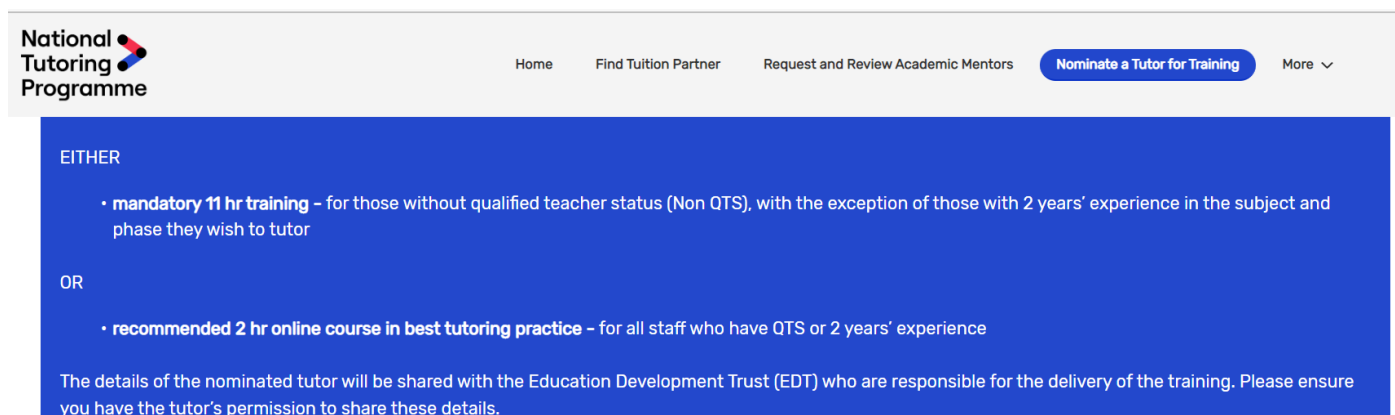
Academic mentors

The school would have also been eligible for accessing support through the route 2 approach; adopting the use of Academic Mentors. Unfortunately, we have been unable to access this funding stream due to national barriers as there were insufficient Academic Mentors recruited via Teach First. This was very frustrating as Temple Meadow would have been entitled to two Academic Mentors but in reality, we had none. In this academic year we tried this pathway again and were very disappointed by the one applicant Teach First sent to us.

We have attempted to review if there is anyway we can feasibly follow the academic mentoring pathway, but there are too many barriers for it to have the impact we desire. The models available are too bureaucratic regarding contract changes and time sheets and take staff away from their core learning support roles which currently have high-impact alongside quality first teaching.

School-led Tutoring intent

Now that there has been new flexibility in the funding streams, we have been able this academic year to implement the school led tutoring model that fits the needs of our pupils and staffing model:



The screenshot shows the National Tutoring Programme website. The header includes the logo and navigation links: Home, Find Tuition Partner, Request and Review Academic Mentors, and a prominent blue button labeled 'Nominate a Tutor for Training'. Below the header, a blue box contains the following text:

EITHER

- **mandatory 11 hr training** – for those without qualified teacher status (Non QTS), with the exception of those with 2 years' experience in the subject and phase they wish to tutor

OR

- **recommended 2 hr online course in best tutoring practice** – for all staff who have QTS or 2 years' experience

The details of the nominated tutor will be shared with the Education Development Trust (EDT) who are responsible for the delivery of the training. Please ensure you have the tutor's permission to share these details.

Initially, this was by recruiting to a post and recently via an internal staff restructuring, which brings the benefits of high-quality learning support having a significant impact across multiple year groups. Focus groups throughout the school are very much on communication, language and phonics; addressing the Early Years and KS1 and some lower KS2 gaps. We have also focused support from a very experienced KS2 Learning Support, whose focus priority areas are English and Maths for upper KS2 with the aim of closing the gaps after a fragmented lower KS2 and end of KS1 journey. We have a clear tracking and impact model in place.

Additionally, we have deployed a targeted selection of staff to work with pupils during their lunchtime period. Engaging them in fun activities, from physical through to problem solving and well being sessions.

School led tutoring finances are supported by COVID Recovery funds. See funding overview information below.

Resource purchase

You will see from our funding overview that some of the recovery premium was used to purchase resources, in particular iPads and charge cabinets. These have already had high impact in terms of pupil access and engagement. They have had a distinct positive impact on Maths and times table knowledge. New applications such as Spelling are utilising these and across the school they are in daily use in all areas of the curriculum. Our mobile screen supports a quality learning environment when out of classrooms for any tuition group.

Forward planning

A distinct barrier to us in terms of forward planning is that we have no current information as to whether these funding streams will sustain. This makes it very difficult to sustain the staffing model that we have put in place and makes it very difficult for us to expand on this with such uncertainty.

Funding overview

Covid Catch up Premium		
Academic year	2020-21	2021-22
Total Funding	£ 22,968	£ 17,191
Expenditure		
Laptops	£ 4,593	
E-reader license	£ 999	
Summer terms tutoring	£ 185	
Move funding to Covid Recovery Premium		£ 17,191
Total Expenditure	£ 5,777	£ 17,191
Funding Carry Forward	£ 17,191	£ -
Covid Recovery Premium		
Academic year	2020-21	2021-22
Covid Catch up premium C/F		£ 17,191
Funding		£ 20,155
Total Funding		£ 37,346
Expenditure		
Part time LSA2 (Sept 21 - Feb 22)		£ 6,154
Part time LSP3 (April 22 - Aug 22)		£ 7,843
15 & Ipads & Charge cabinet		£ 4,689
15 & Ipads & Charge cabinet		£ 4,571
4 x ipads for class bank		£ 990
65" mobile smart screen for interventions		£ 3,663
3 x Ipad charge cabs in order to accommodate new Government supplied ipads linked to Covid recovery		£ 2,221
SALT Provision		£ 4,000
Total Expenditure	£ -	£ 34,130
Covid catch up premium remaining C/F to school led tutoring		£ 3,216
Funding Carry Forward	£ -	£ -
School Led Tutoring		
Academic year	2020-21	2021-22
Covid Catch up premium C/F		£ 3,216
Additional school top for 25%		£ 1,644
Funding		£ 19,440
Total Funding		£ 24,300
Expenditure		
Autumn tutoring costs		£ 1,147
Spring tutoring costs		£ 1,720
Summer tutoring costs		£ 2,867
LSP3 summer clubs		£ 858
Pre SATS in school Y6 tutoring		£ 6,849

Post SATS in school Y5 tutoring		£	8,869
Additional lunchtime mental health mentoring		£	2,025
Total Expenditure		<u>£</u>	<u>24,335</u>
<i>Funding Carry Forward</i>		-£	35