

PURSTON INFANT SCHOOL

EDUCATION RECOVERY FUNDING 20-21

Education Recovery funding is to support children and young people to recover lost learning. Further guidance has now been released (<https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium>) The money for the catch up premium is designed to ensure that schools have the support they need for **all** pupils make up for lost teaching time, and the money for the national tutoring programme targeted support for those children and young people who need the most help.

The funding premium is on a basis at £80 per pupil.

Purston Infant School will be in receipt of £ 13,200 (165 x £80). It is not expected, however, that there will be a spend of £80 on each and every pupil in schools. The government has made it clear that the spending of this money will be down to schools to allocate as they see fit. To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a support guide for schools with evidence-based approaches to catch up for all students.

There are two broad aims for recovery learning at Purston Infant School:

The mental health needs of pupils are well met and supported by the school.

Attainment outcomes at end of 2020-21 for all year groups will be at least in line with those at the end of 2019-20.

At Purston Infant School, following the advice from the EEF the money will be used in order to provide:

- curriculum resources and materials that support mental health and well-being of pupils
- the purchase of curriculum resources and materials that support recovery e.g. additional phonics resources to allow 1:1 phonics “catch up” to take place
- employment of a teaching assistant targeting small groups of children or 1-1 who have been identified as needing to catch up support in their learning. Yr2 based-phonics / basic maths (Sept20-Feb21) Yr1 based-phonics / basic maths. (Feb21-July21) x2 daily.

Dec20-Early reading has shown the most progress. Phonics assessments in all three year groups show the children have really got back into Floppy Phonics and the staff have targeted them closely. The excellent training and support by Mrs Inhester to all staff is showing dividends. I must also say that the hard work of classroom support staff undertaking 1-1 and small group interventions has had a large impact. This is shown in the results attained by Yr2. The official phonics screening test has been completed and 92% of the current yr2 have passed it. Our previous best was 76% June 19 (June 20 could not take place so done December 20). Fantastic work by the whole Yr2 team.

- Participation in the DfE’s Nuffield Early Language Intervention in Foundation Stage. This is an evidence based 20 week oral language intervention programme for children in their first year of primary school who may need additional support in developing their oral language skills.

Feb21-The Nuffield **Early Literacy Initiative (NELI)** training has begun with 2 TA's and one teacher in Reception. This will target with specialist resources in literacy in Reception children. We have begun assessing the UFS children in school and will extend to all once back in school.

- Participation in the National Mentoring Scheme-this uses the funding working with KS1 children. Yr1-writing and Yr2 basic skill maths. School pay 25% of the cost the Govt will pay the rest.

Feb21-National Mentoring scheme (Connex Group) is ready to run in school. Lockdown postponed its start that would have been face to face on 1-3 basis. Hopefully this may still happen after half term but is dependent upon the covid numbers reducing. If lockdown continues then we will try this remotely targeting the **specific disadvantaged children** who are in school. If successful we will extend to online to children at home.

Recovery Curriculum at Purston Infant School is:

- **Time spent on mental health, wellbeing and social skills development.** This will be at the core of all catch up work as many children will have not been in formal school setting for a number of months.
- **Working through well sequenced, purposeful planning.** For example, teachers have adapted planning in order to focus on missed objectives and to consolidate the basics.
- **Focus on early reading and phonics.** This is always a focus in the school and will continue to be so in order to develop children's reading ability and vocabulary. Daily Floppy phonics lessons and speed reads alongside targeted group and individual work to ensure all children are confident with their phonic sounds.
- **Focus on consolidation of basic skills.** The core skills will require increased emphasis across all year groups. These include: letter formation basic sentence construction and punctuation, basic addition & subtraction fact recall and reading skills relevant to age.
- **Assessment of learning and of basic skills to identify major gaps.** Teachers will work to identify gaps in learning and adapt teaching accordingly. Breaking down barriers to reduce the gaps.
- **Additional targeted language support for Foundation children.** Teachers will work to identify children who will benefit from small group and one-to-one language support. This will be delivered over a 20 week period as part of the Nuffield Early Language Intervention.

IT IS NOT:

- Cramming missed learning
- Pressuring children and families into rapid learning
- Teachers time spent highlighting missed objectives
- Teachers time spent ticking off assessment points and extra tracking

Sept 20-PB

Dec20-PB

Feb 21-PB