

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.

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

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.

Apr21- National Mentoring scheme- begun teacher1-3 basis with 15 children in both KS1 year groups. face to face 1-3 basis working with KS1 children. Initially the concentration is on Yr1- writing. We have a allocated regular consistent tutor who has a large amount of experience and is working with KS1 children. Five groups of 3 children will get 15 sessions between now and early June. Then 15 Yr2 children will get the same amount of support based on basic maths. Both these areas relate to the identified priorities in the recovery curriculum. The children are closely monitored by the Connex / tutor and the teaching staff ensuring that these disadvantaged children are making progress.

The Nuffield Early Literacy Initiative (NELI) assessments have continued with 2 TA’s and one teacher in Reception. This targets with specialist resources in literacy in Reception children. It has begun in the Rainbow room with divider screens so not to disturb the group . There are am and pm groups. Following the assessments of all the Reception children the sessions are now targeted at 12 children working in two groups based on literacy- speaking / listening and vocabulary. It lasts 20 weeks. This

will run over into Year 1 in September due to the late start after lockdown. This is the same for all schools.

July 21-

NELI Progress review 2020 - 2021

Child	Initial (March)	End (July)
1	22 below average	86 above average
2	20 below average	61 average
3	24 below average	46 average
4	8 much below average	41 average
5	22 below average	40 average
6	2 much below average	37 average
7	22 below average	33 average
8	24 below average	30 average
9	16 below average	27 average
10	9 much below average	15 below average
11	7 much below average	7 much below average
12	3 much below average	5 much below average

Good results where overall the children have made progress. Real concern from staff regarding the time NELI takes the children away from provision. **But they are missing time where the aspects of the EYFS framework / curriculum the children need are being missed. SLT to discuss impact for September.**

Yr1- fifteen children were selected to take part in the National Tutoring Programme (NTP) in the first half of summer term. The children who were selected had been identified as either Pupil Premium, disadvantaged or working below expectations, partially due to Covid 19 and lockdown. The group consisted of nine boys and six girls.

The main areas of concern identified by Yr1 teachers was speaking and listening skills, limited vocabulary and writing skills, including formation, presentation, spelling and sentence structure.

Children took part in a variety of activities to support and enhance their speaking and listening skills, comprehension and writing skills, these included;

- Picture prompt discussions to enhance vocabulary and understanding of spoken language and the introduction and explanation of new words.
- Guided reading to promote fluency, the use of expression and comprehension skills.
- Guided and dictated writing to improve sentence structure, presentation and spelling.
- Independent sentences so that children could practice and apply skills.
- During and at the end of the programme, teaching staff reflected on how the NTP was working and some adjustments were made to the sessions, including the introduction of guided reading sessions.

- 12/15 children have shown improved sentence structure, spelling and punctuation and are applying this into their work within the classroom.
- All 15 children showed an improvement in confidence when participating in discussion.
- 14/15 children showed increasing confidence when attempting to write independently.

Overall, we found the NTP to be successful; however, we were very conscious that some children were missing other curriculum subjects due to them being involved in the NTP group sessions. These children were then picked up at another time to catch up on work that had been missed; this could be difficult to manage at times.

Group	Maths End of Yr prediction EXS and above %	Maths End of year prediction GDS %	Maths Aut 2 EXS and above %	Maths Aut 2 GDS %	Maths Spr 2 EXS and above %	Maths Spr 2 GDS %	Maths Sum 2 EXS and above %	Maths Sum 2 GDS %
Current figures 2020/21 cohort								
Year 2 (51)	76	22	69	6	69	6	73	6
Boys (25)	60	28	56	8	56	8	60	12
Girls (26)	92	15	81	4	81	4	85	0
Disadvantaged (11)	55	18	55	0	42	0	58	0
Non disadvantaged (40)	83	23	73	8	77	8	77	8

Group	Reading End of Yr prediction EXS and above %	Reading End of year prediction GDS %	Reading Aut 2 EXS and above %	Reading Aut 2 GDS %	Reading Spr 2 EXS and above %	Reading Spr 2 GDS %	Reading Sum 2 EXS and above %	Reading Sum 2 GDS %
Current figures 2020/21 cohort								
Year 2 (51)	76	31	75	27	71	27	82	18
Boys (25)	60	36	60	36	60	36	76	24
Girls (26)	92	27	88	19	81	19	88	12
Disadvantaged (11)	55	36	55	25	42	25	58	8
Non disadvantaged (40)	83	30	80	28	79	28	90	21

Group	Writing End of Yr prediction EXS and above %	Writing End of year prediction GDS %	Writing Aut 2 EXS and above %	Writing Aut 2 GDS %	Writing Spr 2 EXS and above %	Writing Spr 2 GDS %	Writing Sum 2 EXS and above	Writing Sum 2 GDS %
Current figures 2020/21 cohort								
Year 2 (51)	71	20	65	12	63	2	65	0
Boys (25)	65	9	48	8	48	0	64	0
Girls (26)	75	29	81	15	77	4	77	0
Disadvantaged (11)	70	10	55	8	42	0	42	0
Non disadvantaged (40)	71	22	68	13	69	3	72	0

Maths and reading made good progress for disadvantaged children being above predicted target. The target for disadvantaged (55%) in writing was missed. Recovery funding was concentrated on maths and reading once school returned in March 21 through to July 21. Writing was supported within class alongside quality first teaching but did not reach the expected target. Going forward the funding will be focused on all three areas.

Sept 20-PB

Dec20-PB

Feb 21-PB

Apr21-PB

July 21-PB