

<b>School Name</b>	Heathfields Infant Academy
<b>Pupils in School</b>	216
<b>UCUP Provisional Allocation</b>	216 x £80 = £17,280 <b>Total spend so far £13,097</b>
<b>Academic Year Covered</b>	2020 - 2021
<b>Publish Date</b>	Autumn 2020
<b>Review Date</b>	July 2021

Use of Funds	EEF Recommendations
<p>Schools should use this funding for specific activities to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>The EEF (Educational Endowment Foundation) has published a support guide for schools with evidence-based approaches to catch up for all students.</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies:</p> <ul style="list-style-type: none"> <li>• Supporting great teaching</li> <li>• Pupil assessment and feedback</li> <li>• Transition support</li> </ul> <p>Targeted approaches</p> <ul style="list-style-type: none"> <li>• One to one and small group tuition</li> <li>• Intervention programmes</li> <li>• Extended school time</li> </ul> <p>Wider strategies</p> <ul style="list-style-type: none"> <li>• Supporting parents and carers</li> <li>• Access to technology</li> <li>• Summer support</li> </ul>

<b>Identified Impact of Lockdown</b>	
Maths	Specific content has been missed, leading to gaps in learning. There are poor fluency skills in mathematics due to lack of application and practice during the lockdown. Many children are not able to recall addition facts, multiplication tables and have forgotten previously taught calculation strategies.
Writing	Poor literacy skills due to the lack of application and practice during lockdown. Children have lost essential practise of writing skills. Phonics and SPAG specific knowledge has suffered, resulting in a lack of fluency in writing.
Reading	During the lockdown, children accessed reading more than any other subject. This was because it required less teacher input and was more accessible to families. Children are less fluent in their reading and there is a gap between those who read widely and those who do not.
Other	<p>Reduced self-esteem and/or confidence as a result of lockdown.</p> <p>Absence due to self-isolation and parents' confidence in school systems.</p> <p>Parents and child's willingness to engage.</p> <p>Lack of resilience and willingness to take risks with their learning.</p> <p>In non-core subjects, pupils have missed whole units of work, many will not be able to access pre-requisite knowledge when learning something new and are less likely to make connections between concepts throughout the curriculum. They have also missed out on curriculum experiences – visits, residential trips, visitors.</p>

### Teaching and Whole School Strategies

#### To identify 'lost learning' due to the Covid 19 Lockdown period

Action	Costing	Staff Lead
<ul style="list-style-type: none"> <li>School to create Covid Recovery Plan</li> <li>Staff to complete tracker of lost learning from all areas of the Summer Term – this will inform the recovery plan</li> <li>Regular diagnostic assessment and data analysis to identify closing gaps and areas for development</li> <li>Frequent pupil progress meetings (Minimum of 2 per half term)</li> </ul>	2 hours per member of staff over course of each term (6 hours total)	RH/RB  All teaching staff  All teaching staff/ SLT

#### To support pupils' well-being – particularly during transition period

<ul style="list-style-type: none"> <li>First three days of Autumn Term to be dedicated to well-being and transition activities</li> <li>Staff to identify pupils requiring additional support for well-being and mental health – pupils to receive WAVES support</li> <li>Focused time in the classroom spent developing social and emotional skills (emotional coaching)</li> </ul>		All teaching staff  MW/DT
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#### To support staff with diagnostic assessment and AfL through CPD

<ul style="list-style-type: none"> <li>Plan and deliver staff CPD on addressing the needs of pupils, AfL and effective feedback (links with remote feedback) (January INSET day – workshops to focus on T &amp; L according to teacher need)</li> </ul>	Cover for planning time – 6 x ½ day supply costs (£450)	EH  All teaching staff
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#### To write and implement a whole school bespoke approach to writing intervention

<ul style="list-style-type: none"> <li>English lead to work with DELT to write and introduce a whole-school approach to writing intervention</li> <li>English lead will train staff and roll out programme from Y2 down</li> </ul>	Additional materials / resources (£1,500) Additional planning time/ delivery of PLMs for staff (£1,000)	AL  All teaching staff
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### Targeted Academic Support

*EEF: Targeted small group and 1:1 interventions have the potential for the largest immediate impact on attainment (+5 mths)*  
*EEF: Disadvantaged pupils should have access to additional one-to-one or small group tuition to reduce the impact of school closures (+5 mths)*  
*EEF: Phonics, reading and reading comprehension activities which focus on the learners' understanding of the written text (+ 6 mths)*

#### **To establish small group interventions for children who have fallen behind ARE (based on pre-covid and prior attainment) in writing (TIME funding) – extended school-time**

Action	Costing	Staff Lead
<ul style="list-style-type: none"> <li>• School to identify members of staff responsible for the planning and organisation of this offer.</li> <li>• School to identify staff able to plan and deliver the catch-up programmes.</li> <li>• School to create a criteria of eligibility.</li> <li>• School to identify pupils and groups.</li> <li>• Timetable designed and implemented which is shared with parents and consent obtained.</li> <li>• Staff leading interventions to liaise with class teachers to plan a block of teaching for a 6 week timescale.</li> </ul>	<p>(Costing £8,935 from Trust TIME allocation)</p>	<p>GH RB</p>

#### **To establish small group interventions for children who have fallen behind ARE (based on pre-covid and prior attainment) in maths, writing and reading – using NTP funding**

<ul style="list-style-type: none"> <li>• School to identify lead to plan and organise spend of NTP funding</li> <li>• Pupils who are not on track to reach targets based on prior attainment will be targeted for additional support (priority given to disadvantaged pupils)</li> <li>• Providers identified for block interventions over the course of Spring and Summer Terms 2021</li> </ul>	<p>Lightning Squad FFT (£2,200) – targeted pupils in Y1/Y2 1:4 (20 in each cohort)</p> <p>ABC – Tutor programme 1:3 Targeted pupils in all year groups (60 across the school) £2,000</p> <p>(January 30 children)</p> <p>(April 30 children)</p>	<p>IM</p>
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	<p>Three days (Nicola Rae) to do interventions for Reception ,Year 1and Year 2; £3,517</p> <p>Additional tablets to support remote learning and interventions cost = £1,200</p>	
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<ul style="list-style-type: none"> <li>• Make up stationery packs for each child eligible to PP funding – packs to include 1 lined exercise book, 1 squared exercise book, 1 plain exercise book, pens, pencils, crayons, glue, scissors, ruler.</li> </ul>		
<b>To ensure that Covid 19 systems and processes are in place in order to support families</b>		
<ul style="list-style-type: none"> <li>• Member of school office who will be responsible for managing attendance and all related Covid-19 documentation</li> <li>• Liaise with parents regarding test results are obtained, up to date and accurate.</li> <li>• Record kept of all Covid-19 cases and pupils and staff who are required to self-isolate.</li> <li>• Ensure that attendance is as high as possible and non-attending pupils and families are contacted at the earliest opportunity.</li> <li>• Liaise with caterers and trust regarding the FSM children who are required to self-isolate.</li> <li>• Weekly contact – telephone calls / socially distanced home visits where appropriate</li> <li>• Regular social media updates to promote relationships with parents</li> </ul>		<p>JG/TH</p> <p>TH/IM</p> <p>Class teacher/ SLT</p> <p>GH/NR (Year group leaders)</p>

Currently approximately £4,000 remaining – suggested spend:

- Roll out further national tutoring programme (in Years 1 and 2)
- Roll out lightning squad reading recovery for Year R and 1
- Purchase additional SATs revision books for pupils in Y2
- Following TIME data/impact reports – if it works, we could do the same with some of this funding?

January 2021 updates

As the school has been forced to close then the face-to-face interventions have been postponed until the school re-opens. If the school continues to be closed after February half term, then the situation will be reviewed; the school prefers face to face interventions to be used at the infant site due to the age and concentration of the children. Once all the children are back at school the school will review who needs support, as some children are in school, some are learning and engaging in remote and small minority are having little support and doing no learning or engaging with the school.