



The Oaks Primary School
Bringing Learning to Life

COVID-19 Premium Report 20/21

Funding September 2020 – August 2021

Total on Roll (based on October 2020 census)	215
Catch up funding per pupil (funding will be provided to schools in 3 installments over the academic year – Autumn, Spring & Summer payments)	£80
Approximate Total funding for 2020 - 2021	£17200

Principles

What is Covid Premium Funding?

Covid Premium funding is allocated to schools in order to address the needs of the school as a result of the Covid-19 pandemic and school closures. The funding is additional to main school funding. An amount of additional funding has been allocated to each child in school to allow school to provide specific activities which will help pupils catch up on missed education, to support their pupils to catch up for lost teaching over the previous months, in line with the curriculum expectations for the next academic year.

This support is organised and led by Mrs Grundy and Mrs Trainor and is monitored by the school Governing body.

At The Oaks we are committed to 'Closing the Gap' and the Covid premium provides additional funding to support this in light of the differences that children have returned to school following the pandemic and school closures. The funding will also support children during the pandemic who continue to miss periods of school due to individual or class isolations.

Initial assessments in school have identified that the impact of the school closure is varied across children across school, with some children having significant gaps in learning needs.

The funding that is received by school will be used to improve pupil attainment, rate of progress, well-being of pupils and to overcome barriers to learning. In line with research as advised by The Education Endowment Foundation we have used the funding to address these gaps in learning by implementing the following 3 support strategies children across school – Teaching and whole school strategies; Targeted support; Wider strategies.

Barriers to achievement following the Covid-19 Pandemic & School Closures	Desired Outcomes
<ul style="list-style-type: none"> • Oral skills in Reception – children have arrived in Reception with a range of speech and language needs and delayed development in Communication and language • Concerns regarding social skills • Independence skills • Reading fluency • Writing at Early Years – hand strength and letter formation has deteriorated during the closure • Writing for sustained periods across Key Stage 2 • Gaps in learning in maths • Emotional difficulties • Attendance • Access to remote learning • Disengagement with Remote Learning Systems due to lack of support and lack of technology at home 	<ul style="list-style-type: none"> • Improve oral communication and language skills • Improved social skills • Improved progress in maths, reading & writing across school • Improved progress in reading fluency across school • Improved attendance of remote learning • Emotional well-being of children is high profile and children adapt well to the new routines – children are supported who have difficulties • In the event of transferring to Remote Learning due to individual isolation or whole class isolation periods, children will access this from home

How the funding will be spent to address the barriers to learning	
Teaching and whole school strategies	<ul style="list-style-type: none"> • Transitional support for children and parents upon return to school following the school closure, via zoom (Meet the Teacher Evening, Parents Meetings and Parents and Children Informations sessions when transitioning to whole class remote learning) • Teaching Assistant support in all classes to ensure that pupils achieve their end of year expectations • Two teachers in Year 6 to ensure children make rapid progress in Maths and English • CPOMS monitoring attendance & behaviour systems with swift intervention in place • New KS2 reading scheme to support reading fluency and expose children to a wider range of vocabulary • Purchase and implement termly standardised assessments (NFER) to support teachers in identifying gaps in learning • Staff CPD and continued support on the use of technology to support teaching and learning, remote learning and new routines • Additional mentoring and support for recently qualified teachers in school • Further development and training for the staff and children of the learning platforms of Seesaw and Tapestry • Investment into additional technology to support children in accessing remote learning • Development of monitoring systems to monitor remote learning accessibility and attendance of children throughout the pandemic
Targeted support as outlined on each class Intervention Waves map	<ul style="list-style-type: none"> • Teaching Assistants to lead specific academic interventions • Talk Boost intervention for groups of children in Reception, Y1 and Y2 classes • Specific finger gym interventions • Additional maths and English sessions to allow children to catch up on lost learning during the school closures • Structured subject specific 1-1 and small group interventions • Structured PSHE based interventions to support children with emotional and behavioural difficulties following the school closure and changes to routines in school
Wider strategies.	<ul style="list-style-type: none"> • Providing technology for children to access Remote Learning teaching and learning systems • Parental and child support with Remote Learning systems and how to use technology effectively to support learning at home • Regular and supportive communications with parents via the school newsletter and individual meetings where necessary

How we will measure the impact of the Covid Premium

- Ensure interventions are time specific and have clear objectives and outcomes, using the Waves of Intervention mapping format
- Waves of Intervention maps and Class SEF's will show clear progress of all children
- KS1 & KS2 results
- Phonics screening test
- NFER assessments will measure progress and identify further gaps in learning
- Whole school internal data tracking systems
- Attendance tracked and children with multiple isolations will be monitored closely
- All children will access Remote Learning systems in the event of self or whole class isolation periods, monitored on a daily basis during these periods

Subscriptions and Resources

The following online subscriptions have support learning and progress during remote learning and accessing learning from home.

Online Platform	Subscription Cost
Espresso	£1165
Tapestry	£128
SIMS PAY	£395
EsShed	£196.20
LBQ	£1116.66 x 2
TTRS	£120.45
NumberFun	£132
Seesaw	£858
White Rose	£99.00
National College	£670

Purchases of 16 iPads £5216 and 5 Staff Laptops £2259