

Coronavirus (COVID-19) Catch-up Premium Plan

At Headcorn Primary School, our vision is for ALL pupils to be successful and reach their potential.

Calculated from the Government's allocation of £80 per child we have received £26080 as we had 326 pupils on roll at time of information gathering.

Plans for Premium Spend

Planned Action	Purpose of Action	How success will be measured	Predicted / Actual cost
<p>To invest in The Thrive Approach whole school nurture training, online platform and specialist staff training. Package to include:</p> <p>Online Platform Access and Reporting software for 2 years</p> <p>2xLicensed Childhood Practitioners</p> <p>1xSenior Leadership Training</p> <p>1x3hour Whole Staff Induction session</p>	<ul style="list-style-type: none"> ○ Improve pupil wellbeing ○ Increase engagement of children with their learning ○ Provide all staff with more detailed understanding of childhood development and impact on this ○ Support interventions having identified specific needs arising ○ Train up specific support staff to provide nurture interventions 	<ul style="list-style-type: none"> ○ At least 80% of interventions planned have resulted in children making good progress ○ Wellbeing and involvement measured termly through Leuven scale ○ Measure wellbeing and engagement through Thrive progress measure tools ○ Increased confidence in staff in recognising and supporting wellbeing and engagement ○ Reduction of CPOMed Behaviour reports ○ Staff, pupil and parent/carer voice ○ Improved NFER assessment results 	<p>£5900 (for 2 yrs)</p> <p><i>(Additional costs for 2 more licensed practitioners, 2 more SLT training courses and eventually a Thrive Family Practitioner to be covered by the school costing £3838)</i></p>
<p>Impact so far:</p> <ul style="list-style-type: none"> ○ HT, DHT and SENCO have been trained ○ FLO plus 2 Nurture Practitioners have been trained as Childhood Thrive Practitioners ○ 46 pupils have received / are receiving nurture interventions since Sept 2020, 28 have graduated from the programme ○ All class have been measured on the Leuven Scale, all have classes have seen an improvement in many of their wellbeing levels (data being collated) ○ Staff feel more supported with pupils displaying decreased wellbeing and challenges engaging with learning ○ Significant reduction of incidents reported on CPOMS from those year groups facing specific challenge from individual children (data required) ○ NFER results have proved more positive than expected upon return in March 2021 (see assessment data) ○ 			
<p>To invest in training and delivery of Read, Write, Inc Phonics Scheme. Package includes: online portal access, assessment support, INSET and webinar training, videos for staff and parents, etc</p>	<ul style="list-style-type: none"> ○ Train new staff and refresh/update training for current staff ○ Assess regularly, thoroughly and be able to analyse data more easily ○ Provide online support for parents/carers during isolations/lockdown and also through daily Home Learning support 	<ul style="list-style-type: none"> ○ At least 80% of children make improved termly RWI assessment results ○ Phonics Screening results in Year 1 (2022) meet at least National Standards or 80% pass with 100% Year 2 retake pass ○ Increased confidence of staff with their delivery 	<p>£2250 platform (pa)</p> <p>£775 resources</p> <p>Total: £3025</p>

To update and increase RWI resourcing	<ul style="list-style-type: none"> ○ Improve and increase RWI resourcing ○ Increased support given to parents/carers 	<ul style="list-style-type: none"> ○ Improved quality of teaching and learning through lesson observation ○ Discussions with staff regarding confidence in and delivery of scheme ○ Pupil and parent/carer voice 	
Impact so far: <ul style="list-style-type: none"> ○ RWI assessments have shown incremental progress over time ○ New TAs leading groups feel more confident and delivery is improving as able to access training as needed ○ TAs who have lead groups for a while feel more confident and refreshed by training updates available on the platform ○ RWI group observations show an improvement in quality of delivery with staff more confident in delivery and children more engaged ○ 			
To support Year 1 teaching and learning and provide booster sessions, small group and 1:1 support through employing an additional teacher for 2 days per week	<ul style="list-style-type: none"> ○ Support Year 1 transition back after Term 3 lockdown ○ Provide experienced leadership to staff in Year 1 Team to improve teaching provision, gap identification, quality of delivery ○ Provide opportunity for focussed support of pupils needs in Phonics, Reading, writing and Maths 	<ul style="list-style-type: none"> ○ At least 80% of children make improved progress in phonics, reading, writing and maths ○ Staff feedback regarding support and increased confidence ○ Pupil voice regarding return and wellbeing ○ Increased level of engagement in learning 	£7875 (UPS2 teacher includes on-costs)
Impact so far: <ul style="list-style-type: none"> ○ Year 1 pupils transitioned well back into school daily life, engaging positively with their learning ○ Year 1 teachers appreciate support of an experienced KS1 teacher, meeting regularly and planning together ○ Focussed support given to key individual and groups of pupils according to RWI assessments and level of engagement through lockdown ○ 			
To support Year 2 teaching and learning and provide booster sessions, small group and 1:1 support through employing an additional teacher 5 days per week	<ul style="list-style-type: none"> ○ Support Year 2 transition from Year 1 ○ Provide experienced teaching staff in Year 2 Team to improve teaching provision, gap identification, quality of intervention ○ Provide opportunity for focussed support of pupils needs in Phonics, Reading, writing and Maths 	<ul style="list-style-type: none"> ○ At least 80% of children make improved progress in phonics, reading, writing and maths ○ Staff feedback regarding support and increased confidence ○ Pupil voice regarding return and wellbeing ○ Increased level of engagement in learning 	£6000 approx for a 6 week period (MPS4 teacher including on-costs)
Impact so far: <ul style="list-style-type: none"> ○ Year 2 pupils transitioned well into school daily life in Year 2, engaging positively with their learning ○ Year 2 teachers appreciate support of an experienced teacher providing focussed intervention, meeting regularly and planning together ○ Focussed support given to key individual and groups of pupils according to RWI, reading, writing and maths assessments ○ Experienced teacher cover for PPA as opposed to HLTA ○ Tutoring for 1:1 pupils in need of more significant gap filling and catch up due to ability and/or lack of engagement over periods of lockdown 			

<p>To support Year 5 & 6 teaching and learning and provide booster sessions, small group and 1:1 support through employing an additional teacher a day per week for Terms 2 and 3</p>	<ul style="list-style-type: none"> ○ Support Year 5 & 6 transition ○ Provide experienced teaching staff in Year 5 & 6 Team to improve teaching provision, gap identification, quality of intervention ○ Provide opportunity for focussed support of pupils needs in Phonics, Reading, writing and Maths 	<ul style="list-style-type: none"> ○ At least 80% of children make improved progress in phonics, reading, writing and maths ○ Staff feedback regarding support and increased confidence ○ Pupil voice regarding return and wellbeing ○ Increased level of engagement in learning 	<p>£3280 approx For a day a week for Terms 2 and 3 (UPS2 teacher including on-costs)</p>
--	--	--	---

<p>Impact so far:</p> <ul style="list-style-type: none"> ○ Year 5 & 6 pupils transitioned well into school daily life, engaging positively with their learning ○ Year 5 & 6 teachers appreciate support of an experienced teacher providing focussed intervention, meeting regularly and planning together ○ Focussed support given to key individual and groups of pupils according to reading, writing and maths assessments ○ Experienced teacher cover for PPA as opposed to HLTA ○ Tutoring for 1:1 pupils in need of more significant gap filling and catch up due to ability and/or lack of engagement over periods of lockdown
--