

**Coalway Community Infant School**  
**Catch Up Premium Plan for the Academic Year 2020-2021**



**What is catch-up funding?**

- Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19).
- The Government has provided a one-off universal catch up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time after school closure. The Catch-up Premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19).
- Schools' allocations are calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years Reception through to 11. Similar to the Pupil Premium, schools are advised to use the sum available to them as a single total even though funding is calculated on a per pupil basis. The grant will only be available for the 2020-21 academic year.

<b>Catch Up Premium Funding Allocation 2020/2021</b>	
Total per child from Reception to Year 2	£80
Total number of pupils on roll – October Census 2020	165
<b>Total amount</b>	<b>£13,200</b>

**Using catch-up funding**

- Schools are expected to use this funding for 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 guidance on curriculum expectations for the next academic year.
- Schools have the flexibility to use their funding in a way that suits their cohort and circumstances.
- To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a [coronavirus \(COVID-19\) support guide for schools](#) with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way. The EEF advises the following:
  - [Teaching and whole school strategies](#) (Supporting great teaching; Pupil assessment and feedback; Transition support)
  - [Targeted approaches](#) (One to one and small group tuition; Intervention programmes; Extended school time)
  - [Wider strategies](#) (Supporting parent and carers; Access to technology; Summer support)
- Schools may also access the [National Tutoring Programme](#) to provide additional, targeted support for those children and young people who need the most help. This programme includes an oral language intervention programme for [reception-aged children](#) (the Nuffield Early Language Intervention, NELI). *The NELI programme is a high quality, evidence based, 20 week intervention designed to improve the language skills of Reception aged pupils. EEF trials have found that NELI improves both children's oral language skills and early literacy skills; on average, +3 months additional progress. Schools will be able to access on-line training and resources.*

## The impact of lockdown on our children

During Term 1 we have taken time to understand the impact of the extended school closure period on our children in order to establish where gaps in knowledge have developed or where additional practice is required, and identify their next steps.

Our assessments will inform our teaching and intervention this year, ensuring that support is well targeted, intervention is effective and pupil progress accelerated. Cohort data and observations identify the following:

### Reception

A significant percentage of children in Reception are presenting with listening & attention, understanding and expressive language skills in the 'well below' and 'below' range, as identified by teacher assessments for **Communication, Language & Literacy**. On entry to school, only 28% of children are in the age appropriate range for Listening & attention, 38% in Speaking and 42% in Understanding language.

**Personal, social and emotional development** has been significantly affected (see 'all cohort' paragraph below), which is demonstrated in poorer learning behaviours, social skills and relationships on entry to school. 32% are scoring within age appropriate levels for managing feelings & behaviour and 36% in making relationships.

The above are likely to be due to:

- the closure of early years' settings due to COVID-19 in March 2020 and children consequently missing +5 months pre-school experiences;
- lack of opportunities to develop skills and vocabulary through pre-school experience/experiences outside of the family home/visiting new places/seeing other family members;
- lack of opportunities for children to engage in play situations with same-age peers;
- parents having to work from home, therefore unable to dedicate time to read and play with children;
- increase in screen time and decrease in language-rich play opportunities.

**Reading and writing** readiness has been affected significantly by the above. Essential pre-reading and writing activities that would normally take place at pre-school age have been missed, including a lack of opportunity to take part in Phase 1 activities. Only 30% of pupils are working in the age appropriate range.

In **physical development**, children's fine motor skills have been affected by lack of practice and experience, with many pupils displaying poor fine motor control on entry to school.

### Year 1 & Year 2

**Reading:** In both year groups, reading fluency has been identified as an area of concern. Children have lost their reading stamina from not reading at all or reading a lot less than usual during lockdown and over the summer holidays. The majority of children are Reading at levels below where they should be - three quarters of Year 1 and 82% of Year 2.

Across the Key Stage, phonic assessments have shown that our children have largely retained their phonic knowledge taught prior to lockdown but due to not making progress during lockdown we have a considerable proportion working below expectations in phonics in September; 72% in Y1 and 36% in Y2. For some children, segmenting and blending skills have regressed.

Children's comprehension skills have also regressed; Reading that was completed with parents during lockdown appears to have focussed on de-coding rather than comprehension skills.

The gap between those children that read widely and those children who don't is now increasingly wide.

Evidence gathered also shows that the standard of reading of our disadvantaged children is below that of their non-disadvantaged peers and should therefore continue to be an area of continuous focus in our strategy. All Pupil Premium children in Y1 and Y2 are reading below expected levels (with 40-50% just below).

**Writing:** In Year 1 and 2, children have forgotten how to form letters correctly, with poor fine motor skills more evident in pencil control/grip and cutting skills.

Children have missed 'units' of learning and have lost essential practising of writing skills. Spelling, punctuation and grammar (SPAG) specific knowledge has suffered; children are having difficulties constructing sentences, lack awareness of punctuation and spacing and general fluency in writing. Those who have maintained writing throughout

lockdown are less affected, however, those who evidently didn't write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write. Assessments show again that three quarters of Y1 and 82% of Y2 are below age related expectations.

**Maths:** Specific content has been missed, leading to gaps in learning and stalled progress. Children still have an enthusiasm for maths and lockdown has not affected their attitudes however, they are quite simply, 'behind'.

Recall of basic skills has suffered – children are not able to recall addition facts or add/subtract with fluency, arithmetic skills are poorer, understanding of place value has been affected and children have forgotten once taught calculation strategies. This is reflected in maths assessments and observations of learning during the first term back in school.

As in Literacy, children's recording skills have been significantly affected by lockdown – children have forgotten how to form numbers correctly and demonstrate less independence in approach when recording.

Levels of working are better than in Literacy but still a concern: teacher assessments show 50% of Y1 and 63% of Y2 working below expected levels on return to school.

**Foundation subjects:** There are now significant gaps in knowledge – whole schemes for learning have not been taught, meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on curriculum experiences e.g. trips, visitors and powerful curriculum moments. Curriculum plans have been re-written to take into account what has been missed and will be taught during the next few years. Topics have been adapted to ensure teachers teach the most important aspects of each subject and allow children to cover content missed in the summer term and revisit past learning. Gaps in knowledge will also be addressed as they appear.

### **All Cohorts**

#### **Personal, Social & Emotional Development:**

-The children spent months without interaction opportunities beyond their own household/immediate family network. An extended period of time was spent without (or with limited) interaction with their peers. A priority for all children is therefore re-establishing key **relationships** and **friendships, social interaction** and opportunities to explore feelings and emotions. We have quickly re-established our PSHE curriculum and wellbeing work, and will continue to do so, prioritising a significant amount of pastoral support to support the children in their recovery from the impact of lost education. Support and time needs to be provided to discuss experiences of the school closure period as well as the provision of additional support for specific issues as things arise.

-Under-developed **learning behaviours** were noticeable in some cohorts upon return to school, most noticeably within our Reception cohort, a further impact of missed pre-school education for the majority of this cohort. A significant number display well below age appropriate attention, listening and concentration skills. PSED curriculum work needs to be a priority with our Reception classes as many pupils entered school with immature **emotional and behavioural understanding**, underdeveloped social interaction skills and poor ability to follow instructions/respond to adults appropriately.

Our Year 1 children, having missed a significant proportion of their Reception year, also demonstrate similar difficulties. Speaking and listening skills have regressed for many, needing constant consolidation, reinforcement, re-teaching and positive modelling. Many children need reinforcement to listen fully and follow instructions appropriately, as well as lots of opportunities to turn take with their peers, speak in an appropriate volume and to mix and interact socially.

A lack of self-help skills and independence are also evident within both year groups, e.g. in eating habits at lunchtime, independence within tasks/dressing, ability to 'have a go' without asking for adult support.

Time will be spent reinforcing and re-establishing independence and positive learning behaviours and routines in all year groups, using rewards and positive reinforcement methods. Support will be provided to transition back to school, to ensure the children start the term 'ready to learn'. During Term 1 we will help the children to re-discover how they learn and remind them of our school values.

## How we will spend our catch-up funding: Our approach

- At Coalway we will use our own and others' recommendations to allocate funding to initiatives that are most likely to have an impact on improving our children's achievement and well-being in the key areas identified above.
- Our decisions are informed by our professional judgement, having completed an evaluation of our children's greatest areas of need (our 'catch-up' priorities) on their return to school following the lockdown period. Our catch-up priorities this year are within the curriculum areas of Reading & Phonics, Writing, Maths, PSHE in Key Stage 1 (Years 1 and 2) and in Communication, Language and Literacy, Personal, Social and Emotional Development, Reading, Writing, Mathematics and Physical Development in the Early Years (Reception), i.e. all EYFS Prime areas of learning.
- We have looked at strategies tried in other schools, those identified by the Education Endowment Fund as being successful and others developed ourselves to meet the needs of our children and proven to be successful in the past.
- Those children from the most vulnerable and disadvantaged backgrounds are among those most severely affected. Our chosen approaches align closely with our Pupil Premium spending priorities and school improvement priorities, i.e. phonics and recovery curriculum priorities.
- We have established a strong link between SEND and disadvantage, which clarifies our belief that money spent on focused learning support and intervention, both in small groups and in class, is well targeted.
- Improving the outcomes of disadvantaged and SEND children in school are consistently areas of school priority, this year even more so.
- Our curriculum has been revised in the light of the school closure period and prioritises gaps in pupils' knowledge and re-establishing good progress in the essentials (phonics and reading, writing and maths). We will also continue to regularly monitor the mental health of our pupils, with staff completing daily check-in's, PSHE and wellbeing lessons.
- We will use a range of approaches to enable our children to catch-up. However, we have decided to select a small number of priorities to give these the best chance of success rather than create a long list of strategies which will be hard to manage.
- Teaching will use quality first teaching approaches to deliver the curriculum. We will continue to promote the best possible teaching because this is the most important aspect of improving outcomes for our children.
- Opportunities will be provided for professional development to enhance and support teachers in achieving the best possible outcomes in school priority areas (including phonics, wellbeing, support with curriculum and remote learning planning).
- High quality 1:1 and small group interventions will be used to support the pupils who have fallen furthest behind.
- As suggested by the EEF, we will use some Whole school teaching strategies;
  - some Targeted approaches;
  - and some Wider strategies. Our approaches are organised as such in the tables below.

## Planned Expenditure

### 1. Teaching and Whole School Strategies

Planned Expenditure		
Teaching and Whole School Strategies		
Aim	Actions	Staff Lead, Measuring Impact & Cost
<p><b>To ensure all pupils receive high quality teaching</b> (the provision of great teaching being the most important factor in improving attainment).</p>	<p>Teachers are supported and prepared for the new school year (<i>EEF 1a</i>):            In-Service days &amp; staff meeting time to be taken to review, rewrite and adapt <b>curriculum plans</b>. In-Service days allocated at the start of Terms 1, 2 &amp; 3.            Subject leads and teachers to review curriculum plans and update to ensure key learning that has been missed is incorporated, that the most important aspects of each subject are taught and that gaps in knowledge and skills are addressed/reduced.            Opportunities are provided for <b>professional development</b>, to support curriculum planning/remote learning planning as well as focused CPD in priority catch-up areas such as phonics/Reading (Letters &amp; Sounds, DfE Hub), EYFS Language development (NELI programme) and PSHE.            Staff to receive training to help plan for coverage missed from 2019-20 (main focus on English and Maths), supporting a "recovery" curriculum. These subjects will be planned with increasing consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.            Teachers and TAs to attend professional development to include emotional well-being aspects of the recovery curriculum. More time to be allocated to emotional well-being and PSHE work.  <b>Quality first teaching approaches</b> to be used so that pupils make faster progress in English and Maths, closing the gaps created by lockdown. Pupils to have significantly more time being taught by a teacher as opposed to working with a TA or independently.            Teaching to be focused on areas pupils would most benefit from additional practice/feedback and linked to curriculum/individual priorities.            Additional teachers to be employed for half to 1 day per week per class to provide focused additional teaching of Reading to children identified as having fallen furthest behind.            High quality <b>assessment and feedback</b> (<i>EEF 1b</i>) will continue to be a focus:            Teachers to set aside regular time to assess pupils' wellbeing, attainment and progress.            Staff to complete subject specific assessments in literacy and numeracy to identify catch up support required and monitor progress during the year.            Staff to ensure that pupils are provided with constant high quality feedback.</p>	<p>SLT Lead            &amp; Responsibility of all staff</p> <p>Monitoring of curriculum plans, book looks, observations.            Discussions with children about their learning.            CPD log.            Assessment outcomes; progress reviews.            Feedback from staff.            Feedback from Subject leads; English, PSHE, Maths in particular.</p> <p>Cost of employing additional Reading teachers: £13,000 – costed in Targeted Support Section below</p>

<p><b>To ensure all pupils receive high quality Literacy teaching in identified areas of need</b></p>	<p>Reception staff to complete NELI training and incorporate programme elements into whole class language teaching and small group teaching. DfE Hub 'Talk through the day' CPD will be incorporated, alongside planning experiences and opportunities to develop vocabulary and Communication, Language and Literacy in context.</p> <p>Reception, Year 1 and Year 2 classes to follow The English Hub Letters and Sounds Catch Up Plan planning, ensuring appropriate pace in progression towards termly milestones and to incorporate L&amp;S approaches into whole class teaching and focused group teaching.</p> <p>All staff to complete Letters &amp; Sounds training and a staff strengths &amp; weaknesses evaluation at the start of the academic year. Literacy Lead to provide ongoing regular coaching for Teachers &amp; TAs in the individual areas of need identified from this analysis.</p> <p>Reception, Year 1 and Year 2: To employ additional teachers (with proven ability in the teaching of Reading) for up to 1 day per week per class to provide additional teaching of Reading to identified children (1:1 and small group).</p> <p>Year 1 and Year 2 teachers to increase the amount of time spent focusing on Spelling, Punctuation and Grammar (SPAG) teaching, responding to gaps identified through assessments.</p> <p>Reception, Year 1 and Year 2: Teachers in all year groups to re-visit and re-teach letter formation, then constantly model, reinforce and revisit this.</p>	<p>Monitoring as above.</p> <p>NELI Lead: CR NELI assessments each term</p> <p>English Lead: SCB Coaching &amp; evaluation reviews.</p> <p>FH, SCB Reading teachers</p> <p>Y1&amp;2 Teachers</p> <p>YR,1&amp;2 Teachers</p>
<p><b>To ensure all pupils receive high quality whole class Maths teaching</b></p>	<p>Reception, Year 1 and Year 2 classes to follow White Rose Maths planning, ensuring appropriate pace in progression and to incorporate these approaches into whole class and small group teaching.</p> <p>White Rose Catch up plans &amp; revised assessments to be incorporated.</p> <p>Maths Lead to provide ongoing regular advice, support and coaching for Teachers, in particular in regard to priority areas identified within planning/assessment analysis.</p>	<p>Maths Lead: JG All teachers</p> <p>Monitoring as above.</p>
<p><b>To ensure all pupils receive high quality PSED teaching and wellbeing support</b></p>	<p>Reception, Year 1 and Year 2: to ensure a PSED teaching focus within all classes; PSHE &amp; wellbeing to be prioritised. PSHE curriculum plans to be revised at the start of the academic year and in response to subsequent lockdown periods/pupil needs as necessary.</p> <p>Staff to increase the amount of time spent teaching PSHE as well as incorporating weekly PSHE texts.</p> <p>Staff to complete actions identified within the School Development Plan.</p> <p>Reception, Year 1: Deliver regular whole class PALS &amp; SCARF sessions.</p> <p>Year 1 &amp; 2: Deliver regular whole class SCARF &amp; Zippy sessions.</p>	<p>SLT &amp; PSHE Lead: SCB All teachers</p> <p>Monitoring as above.</p> <p>Monitoring of Chronologies. Continuous review by SLT &amp; DSLs of the referral process.</p>
	<p><b>Teaching and Whole School Strategies total</b></p>	<p><b>£0</b> :costs included in Targeted Support Section</p>

## 2. Targeted Support

Planned Expenditure		
Targeted Support		
Aim	Actions	Staff Lead, Measuring Impact & Cost
<p><b>To provide high quality, structured 1:1 and small group interventions to those pupils who have fallen furthest behind</b> (to identify &amp; address gaps in knowledge &amp; accelerate progress).</p>	<p><u>Priorities:</u> To provide Literacy interventions at Key Stage 1 and interventions in the Prime areas at EYFS (Communication Language &amp; Literacy, Reading, Writing, Physical Development &amp; PSED).</p> <p>Actions for all interventions:</p> <ul style="list-style-type: none"> <li>-Gaps in children’s knowledge are identified through assessment; Baseline assessments are completed in Reading, Writing and Phonics at KS1 and Prime areas in EYFS.</li> <li>-Lowest 20% pupils &amp; target groups identified.</li> <li>-Interventions are identified to address specific difficulties and gaps in knowledge and accelerate progress. Specific programmes are identified to target specific needs; <b>priority interventions are detailed in the rows below in more detail.</b></li> <li>-CPD &amp; coaching to be provided for each intervention (Teacher &amp; TA’s as relevant).</li> <li>-Interventions are regularly timetabled each week.</li> <li>-Skills of Teachers/Teaching Assistants are matched to particular interventions.</li> <li>-Increased intervention time delivered by Teachers to have greatest impact.</li> <li>-Teachers employed for additional hours for Reading intervention and teaching (see row below)</li> <li>-Regular progress checks to be made and feedback/alterations made to interventions/delivery to maximise progress.</li> </ul>	<p>SLT Lead &amp; Responsibility of all staff</p> <p>Minimal additional cost to normal contracted TA time; some additional planning, review &amp; feedback sessions to be timetabled.</p> <p>Employment of ‘Reading teachers’ –up to 1 day additional teaching per class: £13,000</p> <p>Monitoring: as above &amp; per intervention measure</p>
<p><b>NELI Oral language intervention delivered to priority children in Reception</b> (These children make accelerated progress in areas of CLL)</p>	<ul style="list-style-type: none"> <li>-Nuffield Early Language Intervention (NELI) CPD completed by end of February 2021 – Teachers &amp; TA’s</li> <li>-Baseline assessments completed T4 &amp; updated termly.</li> <li>-Target children identified &amp; groups established.</li> <li>-NELI programme taught x3/week in small groups – introduced Term 4, running to Term 6 (10 weeks of 20 week programme).</li> <li>-NELI programme continued into Year 1 2021-22 for the remaining 10 week period.</li> </ul>	<p>NELI Lead (CR) &amp; SLT. NELI staff.</p> <p>Minimal additional cost to normal contracted TA time – cost of x4 review meetings: £200. Resources &amp; CPD provided.</p> <p>Monitoring of programme delivery &amp; ongoing NELI assessments– termly review. Weekly feedback forms. Review of individual CLL assessments.</p>
<p><b>Reading interventions (including</b></p>	<p><u>Reception, Year 1 and Year 2</u></p> <ul style="list-style-type: none"> <li>-Interventions provided for lowest 20% children &amp; additional ‘children of concern’, following the relevant English Hub Letters &amp; Sounds planning &amp; Phase activities, focusing on decoding strategies - 1:1 &amp; small group interventions.</li> </ul>	<p>English Lead: SCB SLT Lead All Teachers</p>

<p><b>phonics) delivered to priority children across KS1 &amp; EYFS</b> (Gaps in Reading knowledge identified &amp; addressed; progress accelerated)</p>	<ul style="list-style-type: none"> <li>-Lowest 20% pupils receive Letters &amp; Sounds intervention 3 times each week.</li> <li>-Regular 1:1 Reading – Lowest 20% of pupils read x3 per week.</li> <li>-Weekly small group Guided Reading sessions to be undertaken in Year 1 and 2 to develop Reading fluency and comprehension.</li> <li>-The children’s experience of Reading to be widened through daily teacher-led Storytime sessions</li> <li>-Additional Reading Teachers employed for additional hours to provide Reading intervention and teaching. All classes to receive up to 1 day per week additional teaching of Reading. Teaching to target the lowest 20% children and other identified children causing concern. Reading teachers to provide 1:1 and small group intervention.</li> </ul>	<p>Additional cost: employment of ‘Reading teachers’ – up to 1 day additional teaching per class: £13,000</p> <p>Monitoring of assessments as previous. Phonics tracker/ Reading band/Insight reviews English Lead reviews/coaching sessions/CPD with Individual teachers &amp; Reading teachers. Reading fluency checks.</p>
<p><b>Physical development /Writing interventions delivered to priority children across KS1 &amp; EYFS</b></p>	<ul style="list-style-type: none"> <li>-Physical development interventions to be reviewed &amp; identified for each class.</li> <li>-Letter &amp; number formation/fine motor skills small group intervention to be timetabled for pupils below expected levels.</li> <li>-Intervention options include: Hands On Early, Fizzy, Write from the Start, personalised programmes of work</li> <li>-Baseline assessments and termly reviews completed; ‘book end’ assessments to measure success.</li> <li>-PE days to include physical development interventions: Write Dance, Get Set PE, Fizzy, ‘Balanceability’, gross motor activities as appropriate.</li> </ul>	<p>SLT Lead SENCO All Teachers</p> <p>Monitoring of assessments as previous and according to measures within selected programmes of work. Writing samples.</p>
<p><b>PSED interventions delivered to priority children across KS1 &amp; EYFS</b> (Improvement evident in children’s well-being &amp; PSED scores)</p>	<ul style="list-style-type: none"> <li>-Specific transition support &amp; PSED programmes identified and delivered to children causing concern - individually/as small groups</li> <li>-To provide additional transition support for all pupils returning to school (<i>EEF 1c</i>) and personalised transition support for pupils identified as likely to require additional support to return to school (September &amp; following any consequent school closure periods).</li> <li>-<u>Reception, Year 1</u>: Deliver regular group PALS sessions if required in addition to whole class work.</li> <li>-<u>Year 1&amp; 2</u>: Deliver regular group Zippy’s Friends sessions if required in addition to whole class work.</li> <li>-FSW individual interventions to be delivered according to agreed needs &amp; programmes of work. Reviewed termly.</li> </ul>	<p>SLT Lead All Teachers, FSW PSHE Lead</p> <p>-Monitoring book end assessments of chosen programmes of work. -FSW/DSL/HT continuous monitoring of need, chronologies &amp; referral process.</p>
<b>Targeted Support Total Cost</b>		<b>£13,200</b>



### 3. Wider Strategies

Planned Expenditure		
Wider Strategies		
Aim	Actions	Staff Lead, Measuring Impact & Cost
<p><b>To provide ongoing and targeted support to parents and carers.</b></p> <p><b>Greater opportunities to access home learning.</b></p>	<p><u>Supporting parents/carers (EEF 3a):</u></p> <ul style="list-style-type: none"> <li>-Provision of continued pastoral support to pupils and families throughout the year and particularly during September transition period, school closure or self-isolation periods</li> <li>-Provision of additional support in September to establish good attendance and engagement with learning (and following any consequent school closure periods).</li> <li>-Support parents to establish remote communication methods (Microsoft Teams &amp; Purple Mash); Admin staff, FSW, Teachers.</li> <li>- Support parents to establish remote home learning platforms; communicate to parents &amp; pupils; provide support in establishing their use. (Microsoft Teams, Purple Mash, Bug Cub)</li> <li>-Maintain established supportive relationships with all parents/carers through remote communication/ telephone contact during COVID restrictions (i.e. when no direct contact/meetings are possible).</li> <li>-Remote learning plan to be implemented during extended school closure periods to ensure high quality, regular, supportive communication/feedback. During home learning periods teachers to make learning tasks accessible to parents and provide weekly guidance and feedback.</li> <li>-Provision of additional resources for parents to support home learning, including physical resources, paper packs, iPads/laptops, personalised to individuals (children &amp; parents). Provision of ongoing support and guidance about ways to help their children; effective, simple, Infant-friendly, manageable strategies.</li> <li>- Children given access to appropriate stationery and paper-based home-learning if required so that all can access home learning.</li> <li>-Regular recognition of parental support; newsletters, Teams/phone calls, certificates, Kids News, videos.</li> </ul> <p><u>Access to technology (EEF 3b):</u></p> <ul style="list-style-type: none"> <li>-Provision of laptops/iPads to children who do not have any suitable ICT equipment at home to access online home learning during any periods of school closure. School iPads to be loaned with device agreements completed.</li> </ul>	<p>SLT, FSW, (DSL's) All teachers.</p> <p>No additional costs for remote platforms – included in main budget.</p> <p>iPads loaned from school – no additional cost. Laptops sourced through DfE.</p> <p>Resource provision included in main budget.</p> <p>Regular FSW/Teacher contact/support opportunities timetabled.</p> <p>Monitoring of home learning engagement/completion, and remote communication engagement.</p> <p>FSW/DSL/HT continuous monitoring of parent/pupil support and need, chronologies &amp; referral process.</p>
	<b>Wider Strategies Total Cost</b>	<b>£0</b> -included in main budget

#### Total Expenditure

<b>Total budgeted cost for all aspects of the tiered approach</b>	<b>£13,200</b>
<b>Cost paid through COVID Catch-Up</b>	<b>£13,200</b>