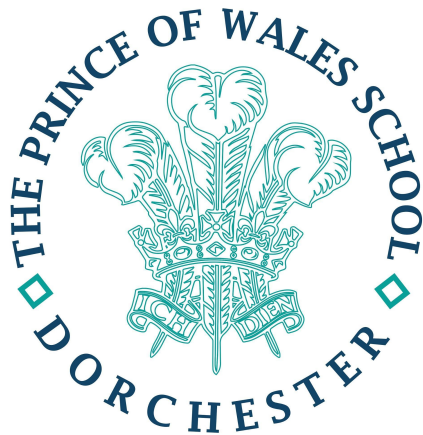


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- COVID-19 Catch-Up Premium -
Action Plan - 2020-2022
IMPACT STATEMENT

Table of Contents -

Summary Information	3
The EEF Guide	4
EEF Tiered Model - Overview -	5
Teaching	5
Targeted Academic Support -	5
Wider Strategies -	5
Key Barriers	6
Desired Outcomes	7
A	7
B	7
C	7
Planned Expenditure / Outcomes	8

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“We aim to raise the attainment
of children through high quality
teaching and by meeting individual needs”

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1. Summary Information

School: The Prince of Wales School

Academic Years: 2020-2022

Total Number of Pupils: 157 (+2)

- COVID-19 Catch Premium (£80 per pupil) added:
 - 2020-21 = £7327.19 ($\frac{2}{3}$ Payment) (In/Out)
 - 2021-22 = £5232.81 ($\frac{1}{3}$ Payment) (In/Out)

Stage in Cycle: **AUTUMN TERM 2020**
 TARGET SETTING

SUMMER TERM 2021
MID-FUND REVIEW

SPRING TERM 2022
END OF YEAR REVIEW

Summary of Funding:

COVID-19 Catch Premium (£80 per pupil) X 157 =

$\frac{2}{3}$ Payment - Financial Year 2020/2021 £7,327.19

$\frac{1}{3}$ Payment - Financial Year 2021/2022 £5,232.81

TOTAL = £12,560

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The EEF Guide

Our planning for this unpredictable academic year has been supported by '[The EEF Guide to Supporting School Planning: A Tiered Approach to 2021](#)' as recommended by the Department for Education.

We adopted the proposed tiered model that focuses upon -

- (1) High-Quality Teaching
- (2) Targeted Academic Support and
- (3) Wider Strategies

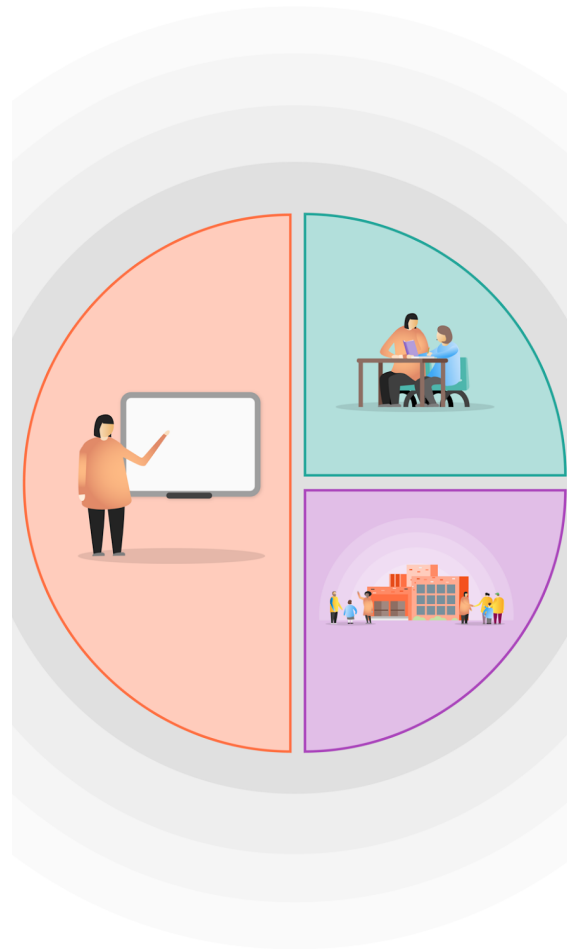
Many of the featured approaches supported by the best available evidence are already familiar to us and link particularly well to our '[Pupil Premium Action Plan](#)'.

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EEF Tiered Model - Overview -

Teaching

- Quality First Teaching supported by evidence informed CPD for teachers and support staff.
- A broad, engaging and inspiring curriculum that is fully inclusive and emotionally aware (ELSA).
- Whole-class reading approach underpinned by clearly defined formative assessment practices.
- Curriculum 'essentials' for Reading, Writing and Maths are identified and taught / revisited across wider curriculum subjects.
- Continued development of a Maths Mastery approach supported by Power Maths and Maths Mastery Research Project (ongoing).



Targeted Academic Support -

- Specific intervention programmes led by both Teachers and Teaching Assistants (see Intervention Folders).
- Collaboration with professionals to create bespoke and targeted learning packs for specific children, including those with EHCPs
- Use of the ELSA Lead and the Locality Hub (Dorset Council) to act as a link between school and home, supporting families to establish routines to support home learning.

Wider Strategies -

- Frequent delivery of food parcels outside of FSM entitlement.
- Ensure our most vulnerable pupils have priority access to classroom teaching and online materials (loan Chromebooks as required).
- School staff used to cover classes rather than supply staff.
- **Based on strong relationships**: Communication with families (and staff) made easier by the strength of relationships already in place, meaning that families trust the school's approaches and support the strategies in place for learning as well as well-being.
- Improve ICT facilities available in school and support teachers with technology that supports their role.

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2. Key Barriers

- TEACHING -

A Respond to challenges of COVID-19 (Social/Emotional Wellbeing Focus)

- ACADEMIC SUPPORT -

B Create enhanced opportunities (time) for specific intervention programmes (with a specific focus on writing)

- WIDER STRATEGIES -

C Teachers having adequate technology to support their role (especially in light of potential second lockdown)

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3. Desired Outcomes

A

Respond to challenges of COVID-19 (Social/Emotional Wellbeing Focus)

Plans To Address -

- Increase provision of ELSA in school
- Senior ELSA TA to lead a continued programme of support for children and families in response to the challenges of COVID-19.
- **November 2020 Review: Impact will be measured against current COVID 19 challenges. [\(LINK TO SDP\)](#)**

B

Create enhanced opportunities (time) for specific intervention programmes (with a specific focus on writing)

Plans To Address -

- Summer School - August 2020 - weekly tutoring and remote ELSA support
- Before-school and after-school interventions added (as required)
- Mighty Writer resources

C

Teachers having adequate technology to support their role (especially in light of potential second lockdown)

Plans To Address -

- Purchase of new teacher devices
- Training and support programme to make maximum use of new devices

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4. Planned Expenditure						
EXPENDITURE	£	SUMMARY / INTENDED OUTCOME / MONITORING	IMPACT STATEMENT			
ELSA Intervention A	£1,000 (+ Contribution from PP)	<p>SUMMARY - Increase provision to four days per week. Produce physical resource delivery packs to support children in periods of lockdown and/or isolation.</p> <p>INTENDED OUTCOME - Improvement ability to understand and regulate emotions. Focus on response to COVID-19.</p> <p>MONITORING - Baseline questionnaire. Review questionnaire at the end of the intervention. SEND Leader will review in discussion with ELSA as part of her monitoring of interventions.</p>	<div>ELSA space is now fully operational and VERY well used. ELSA intervention is carefully tracked by SENCO and Headteacher to ensure maximum impact.</div> <div>Recommended To Continue?</div> <table><tr><td>YES via PP</td><td>YES - With Changes</td><td>NO</td></tr></table>	YES via PP	YES - With Changes	NO
YES via PP	YES - With Changes	NO				
Summer School A B	£2,000	<p>SUMMARY - Provision of summer school to support both academic and pastoral needs.</p> <p>INTENDED OUTCOME - To support all children’s effective return to school in September 2020.</p> <p>MONITORING - SLT / ELSA</p>	<div>Summer School places effectively provided via Steve Treble Sports - Summer School.</div> <div>Recommended To Continue?</div> <table><tr><td>YES via PP</td><td>YES - With Changes</td><td>NO</td></tr></table>	YES via PP	YES - With Changes	NO
YES via PP	YES - With Changes	NO				
Enhanced Technology C	£4,300	<p>SUMMARY - Provide appropriate equipment for teachers to enhance online learning offer. Focus on video and audio production. Provide devices for ALL children who need them to support home learning in period of lockdown and/or isolation.</p> <p>INTENDED OUTCOME - Higher quality output.</p> <p>MONITORING - Head and Computing/Digital Skills lead to oversee roll-out and extensive training and support.</p>	<div>Technology has led to higher-quality output from teachers and enhanced Quality First Teaching for all . Not recommended to continue unless more funds become available.</div> <div>Recommended To Continue?</div> <table><tr><td>YES</td><td>YES - With Changes</td><td>NO</td></tr></table>	YES	YES - With Changes	NO
YES	YES - With Changes	NO				

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<div>Mighty Writer B</div>	<div>£2,000</div>	<div>SUMMARY - Provision of Mighty Writer resource for Reception, Year One and Year Two classrooms as well as an additional resource for Year Three and Year Four to share (for intervention).</div>	<div>Resources deployed and used effectively to support interventions.</div>		
		<div>INTENDED OUTCOME - To support all pupils to develop sentence creation and storytelling.</div>	<div>Recommended To Continue?</div>		
		<div>MONITORING - SLT / LITERACY COORDINATOR</div>	<div>YES</div>	<div>YES - With Changes</div>	<div>NO</div>
		<div>Changes to be discussed with AWh (Literacy Coordinator)</div>			