

# Nanstallon School – COVID-19 Premium Strategy

## SUMMARY INFORMATION

<b>Academic Year</b>	2020-21	<b>Total Premium Allocated</b>	£8,320	<b>Total Number of Pupils</b>	104
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## BARRIERS TO LEARNING AND BARRIERS TO FUTURE ATTAINMENT

- Social and Emotional Anxieties – confidence and ability to tackle activities due to emotional strains
- Physical and Mental Wellbeing – lack of access to sports clubs, reduced physical fitness and stamina affecting pupils’ wellbeing and learning stamina
- Cognition and Learning – Gaps in basic mathematical, reading and spelling skills
- Speaking and Listening – Awareness of audience; Speaking and Discussion; Listening; Non-verbal communication

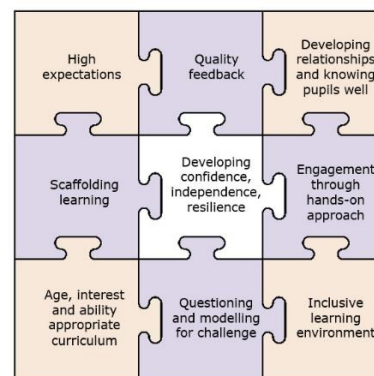
## ASSESSMENT TOOLS AND METHODS – SEPTEMBER/OCTOBER 2020

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| <ul style="list-style-type: none"> <li>• Maslow’s Hierarchy of Needs</li> <li>• Wellbeing Survey</li> <li>• Letters and Sounds Assessment</li> <li>• Reading Rubric</li> </ul> | <ul style="list-style-type: none"> <li>• Reading Comprehension Assessments</li> <li>• Place Value and Number Assessment</li> <li>• Maths reasoning assessment</li> <li>• Spelling Assessment</li> </ul> |
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## HIGH QUALITY TEACHING

- All classes will ensure timetabling enables:
  - daily physical learning and movement breaks
  - weekly forest school sessions
  - 2/3 weekly PE lessons
- All classes will quickly address basic skills: letters and sounds decoding, spelling, letter formation, number bonds, multiplication tables, place value understanding, mathematical vocabulary
- Robust phonics programme in place YR-2
- Guided reading to apply decoding, prosody and comprehension

- High Quality Class Reader
- Use of VIPERS from Y2
- Number Talks to develop number sense and mathematical language
- Daily arithmetic fluency



Planned Expenditure		
Academic Year	2020-21	
Desired Outcomes	Chosen Actions/Approaches	Resources
<p>Smooth transition into a new year group via a curriculum that focusses on integrating back into school life.</p> <p>Rapidly identify any significant gaps in learning for children following school closures</p> <p>Progress is increased term by term to ensure pupils are able to access age appropriate learning resources and teaching/learning. Majority of children to be at, or above age-related expectations by end of Summer term 2021</p> <p>Increased levels of Phonics and reading</p> <p>Pupils in Year 1 will have recapped and completed the relevant phases and progressed against milestones in a timely manner to be in line end of Y1 expectations</p>	<p>Baseline assessments early in Autumn Term 2020 using Assessment Tools and Methods</p> <p>Identify gaps analysis for individual learners</p> <p>Additional Pupil Progress Meetings early in Autumn Term to address gaps in learning with teachers</p> <p>Interventions planned for small groups and individuals</p> <p>Employ tutor for one day per week for small group tutoring:</p> <ul style="list-style-type: none"> <li>• Tutoring sessions align with classroom teaching</li> <li>• Pupils selected through PPM</li> <li>• Tutor to work closely with class teacher to identify need and feedback on sessions</li> <li>• Short sessions – appropriate to age and ability</li> </ul> <p>Intervention groups reviewed once per half term in PPM meetings</p> <p>Purchase additional books to complement the reading scheme and close the gaps / address early gaps in reading</p> <p>Pupils in Y2 ready and prepared for Phonics Screening test in the Autumn term that was missed in June 2020.</p> <p>Additional teacher/TA intervention to support Y2 cohort including daily sessions in small groups 1:8 ratio</p> <p>Phonics knowledge will develop further and be used and applied in reading and written work across the curriculum.</p> <p>Baseline Phonics assessments in early September will establish individual pupils knowledge and understanding and teaching will be able to plan, prepare and deliver interventions that are meaningful to individuals and small groups of children so that they still have access to a broad and balanced curriculum.</p>	<p>Comprehension Rubric</p> <p>Letters and Sounds Assessment</p> <p>HeadStart Assessments</p> <p>Fully Qualified Teacher</p> <p>GPC grids</p> <p>1:1 tutoring games</p> <p>Letters and Sounds programme</p> <p>Specialist Hub intervention to build a team of expert reading teachers</p>

All children access high quality resources for remote learning	Training and CPD for Seesaw Complete remote learning procedure Share with parents Ensure all families are connected to Seesaw family APP	Seesaw
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