

## Mayflower Primary School

### Additional Support for Pupils in Receipt of the Pupil Premium Grant and the Catch-Up Premium

At Mayflower Primary School, we recognise that children will have been impacted by the enforced partial closure of all education facilities, effective from 23<sup>rd</sup> March 2020 in England and Wales. For some, the impact will be transient, for others, time in school will allow them to catch-up, but there will be a smaller group for whom this has had a profound effect. Pleasingly, the Government has provided funding to schools to allow children to catch-up the learning that has been lost, thus mitigating the overall impact of the global pandemic.

When our children returned to school on September 1<sup>st</sup> 2020, a Recovery Curriculum was developed that would address many of the social and emotional aspects of school closure. All children were given the time and space to come to terms with what had happened, make sense of this, and begin to re-engage with the process of learning. Crucial to this was for the children to experience a wider sense of community, which could have been lost due to the bubble system that has been instituted across all year groups. Finally, the curriculum sought to address some of the positive experiences the children had during their time with family, and how this will contribute to wider changes in society as we continue to move forward.

By way of identification, staff chose to use the Leuven Scale assessments of engagement and wellbeing. At Mayflower, we believe that any child who lacks engagement or wellbeing is unable to learn effectively. Assessments were carried out using the 5-point scales, with any child scoring 3 or below, being deemed eligible for the Catch-Up Premium. These assessments were carried out during the month of October as we felt this would be a sufficient amount of time for children to settle into their classes and begin to process some of the changes that we have had to make to ongoing provision.

At the beginning of termlet 2, Pupil Progress Meetings were held, led by the Head Teacher, and supported by the PPG Champion and Special Educational Needs Co-ordinator. All vulnerable children were discussed, and Provision Maps created that articulate the additional support the children will receive, exit criteria, and the way that the Catch-Up Premium will be used to support their learning within and beyond the classroom. Staffing will be drawn from the existing team (teachers and teaching assistants), as this supports the bubble system that has been established. Where these requirements cannot be met, external agencies, including recourse to the National Tutoring Programme will be considered. All Provision Maps are subject to a termly review, and this will take place in February 2021 (spring term Pupil Progress Meeting).

The following tables confirm the commitments that will be made to each year group, through use of the Pupil Premium Grant and the Catch-Up Premium. Hours have been allocated on a per-pupil basis, and will be drawn down from each budget, according to the designation of the learner.

<b>Year Group and Focus</b>	<b>Group Size</b>	<b>Requirements</b>
EYFS	7	<p><b>Tapestry Access</b></p> <p>A small group of children with parents who do not access Tapestry on a regular basis. This will involve parental outreach, modelling, and monitoring  <b>Time allocation: 14 Hours</b></p>
EYFS	4	<p><b>Parenting Group</b></p> <p>Additional support for parents to engage with their children, and provide appropriate support for their children at school  <b>Time allocation: 20 hours</b></p>
EYFS	5	<p><b>PSED/Building Positive Relationships</b></p> <p>Support given to children who find making relationships difficult both within and beyond the setting.  <b>Time Allocation: 20 hours</b></p>
EYFS	6	<p><b>Language Group</b></p> <p>Support given to children who are not exposed to English on a regular basis at home, and are thus challenged within the setting  <b>Time allocation: 18 hours</b></p>
EYFS	3	<p><b>Additional Fun Time Group</b></p> <p>In-line with training and provision that has already been offered, we would like to put together another Fun Time group  <b>Time allocation: 12 hours</b></p>
EYFS	2	<p><b>Child Protection/Attendance</b></p> <p>A focused group of just 2 children, who find attendance quite difficult. This group will involve an element of parent outreach  <b>Time allocation: 6 hours</b></p>
<b>Time allocation: 90 hours</b>		

Year Group and Focus	Group Size	Requirements
Year 1	3	<p><b>Lego Therapy</b></p> <p>A small group of children who can use Lego to develop confidence, refine social skills, and also build on interests and successes</p> <p><b>Time allocation: 12 hours</b></p>
Year 1	1	<p><b>Bereavement Counselling</b></p> <p>To meet the need of a child who has recently been bereaved, professional support will be sought from the Psychology Service</p> <p><b>Time allocation: N/A</b></p>
Year 1	1	<p><b>ARE in Literacy and Numeracy</b></p> <p>A weekly 1:1 session where the child will be able to revise what has been taught in class, in relation to both Literacy and Numeracy provision</p> <p><b>Time allocation: 12 hours, and subject to review</b></p>
Year 1	2	<p><b>Parent Outreach (specific focus on attendance)</b></p> <p>There are 2 children in the year group for whom attendance has been a challenge, and it tends to coalesce around the parent, not the child</p> <p><b>Time allocation: 8 hours</b></p>
Year 1	4	<p><b>Intensive Phonics Support</b></p> <p>A small group of children who are not picking up their phonics in-line with the rest of the cohort, and thus need intensive support</p> <p><b>Time allocation: 12 hours</b></p>
		<b>Time allocation: 44 hours</b>

Year Group and Focus	Group Size	Requirements
Year 2	6	<p><b>Nurture Group Provision</b></p> <p>A small group of children who have shown some anxiety, and lack a general sense of engagement and wellbeing within and beyond the setting</p> <p><b>Time allocation: 18 hours</b></p>
Year 2	4	<p><b>Parent Outreach (specific focus on attendance)</b></p> <p>There are 4 children in the year group for whom attendance has been a challenge, and it tends to coalesce around the parent, not the child</p> <p><b>Time allocation: 16 hours</b></p>
Year 2	6	<p><b>Reading Comprehension, Key Skills and Colourful Semantics</b></p> <p>A slightly larger group of children who are still struggling to read for sense and meaning. Training in Colourful Semantics would be beneficial</p> <p><b>Time allocation: 24 hours</b></p>
Year 2	6	<p><b>Early Number Skills</b></p> <p>A group of children who are struggling to engage with some of the number objectives in respect of the Year 2 curriculum</p> <p><b>Time allocation: 24 hours</b></p>
Year 2	3	<p><b>Additional Fun Time Group</b></p> <p>In-line with training and provision that has already been offered, we would like to put together another Fun Time group</p> <p><b>Time allocation: 12 hours</b></p>
Year 2	2	<p><b>Enrichment and Engagement (creative focus)</b></p> <p>2 children who enjoy creative subjects, but are not engaging in other subjects in class. It is hoped that a creative project will help them to score more highly on Leuven.</p> <p><b>Time allocation: 8 hours</b></p>
		<b>Time allocation: 102 hours</b>

Year Group and Focus	Group Size	Requirements
Year 3	7	<p><b>Nurture Group Provision</b></p> <p>A small group of children who have shown some anxiety, and lack a general sense of engagement and wellbeing within and beyond the setting</p> <p><b>Time allocation: 21 hours</b></p>
Year 3	4	<p><b>Enrichment and Engagement (creative focus)</b></p> <p>2 children who enjoy creative subjects, but are not engaging in other subjects in class. It is hoped that a creative project will help them to score more highly on Leuven.</p> <p><b>Time allocation: 16 hours</b></p>
Year 3	4	<p><b>1:1 Mentoring</b></p> <p>A structured programme of support that covers key skills in both Literacy and Numeracy, reflecting ARE in each subject</p> <p><b>Time allocation: 40 hours</b></p>
Year 3	6	<p><b>Parent Outreach (specific focus on attendance)</b></p> <p>There are 4 children in the year group for whom attendance has been a challenge, and it tends to coalesce around the parent, not the child</p> <p><b>Time allocation: 24 hours</b></p>
Year 3	5	<p><b>Reciprocal Reading Group</b></p> <p>A group-based intervention that follows the established principles of the Reciprocal Reading approach</p> <p><b>Time allocation: 15 hours</b></p>
Year 3	3	<p><b>Catch-Up Tuition/Additional Support in Class</b></p> <p>A small group of children who are slightly below ARE in the core subjects and with focused support, they may bridge into EXS</p> <p><b>Time allocation: 18 hours</b></p>
Year 3	2	<p><b>Let's Talk (1:1, so doubled hours allocated )</b></p> <p>Using the existing Let's Talk intervention, support to be provided to 2 children (1:1)</p> <p><b>Time allocation: 10 hours</b></p>
Year 3	1	<p><b>Behaviour Support at Playtime and Lunchtime</b></p> <p>This child will be supported by the TA who works with AJ</p> <p><b>Time allocation: N/A</b></p>
<b>Time allocation: 144 hours</b>		

Year Group and Focus	Group Size	Requirements
Year 4	4	<p><b>Mathematics within ARE, PSRN</b></p> <p>A small group of children who are close to the cusp of EXS, but tend to fall down on their problem-solving skills</p> <p><b>Time allocation: 12 hours</b></p>
Year 4	1	<p><b>1:1 Reading Support (20 minutes per day)</b></p> <p>A child who does not read at home, who will require a daily, enjoyable reading session with a member of staff</p> <p><b>Time allocation: 15 hours</b></p>
Year 4	1	<p><b>Bereavement Counselling</b></p> <p>To meet the need of a child who has recently been bereaved, professional support will be bought in from the Psychology Service</p> <p><b>Time allocation: N/A</b></p>
Year 4	7	<p><b>Parent Engagement</b></p> <p>A group of children for whom parents could give better support than they are currently providing. A link also established with home-learning provision</p> <p><b>Time allocation: 28 hours</b></p>
Year 4	4	<p><b>Lego Therapy</b></p> <p>A small group of children who can use Lego to develop confidence, refine social skills, and also build on interests and successes</p> <p><b>Time allocation: 16 hours</b></p>
Year 4	1	<p><b>Able, Gifted and Talented (Sport)</b></p> <p>A child who does not engage in the classroom, but excels in sport. How can engagement in sport be used to promote engagement in the classroom?</p> <p><b>Time allocation: 5 hours</b></p>
<b>Time allocation: 76 hours</b>		

<b>Year Group and Focus</b>	<b>Group Size</b>	<b>Requirements</b>
Year 5	5	<b>Mastery in Mathematics</b> Small group support for children on the cusp of EXS <b>Time allocation: 20 hours</b>
Year 5	2	<b>Intensive Phonics Support</b> A small group of children who still have gaps in their phonic understanding <b>Time allocation: 8 hours</b>
Year 5	1	<b>Academic Coaching (Teaching Role)</b> 1:1 support, using the established model of academic coaching <b>Time allocation: 12 hours (ten session plus two for PPA)</b>
Year 5	2	<b>Social Skills Development</b> A very small group of children who find any unstructured times difficult <b>Time allocation: 8 hours</b>
Year 5	2	<b>Reading Focus Group</b> 2 children who are not reading at home, and do not talk about their reading <b>Time allocation: 10 hours</b>
Year 5	3	<b>Guided Reading Group</b> An additional guided reading session per week, using our established approach (WTS) <b>Time allocation: 12 hours</b>
Year 5	3	<b>Lego Therapy</b> A small group of children who can use Lego to develop confidence <b>Time allocation: 12 hours</b>
Year 5	2	<b>Enrichment/Creative</b> A group of children who love creative activities, but can lack engagement in class <b>Time allocation: 12 hours</b>
Year 5	7	<b>Parent Outreach</b> A group of children who do not receive enough support from their parents <b>Time allocation: 28 hours</b>
Year 5	1	<b>Let's Talk Programme</b> Intensive support through spoken language to promote wider engagement <b>Time allocation: 5 hours</b>
		<b>Time allocation: 127 hours</b>

<b>Year Group and Focus</b>	<b>Group Size</b>	<b>Requirements</b>
Year 6	6	<b>Daily Reading Group</b> A group reading session for 6 children on a daily basis <b>Time allocation: 18 hours</b>
Year 6	2	<b>Support for Spelling</b> Creative ways to meet the needs of reluctant spellers within ARE <b>Time allocation: 8 hours</b>
Year 6	6	<b>Confidence and Teambuilding</b> A group of children who can argue and fallout over the little things in school <b>Time allocation: 18 hours</b>
Year 6	2	<b>Academic Coaching (Teaching Role)</b> 1:1 support, using the established model of academic coaching <b>Time allocation: 12 hours (ten session plus two for PPA) = 24 hours</b>
Year 6	6	<b>GDS Mathematics</b> A group of children who really need to be challenged regarding PSRN <b>Time allocation: 18 hours</b>
Year 6	1	<b>Daily Reading</b> A brief session each day for a pupil to be heard reading, and talking about their book <b>Time allocation: 10 hours</b>
Year 6	8	<b>Reading at ARE in Year 6</b> 2 groups of 4 who will need support to read for meaning, and inferential awareness <b>Time allocation: 12 hours per group = 24 hours</b>
Year 6	1	<b>BRWP</b> A child who would benefit from the BRWP approach (revision of a previous intervention) <b>Time allocation: 5 hours</b>
Year 6	2	<b>Lego League</b> 2 children for whom Lego League will promote engagement and social development <b>Time allocation: externally funded through PP+</b>
<b>Time allocation: 125 hours</b>		