

Guidance

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11.

As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

Use of Funds

Schools should use this funding for specific activities 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 spend their funding in the best way for 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.

Identified Impact of Lockdown

Priority 1: Phonics and Writing	<i>Children have lost essential practising of phonics and writing skills. Although the phonics and writing has been reintroduced now all children are attending, there remains a lack of fluency in writing. Opportunities for writing prior to schools re-opening is limited. As a result there needs to be a renewed focus. This has also been identified in the school Academy Improvement Plan and through the Academy Evaluation Document. The priority is substantiated further by a dip in phonics and writing in statutory assessments and progress data.</i>
Priority 2: Non-core Emotional Wellbeing	<i>Although a high proportion of children have returned to school life and are happy and settled, a small proportion are encountering daily issues that include: separation anxiety and attachment issues. These issues range from entering school at the start of the day to longer lasting behaviour concerns arising during learning time. As a consequence there has been more disruption from a small proportion of children and key trigger points have been identified where additional, concentrated strategies need putting into practice. Of these children, a high proportion are EAL. Although this is not an identified priority in the AIP, Provision Mapping and My Concern data is suggesting that this issue needs further support.</i>
Priority 3: Speech and Language	<i>Ongoing speech and language barriers are increasing in children being able to access learning: many are new learners in Reception with language barriers (EAL) that are resulting in both gaps to learning as well as some emotional / behavioural issues. Poor communication and language skills will result in children being 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 as well as being able to foster positive attitudes to learning. As two teachers in Reception are NQTs there also needs to be additional support/ expertise instigated to enable staff to gain a deeper insight into strategies to support learners with additional EAL needs and barriers. Parental language barriers also diminish the ability to support their children in partnership with school. A high proportion of learners are EAL (28 Polish Children). Although this issue is not identified as a specific priority in the AID, evidence through SEND referrals and professional dialogue indicate that early support is required.</i>
Priority 4: Reading	<i>The majority of children accessed reading resources and activities during lockdown but there has been an inconsistent uptake from parents and children in the directed home reading. The resulting gaps in learning and teaching of reading suggests that children are less fluent in their reading and the gap between those children that read widely and those children who don't is now increasingly wide. The bottom 20% of readers have been disproportionately affected. The Academy Improvement plan supports this identified issue with reading data underpinning a need for further focus in the teaching of reading.</i>

Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation’s coronavirus support guide for schools)

Quality First Teaching	Targeted Academic Support	Wider Strategies
<p><i>Explicit instruction (clear explanations), scaffolding, flexible grouping, cognitive and metacognitive strategies & subject knowledge & knowledge of pupils.</i></p> <p>*High quality (diagnostic) assessment: verbal questions, short answer quizzes, multiple-choice; acting on these.</p> <p>*Assessing social & emotional outcomes (?).</p> <p>*Professional development: up-front training and follow-up (instructional coaching/deliberate practice)</p> <p>*Logical and well-sequenced; -</p> <p>*Legacy training (revisit, sustain or adapt).</p> <p>*Effective remote teaching/learning: -</p> <p>Clear explanations, scaffolding, and feedback–recorded comments).</p> <p>-access (disadvantaged pupils);</p> <p>-peer interactions;</p> <p>-working independently;</p> <p>-teachers to consider approaches best suited to content and age.</p>	<p>One to one and small group tuition – Intervention for Excellence</p> <p>*Sessions brief (15-45 mins), occur regularly (e.g. 3-5 times per week) sustained period of time (e.g. 8-20 weeks)</p> <p>*Staff receive extensive training</p> <p>*Structured supporting resources and lesson plans with clear objectives. Plans followed</p> <p>*Assessments (reliable data) used to identify appropriate pupils, guides areas for focus and to track pupil progress.</p> <p>*Connections made between the out-of-class learning and classroom teaching.</p> <p>Sustained impact once sessions completed?</p> <p>*Smaller the group, the better.</p> <p>*Clear entry/exit strategies</p>	<p>Attendance</p> <p>*Behaviour including behaviour for learning</p> <p>*Social and emotional support – PSHE; SEL curriculum (sequenced)</p> <p>*Support for families: identify and support barriers; staff skilled in sustained parental communications – training?</p> <p>*Communication with parents/carers: personalise, simple & encouraging messages, celebrate successes; avoid over-complex communications; tailor for different age groups (homework); new/existing technologies</p>

Questions for Leaders (including governance): Four Stages

1. Explore: *What problems are we seeking to solve in the academic year 2020-21? Are there adequate solutions, in the form of evidence-informed practices or programmes?*

2. Prepare: *Do we have a clear, logical, and well-specified plan? Do staff fully understand what is being implemented and how? What is the readiness of the school and staff to undertake these changes?*

3. Deliver: *How best can staff best deliver upon new approaches? Are there mechanisms in place to improve their use over time? Can we reinforce our approaches with initial training and continuous wrap around support?*

4. Sustain: *How do we best maintain new practices, for both staff and pupils, across a full academic year? How we will nurture motivation and ensure that we acknowledge and support good practice.*

Explore: Evidence	Prepare:	Deliver: How?Who?Cost?	Sustain:
Is the expectation that this is a Quality First Teaching, Targeted Academic Intervention, or a Wider Strategy? Timescales:			
Priority 1. Writing- Quality First Teaching:			
Outcome: Ensure that gaps in writing are narrowed following a loss of learning through COVID-19- specifically in Writing but also supported through the teaching of phonics.			
<p>Priority 1. Phonics and Writing</p> <p>Data is telling us that :</p> <p>Year Reception data from baseline on entry is 9% in in Literacy. CLL is 54%</p> <p>Year 1 pupils 58% of pupils have not had any significant loss of learning due to COVID-19 in Writing in Year 1. Therefore 42% of pupils have had a loss of learning. Some pupils were on track prior to COVID-19 and therefore should now be GDS but are not.</p> <p>Rationale:</p> <p>COVID-19 and loss of learning will further impact on achievement in writing if left.</p> <p>Poor quality of teaching (LDYB) has impacted on learner's progress.</p> <p>Read, Write Inc is not yet embedded and therefore writing needs additional focus.</p> <p>Further links between phonics/reading and writing required to build on prior and new knowledge and forge links.</p> <p>One specific class has been identified as a concern: 24/30 children in one class have significant gaps, evidenced through data.</p> <p>A new class teacher has been appointed: November 2020 and therefore children need to be supported at pace in their writing and phonics.</p>	<p>Extensive Training:</p> <p>Year 1: Get Writing Training linked to Read, Write Inc for the newly appointed Class Teacher and support staff will be undertaken as a starting point. (This is new knowledge for staff and both staff were appointed based on their insight into Read, Write Inc.). Other year groups have also undertaken the training.</p> <p>Assessment data will be shared and analysed in depth with the new staff members. Links to FFT estimates will also be integral to gaining insight into the class and their data.</p> <p>KW(English Leader) to work on a weekly basis with the Year 1 team during PPA with a focus on:</p> <ul style="list-style-type: none"> -sentence construction. -effective questioning (linked back to AID and staff training during Inset). -targeted reflective marking in class. How can this support AFL for children? -support staff member in expectations and ways of working at VWA. - Focus on basis skills before moving children to the next step. 'Hold a sentence, build a sentence, and edit a sentence.' -ensure that the process for writing is targeted and sequenced in a noticeably straightforward way for pupils and that Year 1 staff are cohesive in delivery and pedagogy. - Non-text English Curriculum planning to be used initially until December 2020. <p>Structured supporting resources and lesson plans with clear objectives. Plans followed by Year 1 staff member. This will include:</p> <ul style="list-style-type: none"> -Structure of the learning and teaching (links to phonics practice, try, apply) -scaffolding of writing -Questioning techniques --Reflective marking on a next day basis- differentiated <p>EYFS: Research writing resources that will enhance writing through continuous provision</p> <p>Writing opportunities through the provision will be a key focus</p> <p>Medium for writing/ mark making will be a prominent feature through the provision</p> <p>The EYFS Lead will work alongside the English Leader to assess outcomes, moderate judgements on an ongoing basis.</p>	<p>Sessions brief(English/ Writing lesson), occur regularly(5 times per week) ongoing December 2020</p> <p>Lessons will be co-taught, and the lesson content will be discussed-rehearsed prior to the lesson. (Coaching)</p> <p>Planning will show annotations of teacher with specific groupings and reflective marking</p> <p>Marking will show progress against the main aim of the learning each session. No additional aspects of feedback will be discussed. A simple/ one area feedback response will be given to each group</p> <p>PDMs will focus on this group of children, as will monitoring.(November -December)</p> <p>Year group staff will meet regularly to share approaches, identify successful strategies in writing and secure shared judgements. (Led by SAMcG)</p> <p>A clear exit strategy is clear from December 2020</p> <p>Additional teaching staff will be appointed until July 2021. They will be supported through the Deputy Headteacher KW. This will include:</p> <p>Weekly support through PPA in planning</p> <p>Weekly drop ins to monitor learning in class</p> <p>Support through assessment and moderation</p> <p>Coaching through questioning strategies in addition to the whole staff strategy in relation to questioning (Inset/Staff Meetings)</p> <p>Costing- £17,535 Class Teacher</p>	<p>Assessment data of the Year 1 class (Ladybirds) 11th December 2020 will improve and evidence through</p> <ul style="list-style-type: none"> -Progress in: <ul style="list-style-type: none"> Writing and Phonics(apply) FFT Estimates will match TA Disadvantaged learners/ SEND PIRA will demonstrate progress from starting points Writing evidence including moderated work by SLT and CT as well as other Year 1 teaching staff will show a year group consistency Writing in books will evidence the impact on writing. Tapestry will evidence increased writing opportunities alongside monitoring impact

Explore: Evidence	Prepare:	Deliver: How? Who? Cost?	Sustain:
<p>Is the expectation that this is a Quality First Teaching, Targeted Academic Intervention, or a Wider Strategy? Timescales: Priority 2: Emotional and Behavioural Needs: Outcome: Ensure that children are secure and feel able to access all aspects of school life as a result of positive mental well-being and streamlined support.</p>			
<p>Priority 2 – (EAL)Emotional and Behavioural Needs Rationale: Based on Attendance Data and punctuality on Provision Map (SENDCo) Assessments (reliable data) used to identify appropriate pupils – this will guide areas for focus and to track pupil progress. Behaviour Logs- daily record of incidence and across each week behaviour for learning (all classes). Social and emotional support–PSHE;SEL curriculum (sequenced) where children find it hard to access learning due to language barriers. Support for families: identify and support barriers; staff skilled in sustained parental communications –Polish Community aligned with My Concern referrals. Identified language barrier by all staff in relation to communication with parents/carers: in Polish. EAL- pupils. Data evidences that: Rationale: Year Reception has 10 children who are EAL Year 1-10 children with EAL Year 2- 2 children with EAL Total – 22 pupils with EAL Of the EAL pupils a high proportion with specific needs are Polish. (68%) Some of the routines and organisation of school starts- make a difference to children coming in to school. There are currently: pupils who are displaying regular emotional issues whilst entering school at the start of the day or through the day. (11 children). These are logged on Provision mapping.</p>	<p>One to one and small group tuition: groups will be identified for the Wellbeing Champion. This will be based on groupings compiled by the SENDCo and SENDCO Support as well as discussions from Class Teachers and data from the SLT. A comprehensive list of pupils requiring additional support will be shared with the Wellbeing Champion.</p> <p>Discussions will be held with the Lead (EG) who will visit each class for a week- holding discussions with staff and learners and observing children throughout all aspects of the school day and where appropriate beyond- After School Clubs. The WBC will compile an overview/ individual log of each learner based on attendance, behaviour, progress data and FFT estimates. Week- 09.11.2020). This will form the basis of a Case Study model.</p> <p>The DELT will be communicated the overview for any additional aspects of support that may be offered or adjustments that might support.</p> <p>Sessions will be planned and shared with SLT/ SENDCo/ Trust Wellbeing Lead and will include trigger points through the day e.g. coming into school, lunchtimes and break times. The Wellbeing Champion will therefore support directly during these periods through one to one and small group positive play. (15-45 mins), occur regularly (5 times per week) sustained period of time (6 weeks) until December 2020.</p> <p>Structured supporting resources and lesson plans with clear objectives. Plans followed on a weekly basis which will be annotated. These will be monitored by the SLT through the monitoring cycle and a weekly check in with SAMcG. This will also be reported to the LGB through the HT Report.</p> <p>Weekly Support Plans will be compiled alongside class teachers. Support will be undertaken in classes not through taking children out of learning.</p> <p>Connections will be made between the out-of-class learning and classroom teaching. Groups will be no more than 4 pupils in size. Clear entry/exit strategies-at the end of the programme identified – December 2020</p>	<p>Daily support sessions- class based to support learning and attitudes to learning. All teachers aware of the ongoing sessions and these are discussed on a Friday prior to the next week.</p> <p>Class teachers will receive feedback via an Action Plan and Weekly Report for children in their class.</p> <p>Parents will receive a letter communicating specific support activities and additional information e.g., outdoor clothes if required. (In Polish). A final ceremony will be undertaken with certificates for children.</p> <p>Feedback from EG will be undertaken during whole staff briefings will be undertaken on a Wednesday.</p> <p>Ongoing logs will be reviewed and shared at the same time as if in a PDM. When assessment data is collated the WBC will work alongside class teachers to deepen knowledge of children. This will be added to the Case Study for each child.</p> <p>The WBC will update and communicate with parents on an ongoing basis to support children.</p> <p>Monitoring will focus on the impact of support- Case Studies and conferencing will support this.</p> <p>A Wellbeing Champion will be appointed to lead the project alongside the SENDCo Support during assessment periods and with parent meetings.</p> <p>Additional release time and training to support the delivery of the Wellbeing Project. Additional PPE (screen) purchased to enable intervention across phases.</p> <p><i>Costing- not included at this point as this is already factored. The staff member leaves in January 2020. Therefore, this will need a separate costing at this point.</i></p>	<p>Pupils will access both provision and lessons with increased engagement.</p> <p>Progress will be evident at the end of Autumn Term assessments- in EYFS with PD.</p> <p>Parents will fill in surveys that will demonstrate improved wellbeing from the pupils.</p> <p>Pupils will undertake surveys that will evidence a positive impact on wellbeing and engagement to learning.</p> <p>Ongoing monitoring will ensure that pupil outcomes are assessed – evidence will be collated and shared with the SENDCo. This will be added to Provision Mapping.</p>

Explore: Evidence	Prepare:	Deliver: How? Who? Cost?	Sustain:
<p>Is the expectation that this is a Quality First Teaching, Targeted Academic Intervention, or a Wider Strategy? Timescales: Priority 3:(Speech and language):Including EAL Expected Outcome: Support learners in the classroom and on a one to one/ small group basis to increase communication and language skills. As a result of improved communication, language and literacy skills learners will make rapid progress in Reading and Writing.</p>			
<p>Priority 3 – (S & L) Speech and Language Evidence based on: Assessments (reliable data) used to identify appropriate pupils – this will guide areas for focus and to track pupil progress. Social and emotional support–PSHE; SEL curriculum (where children find it hard to access learning due to language barriers. Support for families: identify and support barriers; staff skilled in sustained parental communications –Polish Community. Communication with parents/carers: in Polish. CLL in Reception was 54% at baseline. SENDCo- identified support/Safeguarding My Concern Rationale: Year Reception has 10 children who are EAL Year 1-10 children with EAL Year 2- 2 children with EAL Total – 22 pupils with EAL Of the EAL pupils a high proportion with specific needs are Polish. (68%) Some of the routines and organisation of school starts- make a difference to children coming in to school. There are currently: pupils who are displaying regular emotional issues whilst entering school at the start of the day. This is logged through the SENDCO and these are additional to S and L barriers. There may be a crossover of pupils with emotional / wellbeing needs as well as speech and language.</p>	<p>One to one and small group tuition: groups will be identified by the Leader for Support and Polish Lead- they will work in tandem from Class teacher identification, pupils with current S and L Plans and children on the S and L waiting List. Teacher Record of Concern will be collated where no S and L Plan is in place. In Year Reception Wellcomm is used and supports early identification. This will continue to be implemented as system of choice. EYFS Leader will undertake a list groupings shared with the SENDCO and SENDCO Support as well as discussions from Class Teachers. This will then be uploaded on to the Provision Map. This is monitored half termly for progression as pupil’s progress is measured. Referrals will then be made to S and L Services- NHS S and Language Team if more profound. Discussions will be held with the Lead (SP) and Polish support Lead who will visit each class and compile an overview/ individual log of each learner based on attendance, behaviour, progress data and FFT estimates and Speech and language barriers. Some of this may also include EAL. The DELT will be communicated the overview for any additional aspects of support that may be offered. Sessions will be planned and shared with SLT/ SENDCO/ Trust Wellbeing Lead prior to delivery. X 1 day a week. Year Reception – mornings as most need identified. Other year groups through the afternoon. Group sizes will be required to be no more than 5. Older children will be 1:1 or grouped where possible. Structured supporting resources and lesson plans with clear objectives. Plans followed on a weekly basis which will be annotated. These will be monitored by the SENDCO (through Wellcomm) through the monitoring cycle and a weekly check in with SAMcG. This will also be reported to the LGB through the HT Report. Weekly Support Plans will be compiled alongside class teachers. Support will be undertaken in classes. Connections will be made between the out-of-class learning and classroom teaching. Sustained impact once sessions completed? Groups will be no more than 4 pupils in size. Clear entry/exit strategies-at the end of the programme children</p>	<p>Weekly support sessions- class based to support learning and attitudes to learning for S and L and then from a Polish Support Lead. Class teachers will receive feedback via an Action Plan and Weekly Report for children in their class. (Provision Map- log). Parents will receive a letter communicating specific support activities and additional information e.g., outdoor clothes if required. (In Polish). A final ceremony will be undertaken with certificates to show programme completed. (Dojo messages will be communicated that they can be translated in to Polish). Feedback from SP and a Polish Support Lead will be undertaken during whole staff briefings will be undertaken on a Wednesday and this will also be fed into the SENDCO Report. <i>A Speech and Language Champion will be appointed to lead the project alongside the SENDCO Support during assessment periods and with parent meetings. A support Lead who is fluent in polish will work alongside. This will enable further access to parents and their barriers to support children.</i> <i>Costings – Speech and Language Lead Point 5 for 6 hours a week- £2084.75</i> <i>Family Liaison Lead- Polish- Point 5 6 15 hours a week- £2084.75</i> <i>Welcome and Speech and Language- 6 hours (SP) Focus will be based on the December data</i></p>	<p>Data- EYFS in CLL and in S and L will show rapid progress over time. Children will access the provision and learning more effectively and there will be less incidents of poor behaviour Progress will be evident at the end of Autumn Term assessments- in EYFS with PD. Parents will fill in surveys that will demonstrate improved wellbeing from the pupils and a sense of increased communication with school and their child’s education.</p>

Explore: Evidence	Prepare:	Deliver: How? Who? Cost?	Sustain:
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Is the expectation that this is a Quality First Teaching, Targeted Academic Intervention, or a Wider Strategy? Timescales:

Priority 4: Reading

Expected Outcome: Support GDS learners in the classroom and on a one to one/ small group basis to increase communication and language skills and comprehension. As a result of improved communication, language and literacy skills and strategies for comprehension, learners will make rapid progress in Reading.

<p>Priority 4- Reading support Evidence based on:</p> <p>Rationale: Reading assessments and data: Year Reception – Literacy 9% at expected or above from baseline Year 1- Reading 63% on track or above. Pira scaled scores of 100+ is 64% but because of the downward trend in reading a focus on reading needs to continue. Year 2- 69% on track or above. However, scoring a scaled score of 100+ in Pira was 55%. Although the reading was positive comprehension has been identified as an area of improvement. GDS is currently at 12% and requires a further focus. Year 2 Phonics prior to October 63% Year 1 Phonics first Phonics test is December 2020 Proportion of children who do not read regularly; Proportion of children who are needing additional support at home through social emotional needs. Although the Reading attainment Application is also area Year 2</p>	<p>One to one and small group tuition: Discussions will be held with the Lead (Reading Champion) who will visit each class and compile an overview/ individual log of each learner based on reading data, regularity of reading support from home and attitudes to reading and gaps- is it reading fluency or comprehension? Sessions will be planned and shared with SLT, Class Teachers and English Leader. Reading and the teaching of reading consistent with the school approach will be undertaken. Training will be given to new staff including NQTs. The Reading Champion will work alongside class teachers to ensure that the reading books match phonic awareness levels and listen to the lowest 20% of readers on a daily basis. A focus will be placed on: Year Reception: Reading HFW, Phonics sounding out with Set 1 sounds. Year 1: Reading HFW, Set ½ and 3 sounds including nonsense words. Year 2: Rigby Star Texts- comprehension skills- linked also to questioning focus. Structured supporting resources and Reading Log with clear objectives. Plans followed on a weekly basis which will be annotated. Pupils reading data will be identified and Diaries/ Reading Log will be undertaken. This will be shared with the English Lead by the Reading Champion on a weekly basis to raise any barriers or concerns. Support will be undertaken in classes. During assessment/ PDMs the Reading Champion will seek additional learners requiring support. Children will read on a one: one basis/ group work comprehension. RWI works best in pairs. The school library will be replenished and directed to match children’s interests and needs. Director of Education will be communicated the overview for any additional aspects of support that may be offered.</p>	<p>Daily support sessions- class based to support reading/comprehension on a one: one basis. Class teachers will receive feedback via an Action Plan and Weekly Report for children in their class. Children’s Reading diaries will be signed and an ongoing log populated by the Reading Champion. Parents will receive a letter communicating specific support activities and ways for supporting their child in reading. Feedback from the Reading Champion will be updated during whole staff briefings will be undertaken on a Wednesday. Assessment points and PDMs will enable further opportunities for the Reading Champion to analyse data and consider groupings/progress of pupils supported. A certificate for Reading will be shared at the end of the term. A Reading Champion will be appointed to lead the project alongside the English Lead during assessment periods and with parent meetings. Costings- 15 hours each week Reading Champion £5,212.63 Additional release time and training to support the delivery of the Reading Project. After School Club to be included</p>	<p>Pupils will make rapid progress in reading- narrowing gaps. Progress will be evident at the end of Autumn Term assessments- in EYFS with PD. Parents will feedback on the impact on reading/ enjoyment of reading for their child. End survey. The school library will become a more established hub for reading. Reading materials will match needs and interests.</p>
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Total Costings : Speech and Language/ Phonic Lead	£2084.75
Family Liaison Lead Polish	£2084.75
Reading Champion	£5,212.63
Class Teacher- Year 1	£17,535

Total Costings:	£26,917
Covid Income	£21,360
Deficit	-£5,557

Context: The DH has been taken out of class. An additional member of staff has resigned and leaves December 31st 2020