



Catch-Up Premium Plan

St Laurence Church Infant School

Summary information					
School	St Laurence Church Infant School				
Academic Year	2020-21	Total Catch-Up Premium	£21,680	Number of pupils	271

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	EEF Recommendations
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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 \(COVID-19\)](#)

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

[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.

- Intervention programmes
- Extended school time

Wider strategies

- Supporting parent and carers
- Access to technology
- Summer support

Identified impact of lockdown

There has been an impact across all curriculum areas on children's motivation, learning stamina and independence. Many children have regressed in terms of their interpersonal skills and co-operation. This means that as well as having missed content, and forgotten skills and content; that children's readiness to learn and make progress has also been impacted. In all areas, disadvantaged children have been disproportionately affected.

<p>Phonics</p>	<p>Children who are now in KS1, have on the whole remembered their phonic skills of hearing sounds, blending sounds and segmenting sounds. Children entering Reception have not been as "ready" to move onto Phase 2 of Letters and Sounds than in normal years. For example in being able to distinguish sounds orally. Content in terms of sounds taught has been missed, which needs to be taught before children can progress. There has also been a loss of graphemes known prior to lockdown, in particular the vowel digraphs of Phase 3 and Phase 5 alternatives. This lost and missed content has an impact on Reading and Writing.</p>
<p>Reading</p>	<p>Many children returned to school less fluent in their reading. Those that read at home and were read to maintained their skills but the gap between disadvantaged children and their peers has widened. The bottom 20% of readers have been disproportionately affected.</p>
<p>Writing</p>	<p>The impact of lockdown on writing has been the most pronounced. Many parents reported that they had to "pick their battles" with home learning, and writing was the area which was hardest to motivate their children to tackle. Correct letter formation and use of punctuation as well as stamina and motivation have been affected for most pupils, and particularly those who did not write at home. Some children had forgotten even the basics of writing their own name.</p>
<p>Maths</p>	

	Specific content has been missed, leading to gaps in learning. Children need to acquire the ready to progress objectives from their previous year of learning before they can move onto new learning. Some fluency has also been lost e.g. mental recall of simple calculations. Children's independence in using their calculation strategies has been affected.
Non-core	There are gaps in knowledge as whole units of work have not been taught. This means that children will be less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments.

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

i. Teaching and whole-school strategies

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting great teaching:</u> <i>"Learning is prioritised within subjects into the most important components for progression"</i></p> <p>Class teachers have a clear idea of how to identify the gaps in children's learning and the elements essential before they are ready to move on. <i>"prioritise significant gaps in children's knowledge"</i></p> <p>Children have high quality targeted support by their own class teacher to address misconceptions and close gaps in learning.</p>	<p>Additional release time for subject leaders in English and Maths to support teachers in identifying and prioritising gaps. <i>Cover costs (£400)</i></p> <p>Class teachers know their children best and have an established working relationship with them. Releasing them regularly to work with targeted individuals or small groups will give the flexibility to respond to learning gaps and losses as they emerge. <i>Agency HLTA (£7590)</i></p>	<p>KS1 teachers "identifying gaps and re-establish good progress in the essentials phonics and reading, increasing vocabulary, writing and mathematics"</p>	<p>RL LS</p>	<p>Feb 21</p>
<p><u>Teaching assessment and feedback</u></p> <p>Teachers have a precise</p>	<p>Teachers to use objective led planners to inform of where children are now and their next steps. Using 2019-20 objective led planners, they will identify children who have lost learning and be able to prioritise these</p>		<p>JMc</p>	<p>July 21</p>

	<p>children for catch-up support.</p> <p style="text-align: right;"><i>PPA time</i></p> <p>Creation of detailed phonics tracker and use of assessment tool to enable teachers to know precisely the gaps in children's phonic knowledge and be able to track progress.</p> <p style="text-align: right;"><i>English leader Released by DHT</i></p>		RL	Jul 21
<p><u>Transition support</u></p> <p>Children will be familiar with their 2020-21 teacher and the St Laurence Church Infant School. They will feel confident and settle well when returning to school, enabling relationships to form quickly and for children to be ready to learn.</p> <p>Children will be able to talk about any emotional difficulties they face on returning to school following lockdown and will be supported to be calm enough to engage in learning.</p>	<p>Teachers to move up with their 2019-20 classes. Transition packs and welcome videos created for new Reception children. Increased transitional period in September 2020 for new Reception children.</p> <p style="text-align: right;"><i>Existing school budget share</i></p> <p>Trauma informed attachment aware whole school focus on emotional literacy using Colour Monster to create shared frame of reference for emotion coaching.</p> <p style="text-align: right;"><i>1.5 days additional TA support in KS1 Existing school budget share.</i></p>		PM/CS CS	Feb 21 Feb 21
Total budgeted cost				£ 7990

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>1-to-1 and small group tuition</u></p> <p>Identified children with significant losses in their learning and with barriers preventing them from accessing great teaching and catch-up interventions have support to overcome their barriers.</p>	<p>A qualified teacher to deliver 1:1 tuition specialising in a therapeutic approach to overcome emotional and psychological barriers to learning targeted towards</p>		JMc	July 21

	children in KS1 with biggest losses in attitudes to learning. <i>ViTu (£8375)</i>			
<u>Intervention programme</u> Appropriate interventions programmes are used to enable children with gaps in their reading, writing and Maths to catch-up. Gaps in Reception children's language, early reading and extending their vocabulary are assessed and addressed.	Teaching Assistants across school to provide precision teaching, Direct Phonics and Plus One Maths interventions. <i>Existing school budget</i> Use of Nuffield Early Language Intervention to provide small group and 1:1 language, vocabulary and early reading support. <i>National Tutoring Programme (no cost to school)</i> Additional day of TA support in EYFS by language intervention trained TA to deliver interventions aimed at addressing language and vocabulary gaps. <i>One additional day of TA support (£5315)</i>		JMc PM/JC	July 21 July 21
<u>Extended school time</u>	Due to the age of our pupils this is not considered appropriate.			
Total budgeted cost				£13,690

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Supporting parents and carers</u> Children will have greater opportunities to access learning at home. Learning at home will tie in more closely with the learning in school and will have greater opportunity for feedback ensuring that learning is less negatively impacted by children	Children provided with BGFL 365 login. Weekly learning resources uploaded to shared files which match closely to learning in school. In case of whole bubble closure, children will be able to access high quality live learning		CS/BJ	Feb 21

<p>working at home.</p> <p>Children have access to appropriate stationery and paper-based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning.</p>	<p>daily provided by their class teacher or other known member of teaching staff.</p> <p><i>Existing school resources</i></p> <p>Digital Poverty list created. Printed resources available to be distributed rapidly in the case of children isolating at home.</p> <p><i>School Budget Share</i></p>		CS	Feb 21
<p><u>Access to technology</u></p> <p>Children in digital poverty have increased access to online learning materials so that their learning is not disrupted by being at home and they are not disproportionately affected by any bubble closures.</p>	<p>One child shielding eligible for laptop and 4G router. Use of redundant PCs within school to be provided to families on digital poverty list.</p> <p><i>Get help with Technology Scheme</i></p> <p><i>Computer Technician time</i></p>		BJ	Feb 21
<p><u>Summer Support</u></p>	<p>Due to the age of our pupils this is not considered appropriate</p>			
			Cost paid through Covid Catch-Up	£21,680