

COVID-19 CATCH UP PREMIUM REPORT 2020-21

SAMUEL WHITE'S INFANT SCHOOL

Covid-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils	235	Amount of catch-up premium received per pupil	£80
Total catch-up premium budget	£18,886	Planned expenditure 2020-21	£12,445

STRATEGY STATEMENT
<p>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.</p> <p>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.</p>
<p>Key catch-up priorities at SWI:</p> <p>Language Oracy is a fundamental aspect of children's development and it is at the core of all learning. Our current YR pupils missed out on pre-school opportunities to develop their language skills. Often children need additional short term intervention to support this development and as a result of school closure these particular children have missed out on these interventions</p> <p>Phonics (reading) Phonics is a key aspect of EYFS and KS1 teaching and learning so that our children are all confident readers by the end of KS1. All year groups have missed out on the direct teaching of phonics as well as interventions to fill gaps, address misconceptions and identify children with specific needs.</p>

Maths

Our current Year 1 pupils have missed much of their EYFS year and Year 1 when they would have had lots of opportunities to explore maths concepts through play. This is a time when they can find enjoyment and become inquisitive about all aspects of this subject. Our priority is to ensure children are given opportunities to feel positive about Maths and consolidate basic skills necessary to progress.

Children have been learning maths remotely and some parent comments have related to different methods they used when they were at school. Teachers now need to ensure any misconceptions or confusions children have are addressed as soon as possible.

Our more able mathematicians have missed out on good quality, face to face teacher challenge to extend their breadth of thinking skills. We want to prioritise this area for this particular group of children.

Gross motor skills

As a result of school closure and general lockdown, we have identified that children's gross motor skill development has been effected. Children have missed out of school PE, exercise at play and lunchtimes and after school sports clubs. We want to prioritise this not only for physical development but also for children's mental health well-being.

Social interaction skills

Lockdown and school closure has had a huge impact on opportunities our pupils have had to socially interact, team work and problem solving skills. We value these areas in child development as they effect all aspects of learning and life, We want to invest time into these areas.

SWI aims of catch-up premium strategy:

- To reduce the attainment gap between disadvantaged pupils and their peers
- To reduce the attainment gap between vulnerable pupils – including SEND and Pupil Premium – and all other
- To target those who have lost attainment to ensure that they reach potential
- To support the emotional literacy of pupils to enable them to be successful now and in their future lives

SWI approaches to close the gap:**Approach:**

○ **Tier 1:**

- Recovery curriculum at SWI based on providing time to talk, active engagement with Jigsaw Scheme of Work and pause moments to revisit or relearn missed aspects of the curriculum
- Early assessment of need – through Summer term observations, discussions with families and initial settling in during September. Point in Time assessment sensitively used to establish baseline assessment for subsequent planning.
- CPD - staff meetings and Inset to further explore recovery curriculum and needs; explore safeguarding concerns arising through Covid; deepen metacognition understanding and the use of AfL and the introduction of the NCETM 'focus skills' to ensure that crucial content is prioritised during the 'catch-up' process..
- Inset training focused on ensuring that the school's vision (Celebrating-Inspiring-Learning) is embedded in the curriculum. Engaging learners through stimulating curriculum content and the use of recognition/reward.

○ **Tier 2:**

- NELI Intervention in Year R (Language)
- Additional multi-sensory resources in YR
- Phonic interventions in Y1 and Y2
- Maths interventions Y2
- Progressive Sports whole class team work, problem solving physical interventions in Y1
- Challenge group - Maths on the Move Y1

○ **Tier 3:**

- One to one Structured conversations in Y1
- Individual specialist phonic intervention Y1

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Gaps in language development
B	Gaps in phonic knowledge
C	Gaps in maths knowledge

ADDITIONAL BARRIERS	
Other barriers:	
D	Development of gross motor skills
E	Development of teamwork and social interactions

Planned expenditure for current academic year 2020-21

Tier 1 support: Teaching quality, assessment and feedback				
Action	Intended outcome and success criteria	How will you make sure it's implemented well?	Staff lead	Review of Impact
Recovery curriculum at SWI based on providing time to talk, active engagement with Jigsaw Scheme of Work and pause moments to revisit or relearn missed aspects of the curriculum	Children to feel ready emotionally after initial recovery period to proceed with their learning confidently at their level.	Learning walks by FLT	FLT	Continuous monitoring of the FDP, curriculum, pupil/staff feedback and high quality CPD has ensured that the tier 1 support created a strong platform for children to catch-up within the school. Where further catch up was required we moved to tier 2.
Early assessment of need – through Summer term observations, discussions with families and initial settling in during September. Point in Time assessment sensitively used to establish baseline assessment for subsequent planning.	Teachers and subject leaders have accurate assessment data in order to plan starting points and next steps in each curriculum area.	Monitoring of assessment data and planning by FLT and subject leaders	FLT YGLs Subject Leads	
CPD - deepen metacognition understanding and the use of AfL and the introduction of the NCETM 'focus skills' to ensure that crucial content is prioritised during the 'catch-up' process..	Staff understand principles of NCETM focus skills and can apply this to their planning.	Monitoring of planning by FLT and subject leaders	FLT Subject Leads	
Inset training focused on ensuring that the school's vision (Celebrating-Inspiring-Learning) is embedded in the curriculum. Engaging learners through stimulating curriculum content and the use of recognition/reward.	Engage children (back) in their learning through the celebration of work and through the use of inspiring curriculum content. Providing year group teams time and opportunity to review existing plans/maps to ensure vision is embedded.	Monitoring of planning, books and lessons.	Subject Leads	

Tier 2: Small group support				
Action	Intended outcome and success criteria	How will you make sure it's implemented well?	Staff lead	Review of impact Highly effective Effective Not effective
NELI Language Intervention YR	Develop pupil's's language skills and identify any specific needs that may need further investigating	Structured programme with built in impact measuring	Emma Page EYFS Lead Sally Ball TA	The selected pupils' language skills improved and the intervention enabled us to identify some language gaps in children who had specific difficulties requiring a therapist assessment Highly Effective
Additional multi-sensory resources to support phoneme awareness in small groups YR	Confidence in pupil's phoneme awareness, a foundation skill for blending and segmenting.	YR Phonic assessment	Emma Page	This resource helped us identify those children who needed more phoneme awareness alongside

				their sound recognition work in YR Effective
Progressive Sports teamwork skills, gross motor skills Y1	Develop pupil's gross motor skills and teamwork skills	Impact measure tool used by Progressive Sports	Emily Bebbington Y1 Lead Progressive Sports Coach	This intervention supported pupil's development in gross motor skills and teamwork which they had missed whilst being at home. Effective
Maths On the Move Y1	Develop children's deeper thinking skills in maths	Impact measure tool used by Progressive Sports	Emily Bebbington Y1 Lead Progressive Sports Coach	This was a trial intervention and although fun for the children, we have decided not to continue as an intervention to challenge maths skills Not effective
Phonics Catch Up Y1 and Y2	Pupil's to be phonetically secure and confident using strategies in reading texts at their level.	Phonic assessments pre and post intervention	Helen Lees IL	Y1 - all 14 pupils improved

				<p>their phonic score. 7 children accelerated progress and 7 identified as intervention group for T1 Year2.</p> <p>Highly Effective</p> <p>All pupils in the Y2 phonic intervention increased their score and one pupil was identified for further investigation by the SENCO</p>
Maths group interventions Y2	Pupil's to address misconceptions and consolidate basic skills	Outcome measure RAG	<p>Felicity McGafferty Y2 lead Ella Loader – Catch Up teacher</p>	<p>2 pupils achieved 85% of outcomes 9 pupils achieved 70% of outcomes 3 pupils identified as requiring additional support in Y3m and</p>

				possible SENCO input Highly effective
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Tier 3: One to one support				
Action	Intended outcome and success criteria	How will you make sure it's implemented well?	Staff lead	Review of impact
One to one structured conversations Y1	Address individual areas of need with class teacher e.g resilience, motivation, misconceptions, gaps	Structured conversation monitoring with impact measure	Y1 class teachers	This was a trial of an intervention used in HAJ but it was felt that it wasn't as effective for younger children Not Effective
Specialist phonic teaching Y1	One to one teaching of phoneme awareness for early identification of specific needs	Monitoring by specialist teacher	Helen Lees	This enable SENCO to identify specific needs and possible requirement of dyslexic screeners Highly effective

Total grant received:	£18,886
Total Actual Cost:	£10,985
Budget left for 21/22	£7,901