

COVID-19 CATCH UP PREMIUM REPORT 2021-22

SAMUEL WHITE'S INFANT SCHOOL

Covid-19 catch-up premium spending: summary

| SUMMARY INFORMATION | | | |
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| Total number of pupils | 232 pupils 20 PP pupils | Amount of catch-up premium received per pupil | £149 Recovery Premium per pupil for 18 children (based on Oct 20 census) |
| Total catch-up premium budget | £7,901 carry forward from 20-21 Recovery premiums £2,610 | Planned expenditure 2021-22 | £10,511 |

| STRATEGY STATEMENT |
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| <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>This strategy is the second one for the academic year 2021-22</p> |
| <p>Key catch-up priorities at SWI:</p> <p>Language</p> <p>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 and reading</p> <p>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> |
| <p>SWI aims of catch-up premium strategy:</p> |

- 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:**
 - 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.
 - Revised HPF pedagogies include our Active, Collaborative and Inclusive pillars. The focus is on dialogic teaching where the aims are that children are 100% active and the classroom is talk rich for all pupils
 - TA weekly training is equipping TAs with the skills to support vulnerable learners' oracy levels and expectations.
 - Point in Time assessment sensitively used to establish baseline assessment for subsequent planning.
 - Termly pupil progress meetings enabling Inclusion teachers to support teachers with pupil progress of vulnerable groups.
- **Tier 2:**
 - NELI Intervention in Year R (Language)
 - YR TA to support language development across the cohort
 - Phonic interventions in Y1
- **Tier 3:**
 - One to one SEMH support and links with Early Mental Health Practitioners

SEE PP Strategy for additional approaches

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

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| A | Disruption to phonics teaching resulting in gaps |
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| B | Disruption to early language skills |
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| C | Reading confidence |
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ADDITIONAL BARRIERS

Other barriers:

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| D | Emotional Health - family breakdowns and anxieties following lockdowns |
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Planned expenditure for current academic year 2021-22

| Tier 1 support: Teaching quality, assessment and feedback | | | | |
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| Action | Intended outcome and success criteria | How will you make sure it's implemented well? | Staff lead | When will you review this? |
| 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. | All children are inspired, celebrated and actively engaged in their learning. This will be demonstrated in pupil voice and evidence in books and progress data. | SLT monitoring including: Subject Leads, YGLs and Inclusion Teachers. | FLT | Termly |
| Revised HPF pedagogies include our Active, Collaborative and Inclusive pillars. The focus is on dialogic teaching where the aims are that children are 100% active and the classroom is talk rich for all pupils | All children are familiar with the strategies within the learning pedagogy pillars resulting in improved participation, engagement and progress. | SLT monitoring including: Subject Leads, YGLs and Inclusion Teachers. | SLT | Termly |
| TA weekly training is equipping TAs with the skills to support vulnerable learners' oracy levels and independence, | Vulnerable pupils' will be showing greater independence in lessons as a result of skilful scaffolding techniques used by TAs and teachers. | SLT monitoring including: Subject Leads, YGLs and Inclusion Teachers. | Inclusion Leader and Inclusion teachers | Termly |
| Point in Time assessment sensitively used to establish baseline assessment for subsequent planning. | Planning according to need and progress evident in books and assessments | SLT monitoring including: Subject Leads, YGLs and Inclusion Teachers. | Class Teachers | Termly |
| Termly pupil progress meetings enabling Inclusion teachers to support teachers with pupil progress of vulnerable groups. | Vulnerable pupils, including bottom 20%, show progress in books, reviews and assessments | SLT monitoring including: Subject Leads, YGLs and Inclusion Teachers. | Inclusion Lead | Termly |

| Tier Small group support | | | | |
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| Action | Intended outcome and success criteria | How will you make sure it's implemented well? | Staff lead | When will you review this? |
| NELI Intervention in Year R (Language) | YR pupils identified will progress within intervention and towards their Early Learning Language goal | Inclusion leader intervention learning walks | Inclusion Lead | Termly |
| YR TA to support language development across the cohort | YR data for Language Early Learning goal will match or exceed previous year and similar settings | Inclusion teacher YR learning walks | EYFS Lead | Termly |
| Phonic interventions in Y1 | The gap between the intervention group and their peers will narrow | Inclusion leader intervention learning walks | Inclusion Lead | Termly |

| Tier 3: One to one support | | | | |
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| Action | Intended outcome and success criteria | How will you make sure it's implemented well? | Staff lead | When will you review this? |
| Pre sessions for pupils with low mood and anxiety leading to EMHP referrals | Pupils referred mental health improvements | MHST impact reports | Inclusion Lead | End of Individual sessions |
| Expected Total Cost (inc. additional tuition costs associated with tutoring grant): | | | | £10,511 |