



# Catch-Up Premium Plan

## Meadowhead Community Infant School and Nursery

Summary information					
<b>School</b>	Meadowhead Community Infant School and Nursery				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£ 10,800	<b>Number of pupils</b>	135

**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 reception through to Year 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
<p>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 <a href="#">curriculum expectations for the next academic year</a>.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a <a href="#">coronavirus (COVID-19) support guide for schools</a> 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.</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> <li>➤ Supporting great teaching</li> <li>➤ Pupil assessment and feedback</li> <li>➤ Transition support</li> </ul> <p>Targeted approaches</p> <ul style="list-style-type: none"> <li>➤ One to one and small group tuition</li> <li>➤ Intervention programmes</li> <li>➤ Extended school time</li> </ul> <p>Wider strategies</p> <ul style="list-style-type: none"> <li>➤ Supporting parent and carers</li> <li>➤ Access to technology</li> </ul>

## Identified impact of lockdown

<b>Phonics</b>	<p>The first thing we assessed was the children's ability in Phonics. It was clear that a lot of children 'forgotten' a lot of the sounds.</p> <p>Assessments in September show Year 2 children – 7% working on the correct phase from Letters and Sounds Year 1 children – 6% working at the correct phase from Letters and Sounds</p>
<b>Reading</b>	<p>Although lots of reading activities and skills were encouraged during Lockdown not as much reading had taken place as we would have wanted. This has results in the majority of children's progress stalling and some children even regressing.</p> <p>Assessments in September show Year 2 children – 36% ARE or better Year 1 children – 9% ARE or better</p>
<b>Writing</b>	<p>Children have lost the following essential writing skills</p> <ul style="list-style-type: none"><li>• letter formation</li><li>• applying phonics to spell words fluently</li><li>• stamina</li></ul> <p>Assessments in September show Year 2 children – 21% ARE or better Year 1 children – 25% ARE or better</p>
<b>Maths</b>	<p>Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still enjoy maths and lockdown has not affected their attitudes however they are quite simply, 'behind'.</p> <p>Recall of basic skills has suffered has noticeable suffered – children are not able to recall addition facts and number bonds.</p> <p>Assessments in September show Year 2 children – 62% ARE or better Year 1 children – 6% ARE or better</p>
<b>Speaking and Listening</b>	<p>Assessment of children in EYFS has indicated that children's speech and language skills are not at the level required to access the curriculum fully and make rapid progress.</p>
<b>Emotional and Social Wellbeing</b>	<p>All children initially settled back into school life well – even those with SEMH problems. There were lots of PSHE work during the initial first few weeks back and first two weeks work was based around the 'Here We Are' book by Oliver Jeffery.</p> <p>However by the beginning of October those children who struggle were beginning to show signs of the extra support they would need to be successful at school.</p>

**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 phonics teaching:</u></p> <p>Phonics lessons to be taught to a high standard and with consistency throughout school.</p>	<p>Additional time for teachers and teaching assistants to have 'masterclass' session weekly led by schools Phonics leads so each aspect of a phonics lessons is taught consistently throughout school. Release time and additional cover will be required to facilitate this.</p>		SA and JS	Dec 20
<p><u>Teaching assessment and feedback</u></p> <p>Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments in reading.</p>	<p>Purchase and implementation of the PIRA (Progress in Reading Assessment) test.</p>		JW	Dec 20
<b>Total budgeted cost</b>				<b>£3200</b>

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 bottom 20% children will have significantly increased rates of reading fluency and prosody. They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding. They will be confident readers and dips in reading attainment will be negated.</p>	<p>All Teaching assistants to listen to children in the bottom 20% in the afternoons 3x a week.</p>		<p>JS</p>	<p>Dec 20</p>
<p><u>Intervention programme</u></p> <p>Children to make rapid and sustained progress through the Letters and Sounds phonics phases. Identified children who are not doing are given support to enable them to catch up.</p> <p>Children will to have age appropriate receptive and expressive language skills. Children to achieve the communication and language Early Learning Goal.</p>	<p>An intervention is identified and purchased. Staff within trained and they are able to deliver the intervention confidently (inclusive of entry and exit data).</p> <p>Nuffield Early Language Intervention (NELI) will be delivered to every child in Reception. TA's to be trained to deliver the intervention confidently.</p>		<p>JS and SA</p> <p>SA</p>	<p>Dec 20</p>
			<b>Total budgeted cost</b>	<b>£5000</b>

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>Improved social and emotional wellbeing of selected pupils</u></p> <p>Improved social and mental health of selective children. Children will be able to develop targeted skills needed to return to school life smoothly.</p>	<p>Selected children in Year 2 to receive an hour session of nurture in the afternoon everyday. Boxhall data will be gather prior to and at the end of the sessions to judge impact.</p>		<p>JS</p>	<p>Feb 21</p>
			<b>Total budgeted cost</b>	<b>£2500</b>
			<b>Cost paid through Covid Catch-Up</b>	<b>£10800</b>