 **Catch-Up Premium Plan**

**Pashley Down Infant School**

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| **Summary information** | | | | | |
| **School** | Pashley Down Infant School | | | | |
| **Academic Year** | 2020-21 | **Total Catch-Up Premium** | £ 21,280 | **Number of pupils** | 266 |

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| **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** |
| 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](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-3-curriculum-behaviour-and-pastoral-support).  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](https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/#nav-covid-19-support-guide-for-schools1) 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.  Pashley will be selecting its approach from some of the suggested EEF recommendations. | 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 * Intervention programmes * Extended school time   Wider strategies   * Supporting parent and carers * Access to technology * Summer support |

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| **Identified impact of lockdown** | |
| **Maths** | * Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, ‘behind’. * Children starting in year 1 have missed free flow time to explore and apply mathematical concepts. * Recall of basic skills has suffered – children are not able to recall addition facts and have forgotten once taught calculation strategies. * Some children have lost confidence in their own ability in Maths. |
| **Writing** | * Children haven’t necessarily missed ‘units’ of learning in the same way as Maths, however they have lost essential practising of writing skills. * Parents reported finding it harder to inspire their children to write at home and consequently it was the area least supported during lockdown. * Children lack stamina and confidence in their writing resulting in a lack of fluency in year 2. * The majority of children starting in year 1 are still acquiring the skills of writing CVC words. * Children have regressed in their ability to know and use phonetic sounds and find segmenting more challenging. * Some children have regressed in their ability to form letters. |
| **Reading** | * Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input, teachers were also better able to support sharing of texts through online learning. * However, children are less fluent in their reading and the gap between those children that read widely and those children who do not, is now increasingly wide. * The vast majority of children have returned between 1 or 2 book levels behind where they would be expected to be for the start of the year. * Pre-readers (those still learning to apply phonic knowledge to read CVC words) have been disproportionately affected. * Missed phonics teaching has resulted in a regression in children’s ability to identify phonemes and blend them together. |
| **Non-core** | * There are now significant gaps in knowledge – whole units of work have not been taught meaning that children are 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. * Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments. * The curriculum during lockdown was essentially narrowed. |
| **Social and Emotional** | * During lockdown children were only able to socialise with their siblings if they had them. Consequently, some pupils have returned finding it harder to share and take turns. This is particularly an issue in reception * Children have had increased adult time rather than being in bigger groups of children and some have therefore lost their independence * Many families have had challenging times and increased anxiety and there has been an increase in children requiring nurture support. * Some children have found it challenging begin back in a big group and are not ‘ready to learn’. |

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| **Planned expenditure -** The headings below are grouped into the categories outlined in the Education Endowment Foundation’s coronavirus support guide for schools) | | | | |
| 1. **Teaching and whole-school strategies** | | | | |
| **Approach** | **Cost** | **Impact (once reviewed)** | **Staff lead** | **Review date?** |
| Supporting great teaching:  All subjects to be reviewed and a catch-up plan for each subject area written to ensure the curriculum is not narrowed and all subjects are valued. Emphasis on cross-curricular learning developed as part of the catch up. Relief TAs trained to pre- teach some maths concepts missed last year to reduce the knowledge gap. Phase leader to plan for the delivery of these sessions  Bubbles in schools mean that some resources cannot be shared in the same way. Extra Maths and Phonics resources are therefore required to support all learners. There is also an increased requirement for the lower level reading books as children have not progressed through the levels in the same way as normal, so more books are also required | ***INSET time already in school development plan***  ***Relief TA pre- teaching maths concepts in Key Stage 1 (£1,287)***  ***Purchase additional phonics resources (£753)***  ***Purchase additional books (£228)***  ***Purchase additional manipulatives for Maths. (£727)*** |  | HE  RD  RD/AC | Feb 21  April 21  Feb 21 |
| Pupil assessment and feedback  Phonics screening at start of term 1 for year 2 and term 2 for year 1 to identify gaps in learning.  Regular pupil progress meetings (4 times a year) and predicting attainment in planning days (every term).  Introduction of FFT Aspire to support aspirational target setting and accountability for progress. Initially in year 2 and then rolled out to year 1 2022. | ***TA time to run early phonics screening (£660)***  ***Cost of Pupil Progress meetings and planning days already comes out of the school budget.***  ***FFT Aspire (£207)*** |  | RD  HE  HE | Jan 21  July 21  July 21 |
| Transition support  Children who are beginning their schooling with Pashley will have an opportunity to become familiar and confident with the setting before they arrive through tours with a class teacher or SLT. Parents will recieve extra information packs and children will receive 2 postcards from the school to help increase contact and familiarity. The EYFS staff will liaise with families and nurseries before the children start and will also call all parents after the first transition weeks.  To aid future transition Key stage 1 are RAG rating the catch-up plans to ensure our feeder school knows what they children have covered in depth and what has been touched on. Whilst we aspire to catch up missed learning and concepts within the year Pashley followsa mastery approach and so places a priority on securing foundation. | ***Tours of school covered out of the school budget.***  ***Family information packs (£90)***  ***Two postcards sent to each child before starting (£14)***  ***Embedded in termly assessment and planning days- which the school already pays for out of school budget*** |  | HG/CB  HE/RD | Oct 20  July 21 |
| **Total budgeted cost** | | | | **£ 3,740** |

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| 1. **Targeted approaches** | | | | |
| **Approach** | **Cost** | **Impact (once reviewed)** | **Staff lead** | **Review date?** |
| 1-to-1 tuition/ Extended School Time  School to sign up to the national tutoring program and use own teachers to offer 1:1 tutoring for identified children in Key Stage 1. Children to either start school half an hour early or stay after school for half an hour twice a week for 15 weeks. Tutoring to be specifically targeted to each pupils’ gaps. | ***Government to pay 75% of tutoring programme, school to pay the other £25% (£1,856)*** |  | HE | July 21 |
| Intervention programmes  ***Phonics***- Relief TAs trained on running rapid reading and phonics interventions.    ***Specific Areas of Need*** - Selected TAs trained on Speech and language support, sensory circuits and jump ahead.  ***Learning Readiness*** - Increase the offer of nurture and ready to learn groups to support children with emotional needs and those who are showing they are not ready to learn.  ***Early Language*** - Use of the Nuffield Early Language Intervention (NELI) to support early years language development. The government is providing the funding for the training and access to resources.  ***Wellbeing***- Use of mindfulness to support wellbeing and develop strategies for supporting mental health. | ***Training time for interventions and time to deliver interventions (£11,963)***  ***Cost of extra nurture and ready to learn groups (£873)***  ***Cost of relief TA running the intervention for Reception pupils. Class TA already from school budget (£1,716)***  ***Cost of mindfulness coach to support children included in School Development Plan*** |  | HE/RD/CB  HE/CB/RD  HE/CB  HG | Termly  Termly  July 21  Jan 21 |
| **Total budgeted cost** | | | | **£ 16,408** |

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| 1. **Wider Strategies** | | | | |
| **Approach** | **Cost** | **Impact (once reviewed)** | **Staff lead** | **Review date?** |
| Supporting parents and carers  To make home learning easier for parents, year groups to work together to produce coordinated project-based learning plans. Each year group to produce their own English and Maths home learning each week.  Year groups to create home learning packs to ensure 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. | ***Teacher release time for project planning (£799)***  ***2-day home-learning paper packs are printed and ready to distribute. Stationery packs are to be purchased and set aside for children, if acquired, to take home when home-learning occurs. (£200)*** |  | HE  HE | Feb 21  Feb 21 |
| Access to technology  Enable teacher to facilitate effective home-learning with increased capacity to share resources and communicate learning to children.  Actions to be taken:   * Purchase additional laptops and invest in a VPN to provide teachers with access to school resources from home * Extend the use of Tapestry into year 1 to aid transition * Set up Do Jos for each class (to support communication between home and school). Train teachers and TAs in their use. Gather feedback from pupils. | ***Teacher laptops with webcams (£7,102)***  ***VPN for up to 20 users (£1750)***  ***Tapestry in year 1 up to Christmas (£156)***  ***Setting up Class Dojos (£0)*** |  | HG  HG | Oct 20  Jan 21 |
| **Total budgeted cost** | | | | **£ 10,007** |
|  | | **Total spent on Catch up** | | **£30,155** |
|  | | **Cost paid through Covid Catch-Up** | | **£21,280** |
|  | | **Cost paid through school budget** | | **£8,875** |