

Cranmore Infant School COVID catch-up Premium Report

COVID catch-up premium spending: Summary

SUMMARY INFORMATION			
Total number of pupils: 177	Date October 2020	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£14,160		

GUIDANCE & STRATEGY STATEMENT

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

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) 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.

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

STRATEGY STATEMENT

Our initial priority has been to baseline the children to ensure we have an accurate understanding of their ability, gaps in learning and misconceptions. A three-week time scale was established for this to ensure it was thorough and focused on the key skills in mathematics, reading and writing. We also had an additional focus on PSHE and the children's well-being.

Once data was collected, it was compared to the data collected in Spring 2020 to be able to see which areas of the curriculum that were covered, need revisiting. With this in mind we established which areas of the Summer 2020 curriculum coverage has not been embedded and what home learning opportunities worked well and have moved learning forward. In addition to the academic progress of our pupils, we will continue to ensure that a focus remains on the wellbeing of our pupils and the importance of ensuring this remains for staff also. **The overall aims of our catch-up premium strategy:**

- To reduce the attainment gap between disadvantaged pupils and their peers;
- To raise the attainment of all pupils to close the gap created by COVID-19 school closures, particularly for the lowest 20% and SEND pupils;
- To develop parental opportunities to support their child's development at home through practical and appropriate activities;
- To utilize the developments in our school curriculum to revisit learning from the previous year group's curriculum;

Barriers to Learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Ensuring that reading, writing and maths remain core areas of our curriculum but foundation subjects and assemblies still very much have a presence.
B	Limited staff available to support in school (bubbles limiting movement) and skilled staff limited to specific bubbles.
C	Staff working from home due to isolation- TAs needing to teach the class unexpectedly.
D	Additional 'Lockdowns'

ADDITIONAL BARRIERS

External barriers:

D	Parents not engaging with home learning due to work commitments, confidence, will/interest.
E	Lates, low attendance making it difficult for staff to close gaps in missed learning this year. Not been an issue for Cranmore over this period.
F	Individual pupils isolating and not being able to offer remote learning only giving parents planning and resources.
G	Ensuring that children are safeguarded when not attending school where parents/carers are not engaging through remote learning.

Identified impact of lockdown at Cranmore Infant School – September 2020

Identified impact of lockdown 3 – March 2021

Overall- KS1	Baseline assessment data alongside feedback from Tracking and Target-Setting meetings would suggest that end of year outcomes for 2020- 21 will be broadly in line with previous years. End of year tracking and data will identify any differences to results from baseline..
Overall Reception	. Baseline assessments have identified that Speaking & Listening and Language & Communication are areas of focus. Learning in Reception has been reorganised and timetabling adjusted to ensure children have increased opportunities to develop basic skills of reading, writing and mathematics.
Mental Health & Well-being	Children returned to school in September very positively. Very few concerns were expressed by staff about children other than those we were already aware of. From March 2020, weekly PSHE sessions were planned through the lockdown for parents to discuss with their children. Cranmore's ethos and strategies to support children's mental health and well-being are embedded into our daily practice. Since returning to school in September, staff and children have developed strong relationships. Jigsaw is a comprehensive PSHE programme which is embedded into our practice. This supports staff to deliver weekly sessions which can be adapted/tailored to meet the needs of the cohort. These sessions support the development of emotional literacy and offer an opportunity for regular mindfulness practice. Additional sessions are planned when it is appropriate to do so in order to support the needs of the children. 1:1 sessions were provided for any child who was identified with any emotional concerns.
Reading & Phonics	Children would appear to have accessed reading during Lockdown 1 more than any other subject. Online resources were provided and it is very likely that families found this more accessible than some other aspects of learning as it was something that they were used to supporting at home. Broadly speaking, attainment in reading has been maintained. All children have also had access to daily Phonics sessions during Lockdown 1, via carefully selected online resources. However, we have identified some 'gaps' and interventions have been put into place to address these. Increased opportunities to read have been planned into the weekly timetables for all year groups; this includes opportunities for whole class reading, Book Talk and reading for pleasure sessions. The disadvantaged & lowest 20% have had additional independent reads with an adult.
Writing	Whilst the majority of children have had opportunities to write during the lockdown, feedback from staff and evidence in children's books would suggest that this will be one of the focuses for our catch-up intervention. We know that children's progress in writing is highly dependent on a structured sequence of learning, regular focused opportunities to practice, and followed by precise feedback and timely opportunities to respond to the feedback. This process has been challenging to replicate during the Lockdown. As with maths, staff will be using the Autumn Term MTP as a starting point and will look back to previous years plans to ensure prior learning is embedded. Where applicable units missed from previous year group will be taught, to reduce gaps in learning.
Maths	Staff have identified some gaps in the children's learning and are confident that these will be addressed by the end of the Autumn Term. As with reading, broadly speaking, attainment in maths has been maintained. Staff will be using the Autumn Term MTP as a starting point and will look back to previous plans to ensure prior learning is embedded. Base-line assessments will be used to assess current understanding of the most important conceptual knowledge. This will inform and support adaptations to planning.
Foundation Subjects	Home learning plans were based on the usual half-termly curriculum plans; as a result, all children had the opportunity to learn about key concepts and skills; however, due to the age of our children this was very dependent on the support given by parents. All children have missed out on a range of enrichment activities including trips, visitors to school, residential trips and swimming for year 2. Staff are very mindful of looking back to previous planning to ensure pre-requisite knowledge is secure before moving on to new learning. This will enable children to make connections between concepts and themes. We have also have incorporated our school 'Adventure Passports' into our curriculum to help support well-being, developing confidence/self-esteem (costing for resources 'pin badge' awards).
Lockdown 3 -	Around a third of the children have attended school since the beginning of Lockdown 3; those working from home have benefitted from three/four live daily sessions every day with a teacher. Learning plans for in school or at home have been the same. Short Term Plans (STPs) have been

based on our Medium Term Plans (MTPS) and staff have made every effort to maintain consistency between virtual and in school learning. In Lockdown 3 mental wellbeing was planned for by offering children regular PSHE sessions and also having 'Feel Good Friday' morning sessions to provide social interaction opportunities for all of the children (both in school & home learning) A range of assessment activities have been planned for the w/b 8 March to support staff in identifying what the learning priorities will be. Staff will continue to monitor mental health closely as school is reopened for all children on 8 March.

Planned expenditure for 2020 -2021

Quality of teaching for all			
Action	Intended outcome	Impact	Staff lead and expected cost
Additional Leadership/PPA time to for staff to support curriculum planning	Supporting quality first teaching Learning across the curriculum will be planned with increased detail and consideration for how pre-requisite knowledge and skills will be taught alongside new learning so that any gaps can be reduced. Subject leaders and all staff were given time to work, using the Maestro system.	<p>February 2021</p> <ul style="list-style-type: none"> All teaching staff have benefitted from some additional PPA time as a result of Lockdown 3. The curriculum has been strengthened to ensure QFT & knowledge & skills have been taught. Impact: all areas of missed learning are continuing to be effectively addressed. 	<ul style="list-style-type: none"> 2 x afternoon sessions for each class (14 sessions 56 hours TA cover) <p>Estimate £688.24</p>
<ul style="list-style-type: none"> Whole school training on phonics to include Reviewing planning and be-spoke training for all year groups 	Whole School CPD to support staff knowledge and understanding of phonics. To review current practice	<p>June 2021</p> <p>As phonics has been prioritised since the children returned to school in September, we have seen the majority of children make good progress. For some children this has been supported by additional 1:1 tuition. There was a big focus on phonics catch up in year 2 for the Autumn term.</p> <p>Whilst we will use some of this money for staff CPD as outlined, albeit not until the 2021-22 academic year, it will not be necessary to use all of this money. We aim to put any surplus money into staffing and on-going 1:1 tuition.</p>	<p>PW/LM</p> <p>£2000 ongoing</p>

Time/Training for teachers to develop own CPD for their subject/area of responsibility and or year group to help close gaps in learning	<p>To help improve the quality of learning, particularly where teachers are teaching from a curriculum/ year group they are less familiar with.</p> <p>To drive improvement for all across our curriculum and monitor the changes made in the summer are being effective and cater for the missed learning in Summer 2020 & Spring 2021.</p> <p>Put this in for 2021-2022</p>	<ul style="list-style-type: none"> Phase leaders to monitor that additional time out is having an impact to develop subject areas across the school/ discussed area; Staff to be guided to and request specific online training to support their development; Staff to establish links with relevant schools/ professionals for smarter working and develop their role; CPD logs to be updated, clearly showing where this additional time has supported their development. 	<p>Subject Leaders</p> <p>Phase Leaders</p> <p>Estimated £500 (TA Planned Cover)</p> <p>Reserved £1000 for CPD</p>
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Total budgeted cost: £4876.48

Targeted support

Action	Intended outcome	Impact	Staff lead and expected cost
Release/overtime for some teachers to offer specific interventions/ smaller group sizes for those working significantly below age related expectations	<p>This will be specifically in place for those needing support with Phonics in Year 2.</p>	<ul style="list-style-type: none"> Staff monitored the additional interventions impact and time was used solely to close gaps in phonics in Year 2. All of the children apart from two, passed the phonics check. Evidence of interventions including start point and progress (shown by phonics check results). 	<p>Helen Williams (to cover nursery to allow Paula Whittle to provide phonics intervention).</p> <p>X1 morning for 5 weeks of the Autumn term £510</p>

<p>1:1 Small group intervention and support for Phonics, English and Maths Identified children will benefit from highly focused interventions which will:</p> <ul style="list-style-type: none"> • address any gaps in learning • accelerate learning 	<p>This will allow for more intervention time to look at basic skills being reviewed and supported. Time for 1:1 catch up where needed. Focus on reading (RWI) writing & maths.</p>	<ul style="list-style-type: none"> • Class teachers ensured that the children within interventions are the ones at most need and interventions target gaps in learning after rigorous assessments; this information was obtained after base-lining children in September 2020 and on their return after lockdown 3. • Inclusion lead monitored the effectiveness and impact of interventions, offering support if and where was necessary. • Intervention was focused on KS1 in Autumn term. Intervention sessions in writing, phonics and maths were the main focus. <p>After lockdown 3, interventions & 1:1 work was targeted on reception children and year 1. Additional reads for disadvantaged children were targeted daily. Along with interventions for writing and maths, communication & language.</p>	<p>NB Autumn 1 & 2 term x3 Additional afternoons. (YR2) = x 9 weeks (Autumn term) = £746.62 Spring 2 term x4 additional afternoons for catchup intervention sessions (YR1) = 17 weeks (Spring/Summer terms) = £1,880.43</p> <p>DM x4 intervention afternoons across FS2, Y1 & Y2 (cost to cover TA hours in FS2). 9 hrs per week = 19 weeks = £2,101.59</p> <p>KC x 1 afternoon per week = = 8 weeks (Mar-May 21) = £218.40 (Wednesday FS2) to cover catch up interventions intervention sessions taught by NF.</p>
<p>Support for disadvantaged children and lowest 20% in reading</p>	<p>To ensure that any gaps between PP and non-PP that did not appear in the Spring term are closed with urgency.</p> <p>March 2021- Targeted intervention for PP children. Spring 2 additional reading across year 1 and reception x2.5 hours per week per year group.</p>	<p>The lowest 20% and disadvantaged children in reception and year1 have had 1:1 work with a TA working on key words and reading.</p> <p>This is enabled progress to be made by closing the gap, for some of these children who have less reading opportunities at home.</p>	<p>Liz Browne TA – x5 hours per week = 13 weeks = £663.65</p>

1:1 Small group intervention and support for Communication & Language & S & L in Reception	Interventions will be based on the children's needs following rigorous data analysis, outcomes from Language Link Assessments and feedback from staff • 2 x weekly afternoon session for a TA from September 2021	Time and staffing constraints have necessitated the combining of Speaking & Listening and Communication & Language interventions. This will continue into 2021-2022 to allow catchup support for our current nursery children, when moving into reception. Work to commence Autumn term 2021.	TA X2sessions per week Estimated £1000
Total budgeted cost:			£ 7120.69
Wider strategies			
Action	Intended outcome	Impact	Staff lead and expected cost
Staff to support parents by including additional online resources on Padlet. Support individuals who may need additional support. To support key skills in reading and phonics	Supporting parents and carers Parents and children will be supported to access home learning through Padlet. Providing a range of online resources, if needed to support with bubble closures, self-isolations & any additional lockdowns. Appropriate plans will be put into place for vulnerable children e.g. – weekly welfare checks. Additional resources for SEND.	<p>January 2021</p> <p>All teaching went virtual, children had daily live lessons 3/4 per day. The school used Padlet to provide additional resources. Resources for each year group were set up on Padlet ready for 'bubbles' or individuals that needed to self-isolate.</p> <p>On-line reading schemes were made available for all parents to ensure opportunities for reading were still available for children. Outdoor learning opportunities, were planned into the curriculum to help with children's mental well-being. In addition to this 'Feel Good Friday's were introduced on Friday mornings to provide children with small group 'Teams' meetings to help with children's mental health and enable the children to socialize with their peers.</p> <p>June 2021</p> <p>School reopened for all pupils. It has not been necessary to provide remote learning for any cohort to date. Staff still have resources prepared on Padlet.</p> <p>There have been some instances of individual children self-isolating. These children have been provided with Home Learning Plans and resources on Padlet.</p>	<p>SLT Team</p> <p>£0</p>

Additional Forest school sessions	To provide outdoor learning opportunities and promote mental well-being.	<p>September 2020</p> <p>An additional forest school day was added into the curriculum to encourage more opportunities for outdoor learning and promote mental wellbeing.</p> <p>January 2021</p> <p>In Lockdown 3 additional forest schools sessions were provided to each bubble to help with mental wellbeing and again promote outdoor learning.</p> <p>March 2021</p> <p>Once the children returned to school the additional forest school session has remained to promote and support mental wellbeing. This has also enabled teachers to carry out additional interventions to help facilitate 'catchup' for the children who need it.</p>	JH £0
Planning adapted across school to include 'Adventure passports'	Incorporated our school 'Adventure Passports' into our curriculum to help support well-being, developing confidence/self-esteem	<p>March 2021</p> <p>The Adventure Passports were added to our school curriculum for all year groups, this was linked to key objectives and learning intentions. The purpose of this was to reduce the cultural gap for disadvantaged pupils but also to help support the impact of Covid on self-esteem and Mental Health.</p>	JH AK purchased pin badges for awards = £250
AK to purchase three new laptops to support effective teaching and learning	<p>Access to Technology</p> <p>*Three laptops/IPads to be purchased to enable TAs to use ICT to support interventions.</p>		AK Estimate =£2000
		Total budgeted cost:	£ 2250
		TOTAL	£14,247.17