



# Catch-Up Premium Plan

## Tuel Lane Infant School

Summary information					
School	Tuel Lane Infant School				
Academic Year	2020-21	Total Catch-Up Premium	£6160.00	Number of pupils (R-2)	77

### 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
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<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>
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	<p>Wider strategies</p> <ul style="list-style-type: none"> <li>➤ Supporting parent and carers</li> <li>➤ Access to technology</li> <li>➤ Summer support</li> </ul>
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**Identified impact of lockdown**

<b>Maths</b>	Children have missed blocks of teaching in certain concepts which would not ordinarily be revisited until Summer 2021. Children have had less opportunity to consolidate their understanding in key number concepts through using practical equipment. Basic number skills such as counting, number bonds etc have been stalled in many cases, though overall many children have made good progress in these areas since starting back at school.
<b>Writing</b>	Children have noticeably less stamina for writing, and have at times regressed in both spelling skills and the control and coordination required for handwriting. Children in the Early Years are noticeably less developed in their fine motor skills than in previous years.
<b>Reading</b>	<p>Some children have continued to access reading throughout the time that school was closed through access to books within their homes. Generally, many of our children lack access to a number of appropriate books for their reading level within their homes, and therefore have made little or no progress over this time. Children generally made very little progress with phonics, or even went backwards, but have often made better than expected progress when they have returned to school.</p> <p>In Early Years, many children have entered school and nursery with less developed speech and language skills than would have been typical for our school. Some children, particularly some with SAL needs or SEND, have actually made better than expected progress in their speech from the extra time spent at home with parents.</p>
<b>Non-core</b>	Children have missed significant chances to acquire skills and knowledge across the non-core subjects. They have also missed, and will continue to be restricted with, the enriching experiences of visitors, trips out, and curriculum experiences.

**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 teaching:</u> Teachers must plan home learning for self-isolating children or bubble closures which ensures continuity of learning from that planned in class</p> <p>Subject leaders must be confident in skill and knowledge development across their subjects, and able to support colleagues to plan for missed learning in year groups outside of their own.</p> <p>Children should have access to a curriculum that is rich and exciting despite the challenges and restrictions that bubble working brings. They should be able to explore real objects, read quality texts, and use an interesting array of media.</p> <p>Teachers are supported to plan and delivery lessons that address the learning needs and gaps of their class whilst ensuring good progress.</p>	<p><b><i>Staff meeting time used for teachers to prepare home learning packs.</i></b></p> <p><b><i>Staff meeting time used for subject leaders to further develop topic plans and make links across key learning in different year groups.</i></b></p> <p><b><i>Subject leaders to identify pinch points in resource use due to bubble systems, as well as new resources that may be required to support learning from previous year groups or missed topics as required.</i></b> <b><i>(£1200 to be split across subject leaders)</i></b></p> <p><b><i>Lancashire Grid for Learning Bridging units for Years 1 and 2</i></b> <b><i>(£60)</i></b></p> <p><b><i>Maths No Problem subscription</i></b> <b><i>(£120)</i></b></p>		JS and LB	July 21
<p><u>Teaching assessment and feedback</u> Teachers have a clear understanding of the learning gaps of the children in their class. Staff make use of formative assessment in every subject and lesson to ensure that learning needs are quickly and efficiently identified and swift progress is made.</p>	<p><b><i>Staff trained in using the Leuven scales of wellbeing and engagement to identify when children are ready and able to learn, and to support individual children to become more ready to learn.</i></b></p> <p><b><i>Staff moderation looking at how one piece of work or observation can be used to give us information about multiple subject areas.</i></b></p> <p><b><i>Staff trained to use Target Tracker to identify gaps in learning.</i></b></p> <p><b><i>Staff given additional time to update Target Tracker to reflect the missed summer assessments and resulting higher assessment workload in autumn 1 and 2.</i></b></p>		JS and LB	July 21

		<i>(no additional costs)</i>		
<u>Transition support</u> Children joining the school from other settings, or starting Nursery and Reception have an opportunity to become familiar with school.	<b><i>Socially distanced after school tours and visits offered to Nursery and Reception parents.</i></b>  <b><i>Short videos made of each classroom and put on the website to show prospective new parents.</i></b> <i>(no additional costs)</i>		LB	Ongoing
Total budgeted cost				<b>£1380</b>

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>1-to-1 and small group tuition</u> Children identified through teacher assessment will have increased rates of reading fluency and confidence.	<b><i>Reading champion to be appointed to read 1:1 with identified children on a twice weekly basis, and to set and assess further reading challenges for home via Reading Eggs.</i></b> <i>(£1400)</i>  <b><i>Additional PPE (perspex screen) to be purchased to allow reading across different bubbles.</i></b> <i>(£250)</i>		JS	Ongoing from Jan 21
<u>Intervention programme</u> Children identified through initial programme assessment to be supported to accelerate expressive language acquisition.	<b><i>School has signed up for the government funded NELI programme. Staff will be trained and released to carry out interventions from Jan 21.</i></b> <i>(£300 training release time)</i>		LB	July 21

<u>Extended school time</u> Not considered a suitable strategy for our school due to the young age of the children.	N/A	N/A	N/A	N/A
Total budgeted cost				<b>£1950</b>

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Supporting parents and carers</u>  Children will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home-learning. Home-learning opportunities will support children throughout the whole of the school year, not just in the event of isolation or bubble closures.  Children have access to appropriate resources to support them with home learning.	<b>Reading Eggs purchased and staff trained in its use.</b> <b>(£500)</b>		LB	July 21
	<b>Phonically decodable home reading books to be purchased and used in Year R, Y1 and Y2 where appropriate.</b> <b>(£2000)</b>		LB	Ongoing
	<b>Whiteboards, pens and rubbers will be purchased to support children with accessing phonics and spelling activities at home.</b> <b>(£200)</b>		LB	Jan 21
<u>Access to technology</u>	N/A	N/A	N/A	N/A

Parent survey showed that the vast majority of our families have access to suitable technology for home learning.				
<u>Summer Support</u> Not considered a suitable strategy for our school.	<i>N/A</i>	N/A	N/A	N/A
<b>Total budgeted cost</b>				<b>£2700</b>
		<b>Cost paid through Covid Catch-Up</b>		<b>£6030</b>
		<b>Contingency</b>		<b>£130</b>