



Stubbings Infant and Nursery School

COVID-19 catch-up premium report 2021

'We know from the best available evidence that the most powerful tool we have to combat educational inequality is to support great teaching in every classroom.

Compensating for the negative effects of Covid-19 closures requires, a sustained response—for all children, but particularly for those from socio-economically disadvantaged families.'

EEF, December 2020

Teaching

Great teaching is the most important lever schools have to improve outcomes for their pupils.

Targeted academic Support

There is extensive evidence supporting the impact of high-quality one to one or group tuition as a catch up strategy when this is delivered by qualified teachers is likely to have the biggest impact.

Pupil Assessment and Feedback

Assessment information can help teachers determine how to most effectively support their pupils. Every pupil will have been effected differently by Covid-19. Setting aside time to enable teachers to assess pupils' wellbeing and learning needs is likely to make it easier for teachers and other school staff to provide effective support.

Wider Strategies

Schools have provided extensive pastoral support to pupils and families during the pandemic. Additional support when returning to school could focus on providing regular and supportive communications with parent, especially to increase attendance and engagement with learning.

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
School	Stubbings Infant and Nursery School	Academic Year	2020-21
Total number of pupils eligible for funding (YR – Y2, including pupils in Class 3)	49	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£3, 920		

CURRENT ATTAINMENT			
Data from December 2020	Reading	Writing	Number
% achieving expected standard in reading and number – Year 2	61%	61%	56%
% achieving expected standard in reading and number – Year 1	25%	12.5%	0%
% achieving expected standard in reading and number - Reception	82%	82%	100%

STRATEGY STATEMENT

Aims

- Attainment outcomes at end of 2020-21 for all children will be at least in line with those at the point of lockdown in March 2020. This means that if a child was working at an age-related expectation in a subject in March they are working at least to an age-related expectation in that same subject by the end of the year.
- By the end of the 2021-22 year, attainment outcomes for all year groups will be at least in line with those at the end of the 2019-20 year.
- The mental health needs of pupils that have arisen as a result of the pandemic are met and supported by the school.

For all children catchup is:

- **Working through well sequenced, purposeful sequences of lessons.** We are focusing on key objectives and ensuring that our curriculum stays broad, balanced and creative through our topics and following the interests of the children.
- **Focus on consolidation of basic skills.** The core skills which enable successful learning will require a greater focus in EYFS and KS1. These include: handwriting, phonics, spelling of high frequency words, sentence punctuation, addition & subtraction fact recall and knowledge of calculation strategies and age appropriate reading skills.
- **Additional lesson time on core teaching.** Reading, writing and maths teaching will require increased teaching time in order to cover missed learning. In order to keep a broad and balanced curriculum, some subject areas may be taught as blocked days rather than weekly lessons.
- **Particular focus on early reading and phonics.** This is always a focus in the school and will continue to be so in order to develop children's reading ability and vocabulary.
- **Assessment of learning and of basic skills to identify major gaps.** Teachers will work to identify gaps in learning and adapt teaching accordingly.
- **Time spent on mental health, wellbeing and social skills development.** This will be at the core of all catch up work as many children will have not been in formal school setting for a prolonged period of time.

STRATEGY STATEMENT

For some children catchup is:

- **Additional support and focus on basic core skills.** Supported by additional staffing utilising catch up premium – dependent on need as identified through ongoing assessment.
- **Additional time to practice basic skills.** This again will be dependent on need of children in order to re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics) and there will be flexibility on timetables to allow this.
- **Participating in the NELI Programme.** All reception children will be screen to assess their language skills. Some will then take part in early language programme which lasts for 20 weeks

Catchup is not:

Cramming missed learning

Pressuring children and families into rapid learning

Teachers time spent identifying missed objectives

Teachers time spent doing additional tracking

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Phonic Knowledge – children who have not passed the phonic screen, children not able to apply phonics when reading and writing
B	Writing – basic skills – grammar, punctuation, spelling, sentence construction
C	Maths – ready to progress criteria, children who have yet learnt and been able to apply the four basic operations

ADDITIONAL BARRIERS	
External barriers:	
D	Children who have fallen behind while learning remotely
E	Children who have not attended school at all, only access to education was remotely
F	Children who are not prepared for the transition from KS1 to KS2, for our pupils this means being ready for a new setting.

Considerations for future attainment

- Teaching
- Targeted academic Support
- Wider Strategies

Intended Outcomes		Success Criteria
Teaching	<ul style="list-style-type: none"> • Baseline assessments to identify gaps in learning. • Additional adult support will free up teachers to deliver high quality interventions. • Recovery curriculum planned for Maths and English for each year group. Objectives have been identified as not taught or taught but not fully embedded. These are being taught alongside a broad and ambitious curriculum. • Feedback used to make next steps explicit to children. • Whole staff CPD for research based high quality teaching (EFF) – metacognition, working memory, low stakes assessments etc. – remind of ‘Making Learning Stick’ training • On arrival baseline assessments are carried out and areas identified for intervention. 	<p>Analysis will show that whole class gaps have been filled</p> <p>Analysis of individual data (tests, pupil conference, book looks) will show that gaps have been filled and progress is being made.</p>

Targeted academic Support	<ul style="list-style-type: none"> • Parents informed about their child’s next steps and how to support at home. • Same day interventions for closing the gaps and addressing misconceptions. • Pre-teaching established to make curriculum access more equitable. • Teacher led interventions – content determined by analysis of baseline assessments (additional staffing to free up teaching staff). • NELI 	<p>Analysis will show that whole class gaps have been filled.</p> <p>Targeted pupils will have made accelerated progress.</p> <p>Analysis of individual data (tests, pupil conference, book looks) will show that gaps have been filled and progress is being made.</p>
Wider Strategies	<ul style="list-style-type: none"> • Classroom environments developed to be comforting and promote wellbeing. • Daily relaxation and opportunities for sensory breaks – yoga, breathing buddies and mindfulness. • Individualised SEMH support for pupils who require it – One page profiles created • SLT to liaise and support parents with any attendance issues. • Informing and including parents in their child’s next steps. • Wellbeing Wednesdays to further develop wellbeing education - resilience and perseverance • Outdoor learning 	<p>Children will feel supported and calm in school.</p> <p>Parents will feel supported and engaged.</p>

Planned expenditure for current academic year

Teaching					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Whole school phonics skills identified as an area for development from data analysis.	Children will show an improvement in phonics skills in reading and when writing. Involvement with English Hub (Phonics Audit). Purchase of a new Systematic Synthetic Phonics Scheme and accompanying resources (match funding from English Hub up to £3000)	EEF Recommendations Teachers knowledge of children including previous data and interventions that children have taken part in. Monitoring of engagement with remote learning and communication with families. Teachers given time to assess individuals learning needs on return to school.	Observations Talking to pupils Looking at pupil books Phonics checks Data analysis Working with the English Hub CPD for new SSP – Little Wandle Letters and Sounds revised	LC LB	At Data points End of year progress Following observations of phonics teaching (spring term)
Whole school reading skills identified as an area for development from data analysis.	Children will show an improvement in reading skills including comprehension Purchase of a new Reading scheme books links to phonics phases. (match funding from English Hub up to £3000)	Providing pupils with high-quality feedback.	Observations Hearing children read Talking to pupils PM Benchmarking Data analysis Working with the English Hub	LC LB	At Data points End of year progress Following observations of guided reading (spring term)

Whole school maths (focus on number) skills identified as an area for development from data analysis.	Children will show an improvement in maths skills showing confidence when calculating and applying key skills including recalling key facts and being able to apply them.		Observations Talking to pupils Looking at pupil books Assessment against the 'Ready to Progress' criteria Data analysis	LC LB	At Data points End of year progress Following observations of guided reading (summer term 2020)
				Total budgeted cost:	Up to £3000 for Phonics scheme /resources/books £2,775,75 spent (SSP membership, resources, guided reading books) <i>To claim match funding from English Hub</i>
Targeted support					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?

<p>Additional staffing to allow time for teachers and TAs known to targeted pupils to deliver high quality interventions. Interventions will be selected using the information from assessments</p>	<p>Accelerated progress Attainment gaps closed Pupils achieving Age Related Expectations</p>	<p>EEF recommendations around TA deployment and the need for class teachers to lead intervention groups Ongoing school based attainment and progress trackers across each term</p> <p>Return to school baseline assessments in key identified areas.</p> <p>Ongoing teacher assessments during each term.</p> <p>End of year baseline assessments in July 2021 to be used to give impact evidence over 2020/2021.</p>	<p>Teacher moderation Observations Talking to pupils Looking at pupil books Data analysis</p> <p>NELI Programme – DfE Initiative and recommended by EEF. Reception Teachers and TAs receive online training to be able to implement the invention accurately, starting with screening each Reception aged child.</p>	<p>LC LB</p>	<p>End of year – looking at progress</p>
<p>Support Y2 children in transition readiness.</p>	<p>Children will be ready to start Y3 both academically and in terms of their attitude to learning.</p>	<p>End of year baseline assessments in July 2021 to be used to give impact evidence over 2020/2021.</p>	<p>Teacher moderation Observations Talking to pupils Looking at pupil books Data analysis Talking to families</p>	<p>LC LB</p>	<p>End of transition programme, summer term</p>
<p>Total budgeted cost:</p>					<p>Learning support – 5hrs per week @ £12 per hour £60 per week</p> <p>£600</p>

Wider Strategies					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Teaching children to develop strategies to relax and refresh their minds – taking good care of their mental health.	Children will have strategies to regulate their emotions and be in a better position to learn.	Much work was done by class teachers during the March2020-July2020 Covid 19 school closure in order to maintain the ethos and approach that we strive for as a school - children still have that good relationship with staff in school and this should provide a really positive starting point for behaviour management during 2020/2021. Evidence to be ongoing by observing our children in and around school.	Pupil voice	LC LB	End of Summer Term
Total budgeted cost:					£0