

Catch-Up Premium Plan (Updated Summer 2022)

Perryfields Infant School

Summary information					
School	Perryfields Infant School				
Academic Year	2020-21 & 2021-22	Total Catch-Up Premium	£14,480	Number of pupils	181
Spent to date	£14, 480+		Budget left to date:	£0	

Guidance	
<p>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.</p> <p>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.</p> <p>As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grand 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.</p>	
Use of Funds	EEF Recommendations
<p>School 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.</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 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.</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> • Supporting great teaching • Pupil assessment and feedback • Transition support <p>Targeted approaches</p> <ul style="list-style-type: none"> • One to one and small group tuition • Intervention Programmes • Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> • Supporting parent and carers • Access to technology • Summer support

Identified impact of lockdown	
Maths	<p>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'.</p> <p>Recall of basic skills has suffered – children are not able to recall addition facts, number bonds and have forgotten once taught calculation strategies. This is reflected in maths assessments.</p>

Writing	Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills, GAPs specific knowledge has suffered, leading to lack of fluency in writing, poor letter formation/handwriting – as reflected in their books. Those who have maintained writing throughout lockdown are less affected, however those who evidently didn't write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.
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. However, children are less fluent in their reading and the gap between those children that read and those children who don't is now increasingly wide. The bottom 20% of readers have been disproportionately boys.
Non-core	There are some 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, powerful curriculum moments.

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

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting great teaching:</u></p> <p>The foundation subject will be planned with increasing detail and considering for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.</p>	<p>Additional time for teachers to research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional PPA (£1000 not spent as release covered in house)</p>	<p>Quick teacher assessment allowed swift knowledge/skills gap analysis and key lessons planned to close these gaps started.</p>	<p>SLT/CC</p>	<p>Feb 21</p>
<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 great degree in confidence and accuracy of assessments.</p>	<p>Purchase and implement the Rising Stars National Test – style Standardised Assessments. Complete termly texts and record assessment on Target Tracker and ARE assessment grid to identify gaps and to track performance. (£500)</p>	<p>Gaps in learning quickly identified through teacher prepared assessments and already purchased Rising Stars resources.</p>	<p>SLT</p>	<p>March 21</p>

(2) Targeted approaches

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
-----------------	--------------------------------------	------------------------	------------	--------------

<p><u>1-to-1 and small group tuition</u></p> <p>Identified children will have significantly increased rates of writing stamina, phonics and spelling knowledge. They will be much more confident writers and dips in writing attainment will be negated.</p> <p>EYFS – expression of interests was sent and we are currently on the waiting list for the NELI programme (applied for the 2nd round of NELI but the response was extremely slow)</p>	<p>A 1:1 tutor from the NTP (Teaching Personnel) will support a range of KS1 pupils with English (inclusive of entry and exit data)</p> <p style="text-align: right;">(£2,200)</p> <hr/> <p>As the 1:1 tutoring proved successful, a further £2,200 was spent on repeating this with further children.</p> <p>A LSA will deliver this programme, if successful for 3 or 4 sessions a week.</p> <p>(£4,000 not spent)</p> <hr/> <p>If we are unsuccessful with this programme we will use the EYFS/KS1(4-7Yrs) Talk Boost materials in the foundation stage which is 3 x 20 minute speech sessions each week for 10 weeks (£0 as already had Talk Boost resources & led by SENco)</p>	<p>1:1 tutoring was put in place swiftly and taught face to face and remotely. All children made rapid progress in either literacy or maths and the majority of children reached expected by the end of the year.</p> <p>As a school we were unsuccessful with this application but decided not to wait and started a Talk Boost intervention.</p> <p>Talk Boost has proven to accelerate children's language and confidence and had a huge impact in key pupils reaching expected in Year 1.</p>	<p>H/T & SLT</p> <p>SENco</p>	<p>June 21 & June 22</p> <p>June 2021</p>
<p><u>Intervention Programme</u></p> <p>Early Literacy Support intervention programme, supports those identified children in reinforcing their understanding of basic English/writing skills.</p> <p>An appropriate numeracy intervention, such as EPS maths, supports those identified children in reinforcing their understanding of basic maths skills and application of number.</p> <p>Additional year 2 English support in class (two small groups) misconceptions and mechanics of English.</p>	<p>An intervention has been identified and purchased. Staff within school are trained and they are able to deliver the intervention confidently (inclusive of entry and exit data). (£0 as already had ELS resources & led by SENco)</p> <hr/> <p>An intervention had already been identified and purchased by the school. Staff within school were already trained and they are able to deliver the intervention confidently (inclusive of entry and exit data). (£0 as already had EPS maths resources & led by SENco)</p> <hr/> <p>An additional LSA for two hours in an afternoon to provide small group English catch up on key concepts that haven't been fully understood.</p> <p style="text-align: right;">(£800)</p>	<p>All 6 children who took part in the ELS intervention programme made accelerated progress and 5/6 pupils reached expected by the end of Yr1. This was repeated in 2021-2022</p> <p>This intervention was not as effective as we hoped and will not be used moving forward or additional training will be required.</p> <p>Misconceptions were picked up quickly and the additional staff member supported key pupils when needed. Progress made.</p>	<p>Senco</p> <p>CC/maths lead</p> <p>SLT</p>	<p>Sept 2021 & July 2022</p> <p>July 21</p>

Additional KS1 phonics support with experienced member of staff (HLTA) Targeted phonics/reading	Small group and 1:1 phonics support in school. Additional LSA for one day a week phonics catch up. (£4000)	Excellent impact with additional KS1 phonics support. The 2020/21 cohort who took the phonics check in November 2021 (due to Covid) achieved 93% pass rate & 90% reached expected for reading in July 2022.	SLT/LE/SF (Literacy leads)	July 21& July 22
2020-21 EYFS targeted phonics support	Small group phonics support twice a week on top of class support. Two additional teachers once a week. (£2,800)	The Year 1 cohort in 2022 got 90% pass rate compared to 76% nationally.		
2021-2022 EYFS targeted phonics support	Good progress from previous year. Small group phonics support twice a week on top of class support. Two additional teachers once a week. (£2,800)	The EYFS cohort 2022 got 73% GLD compared to 65% nationally.	SLT/LE/SF (Literacy leads)	July 21& July 22
Extended school time	N/A for young children			

3) Wider Strategies

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting parents/children and carers</u></p> <p>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.</p> <p>SEMH support groups/counselling – children more confident coming bac into school to then focus more in class</p> <p>Children have access to appropriate stationery and paper-based home learning if required so that all can access learning irrespective of ability of</p>	<p>Additional online learning resources will be purchased, such as Oxford Owl to support children reading at home. Likewise, Spelling Shed will be purchased so that children can practise spellings at home. (£1500 used Covid catch up & school budget)</p>	<p>During Covid-19 our pupils continued to make good progress with their reading & spelling. In 2022 we got the highest GPS test results and 90% of Yr2 pupils reached expected for reading compared to 67% nationally.</p>	LE	Feb 21
	<p>14 children to have small group SEMH support groups to help reduce anxiety and to be more school ready and be able to access the learning. SEMH provided by Four Leaf Counselling (£1,440 spent from school carry forward budget)</p>	<p>Behaviour incidents have reduced and confidence of key pupils improved allowing children to focus on their learning and make progress. Key pupils will continue to be closely monitored.</p>	AR/HT	March 22
	<p>2-day home-learning paper packs are printed and ready to distribute for all children. Stationery packs are to be purchased and set aside for children to take home when home learning occurs (lockdown). (£500 printing costs from school budget)</p>	<p>Majority of pupils/parents</p>	AR/HT	Feb 21

child/parent to navigate the online learning.		engaged with home learning. Progress made at home.		
<u>Access to technology</u>	Throughout Covid parents without technology will be offered a school ipad (no cost).	The few parents who borrowed a school ipad were able to access the remote curriculum & the pre-recorded sessions.	AR/HT	July 21
<u>Summer Support</u> N/A				