

## Catch-Up Premium Plan Cecil Gowing Infant School

Summary Information					
School	Cecil Gowing Infant School				
Academic Year	2020-21	Total Catch-Up Premium	£13,860	Number of pupils	173

Commented [MS1]:

### 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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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.

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

Identified impact of lockdown	
<b>Maths</b>	<p>The nature of the Maths curriculum in the Early Years and Key Stage One, is that it repeats content termly, so although children have not missed a lot of content, they have missed some. However, they have been deprived of the chance to further practice and embed the skills and knowledge they have learnt. Children still have an appetite for maths and lockdown has not affected their attitudes however they are not at the level expected if they had not had to miss so much face to face learning at school. The children are less confident at problem solving independently and thinking outside the box. Recall of basic skills, such as counting forwards and backwards, has suffered – children are less able to recall addition facts and have forgotten once taught calculation strategies. This is reflected in assessments.</p> <p>Due to the nature of home learning, the children have become much more reliant on adults (parents/carers) and struggle to work independently. The gap between the lowest attaining 20% of children and the rest of the class has widened.</p>
<b>Writing</b>	<p>As with maths, children have missed some content taught in the summer term, however they have more importantly lost essential practising of writing skills. 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. It is harder for children to keep up and harder for parents to understand the standards required and feedback accordingly, eg) letter formation. Therefore, writing seems to be the area most affected by lockdown for our children.</p> <p>Due to the nature of home learning, the children have become much more reliant on adults (parents/carers) and struggle to work independently. The gap between the lowest attaining 20% of children and the rest of the class has widened.</p> <p>The impact of Lockdown has been different for different year groups and has a wide range of impacts.</p>
<b>Reading</b>	<p>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 widely and those children who didn't is now wider. The bottom 20% of readers have been disproportionately affected. In addition to this, phonics is the subject where children have missed the most specific content. This means there will have to be a particular effort to catch up this content during the autumn term, while not falling behind with new content. Therefore teachers adjusted the initial starting point from September.</p>
<b>Foundation subjects</b>	<p>There are now some gaps in knowledge – whole units of work may not have been accessed meaning that children will be slightly less able to access pre-requisite knowledge when learning something new and make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips, visitors and learning with and from their peers.</p> <p>Teachers are mindful that some subjects are difficult to teach in school within the COVID guidelines, such as, singing, swimming, cooking and performing arts.</p> <p>Due to the nature of home learning, the children have become much more reliant on adults (parents/carers) and struggle to work independently. The gap between the lowest attaining 20% of children and the rest of the class has widened.</p>

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
<p><u>Transition support</u></p> <p>Children who are joining school from different settings or who are beginning their schooling at Cecil Gowing have an opportunity to become familiar and confident with routines before they arrive.</p> <p>Year 1 and 2 also enjoyed transition visits in small groups to meet teachers and visit classroom.(following COVID guidelines)</p>	<p>Individual home telephone calls with parents and specific nurseries in September before starting. Virtual tours, taster sessions and trial lunch offered as children join. Nursery staff also supporting. (COVID guidelines followed)</p> <p>Visits and Tapestry posts during the summer, eg reading stories</p>		IS/Teachers/TAs
<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 where possible, giving a greater degree in confidence and accuracy of assessments.</p>	<p><i>Assessment undertaken by all year groups</i></p> <p><i>Complete WellComm assessments as appropriate</i></p> <p><i>Standard assessments completed and used to populate pupil progress formats before meetings as appropriate.</i></p> <p><i>Training attended by teachers and HT to support summative assessment , SALTetc</i></p>		Teachers/TAs TAs
<p><u>Supporting great teaching:</u></p> <p>The foundation subjects will be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.</p> <p>Teachers will have time to add information into subject leadership online files, when appropriate.</p>	<p><i>Staff meeting time to work on detailed plans as appropriate.</i></p> <p><i>Time for staff to liaise to promote consistency.</i></p>		IS Teachers IS/Teachers

ii. Targeted approaches			
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead
<u>1-to-1 and small group tuition</u> To improve children's ability and fluency in reading. Develop children's knowledge in phonics to age appropriate levels Develop children's reading comprehension Develop children's counting and place value skills.	<i>Continue to hear readers 1-1 across the school.</i> <i>Small group tuition weekly from Spring term, including Sound Discovery, supporting phonics, maths and writing practice.</i> <i>Small group tuition weekly from Spring term.</i> <b>£9980</b>		Teachers
<u>Intervention programmes</u> A range of interventions run on a daily basis across Y1 and Y2, according to needs of children identified October 2020	<i>TA's to deliver appropriate interventions Summer term 2021 (13 weeks)-</i> <b>£3436</b>		IS/Teachers

iii. Wider Strategies			
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead
<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.	<i>Weekly ideas and challenges put onto Tapestry in Reception and half termly overviews with ideas for supporting learning at home in all year groups.</i> <i>Jolly Phonics programme purchased to support home learning</i> <b>£500</b>		Teachers

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.	<i>Training needed for staff.</i> <i>Work is printed and sent home when necessary.</i>		IS	
<b>Total</b>				<b>£13,916</b>

	<b>Total cost paid through Covid Catch-Up</b>	<b>13.860</b>
	<b>Cost paid through school budget</b>	<b>£56</b>