

Catch-Up Premium Plan Overdale Infant School

Summary information					
School	Overdale Infant School				
Academic Year	2020-21	Total Catch-Up Premium	£27, 840	Number of pupils	354

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
<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 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>Maths does not seem to have been significantly affected as Reading and Writing by lockdown. However, specific content has been missed, leading to gaps in learning and stalled sequencing of journeys.</p> <p>Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments. Children need support with numeral formation and Year 2 children need consolidation on Place value. Numeral recognition and counting needs reinforcing. Children need support in problem solving with manipulatives and jottings.</p>
Writing	<p>We have found that the majority of children had limited opportunities to write at home and are struggling with fine motor skills and pencil grip. Spelling and application of phonics has also been affected. Our Year 1 children have needed increased support on sentence construction.</p> <p>Children are having to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write. Many parents are currently reporting children showing great reluctance to write.</p>
Reading	<p>Children accessed reading during lockdown more than any other subject due to our online reading system Rising Stars. This is something that was more accessible for families and required less teacher input. However, children are needing reminders to use pure sounds and some children have forgotten to segment and blend. Reading of sight words were significantly affected.</p>
Non-core	<p>There are now 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 and powerful curriculum moments. The children’s social and emotional development has been significantly affected, they are struggling to maintain friendships, resolve conflict and struggled to attempt activities independently. Behaviour for learning was also affected as many children struggled to focus and listen and attend appropriately. Children’s independent learning skills need developing as they have become used to having an adult by their side for learning or have had no adult and no learning.</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 budget for anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting great teaching:</u> Teachers will be able to consistently deliver Quality First Teaching. Teachers will have an increased understanding of how children learn and how we can commit learning to long term memory.</p>	<p><i>Additional time for teachers to observe key practitioners, research and plan. Release time and additional cover will be required to facilitate the additional PPA.</i></p> <p><i>Routines and Structures</i></p> <p><i>Rosenshine's Principles in Action</i> <i>Powerful Action Steps programme</i></p> <p style="text-align: right;"><i>(£2000)</i></p>		HH	July 21
<p><u>Teaching assessment and feedback</u> Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments. Staff to be highly skilled in Assessment for learning opportunities.</p>	<p><i>Refresh staff training on PM Benchmarking. Release time and additional cover will be required for some of the training sessions.</i></p> <p><i>Assessment for learning CPD opportunities</i></p> <p style="text-align: right;"><i>(£2000)</i></p>		HH/PC	July 21
<p><u>Transition support</u> Children who are joining school from different settings or returning back to school will have an opportunity to become familiar and confident with the setting before they arrive and during their return.</p>	<p><i>All year groups will implement a continuous provision approach to support the children's transition from home to school, this will build up to formal learning gradually and over time.</i></p> <p style="text-align: right;"><i>(£2000)</i></p>		SP/SS/LM	Ongoing
Total budgeted cost				£6,000

ii. Targeted approaches				
Desired outcome	Chosen approach and budget for anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<p><u>1-to-1 and small group tuition</u></p> <p><u>Reading</u> Identified children will have significantly increased rates of reading fluency and an increased ability to use and apply their phonic knowledge. They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding. They will be confident readers and dips in reading attainment will be negated. Increase percentage of children working at age related expectations.</p> <p><u>Writing</u> Identified children will be able to spell more sight words. They will be able to use and apply their phonics more effectively and their punctuation will improve. Increase percentage of children working at age related expectations.</p> <p><u>Maths</u> Gaps in learning will be address for identified children. Children will have a secure understanding of number recognition and place value. Children will be able to complete calculations and use jottings or equipment to support their working out. Increase percentage of children working at age related expectations.</p>	<p><i>Teacher to be released for individual and guided reading sessions and additional phonic sessions to support children apply phonic knowledge and read sight words. (entry and exit criteria to be used)</i> (£6000)</p> <p><i>Teacher to be released to lead writing groups with a focus on sight words and punctuation and additional phonic sessions to support children apply phonic knowledge and read sight words. (entry and exit criteria to be used)</i> (£6000)</p> <p><i>Teacher to be released to lead maths groups with a focus on number recognition and place value. The children will be encouraged to use jottings or equipment when solving calculations.</i> (£6000)</p>		<p>SP/LM/SS</p> <p>SP/LM/SS</p>	<p>Feb 21</p> <p>Feb 21</p>
<p><u>Intervention programme</u> An appropriate numeracy intervention, such as Catch-Up Numeracy, supports those identified children in reinforcing their understanding of basic maths skills and application of number.</p>	<p><i>An intervention is identified and purchased. Staff within phases are trained and they are able to deliver the intervention confidently (inclusive of entry and exit data).</i> (£1000)</p>		PC/VK	July 21
			Total budgeted cost	£19,000

iii. Wider Strategies				
Desired outcome	Chosen approach and budget for anticipated cost	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. Parents will be supported to understand how children are taught in Maths and English.	<i>Additional online learning resources will be purchased such as Spelling Shed, to support children at home.</i> £300		BF	Feb 21
	<i>Teachers will lead virtual information meetings for parents. Pre-recorded videos will be available on the website for parents and carers to watch and use these with their children. Release time needed for teachers to record the videos.</i> £1000		SP/LM/SS	Feb 21
<u>Access to technology</u> Teachers have laptops that are equipped with webcams and allow the teachers to access school-based resources from home. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.	<i>Tripods ordered to support teachers during filming of Pre-recorded videos.</i> £500		AR	Feb 21
	<i>Purchase new laptops for teachers to ensure the technology is up to date and they can prepare high quality resource. Purchases devices for children to ensure they can access online resources and join live sessions.</i> (£1000) <i>30 data only SIM cards have been ordered</i> (Free)		AR	Feb 21
<u>Summer Support</u> NA				
Total budgeted cost				£2,800