

Catch-Up Premium Plan 2020-2021

Moat Farm Infant School

Summary information					
School	Moat Farm Infant School				
Academic Year	2020-21	Total Catch-Up Premium	£28,640.00	Number of pupils	396

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 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.</p>

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	
Personal and social	<p>The biggest issues have been:</p> <ul style="list-style-type: none"> - Concentration skills - Resilience and independence – children are used to parents doing everything for them and expected staff to tell them what to do at all times. - Social skills – some children had no contact with any other children during lockdown and had forgotten how to play with others.
Maths	<p>Specific content has been missed leading to gaps in learning and a lack of basic skills and ability to recall them, particularly the ability to write numbers correctly. Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind'.</p> <p>EYFS Nursery Baseline on entry data 0% on track compared to 18% on entry Sept 2019 Reception Baseline on entry data 7% on track compared to 17% on entry Sept 2019.</p> <p>KS1 Year 1 Autumn Baseline Data 26% on track compared to 71% at the end of Reception Year 2 Autumn Baseline Data 34% on track compared to 75% at the end of Reception</p>
Writing	<p>The majority of children returned lacking any stamina or resilience to persevere with a writing task. Ability to recall graphemes is poor. They are missing basic handwriting skills and finger/wrist strength. Staff have had to work hard on improving the children's motivation due to the lack of fluency in their ability to write</p> <p>EYFS Nursery Baseline on entry data 0% on track compared to 31% on entry Sept 2019 Reception Baseline on entry data 10% on track compared to 18% on entry Sept 2019.</p> <p>PD Nursery Baseline on entry data 24% on track compared to 24% on entry Sept 2019 Reception Baseline on entry data 8% on track compared to 21% on entry Sept 2019.</p> <p>KS1 Year 1 Autumn Baseline Data 23% on track compared to 61% at the end of Reception Year 2 Autumn Baseline Data 25% on track compared to 68% at the end of Reception</p>
Reading	<p>Specific content has been missed and there are gaps in learning. Some pupils are needing to work on lower phases in phonics than we would normally expect. Some pupils have lacked engagement with texts and are lacking book talk however on a positive they were very keen to engage with staff who were sharing stories when they returned to school.</p> <p>EYFS Nursery Baseline on entry data 0% on track compared to 33% on entry Sept 2019 Reception Baseline on entry data 7% on track compared to 14% on entry Sept 2019.</p> <p>KS1 Year 1 Autumn Baseline Data 22% on track compared to 68% at the end of Reception Year 2 Autumn Baseline Data 44% on track compared to 65% at the end of Reception</p>
Non-core	<p>There are now significant gaps in knowledge which should have been taught in the summer term. Whole units of work have not been taught meaning that children are less able 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. We have noticed during track time that pupils are less able to run for sustained periods of time than they were prior to lock down.</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					
Barrier	Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
Absence due to COVID (both during Lockdown and since coming back to school)	<p><u>Supporting great teaching:</u></p> <p>The Core 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>Additional time for teachers to research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional PPA.</p> <p><i>Catch Up Fund (£3,000.00)</i></p>	<p>This did not happen due to a focus on core subjects however it will be carried over for 2021/2022.</p> <p>Carry over Catch Up Fund (£3,000.00)</p>	Deputy Heads	Feb 21
	<p>Teachers will be supported by an LSP to ensure Quality First Teaching can happen for all children in every Year group.</p> <p>Resources to support remote learning and to maintain contact with parents to be purchased. Staff to receive training in how to use technology so that all staff can deliver online teaching whenever needed.</p>	<p>Supply costs to cover absence that will impact on Quality First Teaching.</p> <p><i>Catch Up Fund (£2,740.00)</i> <i>Actual spend (£2,219.63)</i></p> <p>Establish a working party to trial using Teams and the various functions it has. This team will then disseminate training to the other staff members.</p>	<p>Supply had to be used to cover staff who were affected by COVID, self-isolation and shielding to ensure quality first teaching could continue (See SEF for progress data)</p> <p>A member of staff from each year group formed a working party to trial the use of Teams. They then provided training for other members of staff, including during an INSET day for all staff. This enabled us to transform our remote learning so that staff could carry out live teaching, children could hand in work via Teams, parents could watch back lessons if they were unable to take part in real time and to keep live registers to track which children were attending and chase up the children who were not.</p>	HT	Feb 21
Children have anxieties around being back in school after having spent several months without the same structure and boundaries. Some children have	<p><u>Transition support</u></p> <p>Children will be carefully supported in their transition into their new year group. Teachers will carefully plan how children will access their learning, particularly in Year 1.</p>	<p>Additional resources will be purchased to ensure the Year 1 classrooms allow children to transition into KS1 smoothly.</p> <p><i>Main Account (£1,000.00)</i></p>	<p>Staff transformed the learning environments to support the transition into Year 1 from Reception, focussing on supporting the children's mental health and wellbeing. This supported the attainment and progress of Yr 1 children (See SEF data). Almost all children made at least consistently strong progress in Reading, Writing and Maths. Significantly more children have made substantial and sustained progress in Writing and Reading. Significantly more girls have made substantial and sustained progress in all 3 subjects.</p>	ASHT	Ongoing

experienced a range of trauma throughout their time away from school.					
	Total budgeted cost				£6,740.00
	Total spend				£6219.63

ii. Targeted approaches					
Barrier	Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
Pupils in Key Stage One have fallen behind with their learning of phonics and early reading.	<u>Small group boosters</u> Identified children will make significant progress with phoneme/grapheme correspondence and their ability to blend and segment. This will increase ability to read simple texts independently by attending morning phonic booster groups.	An LSP will carry out phonic booster sessions daily with Year 1 children. <i>Catch Up (£7,470.00)</i> LSP will deliver reading interventions such as BRP, FFTW3 <i>Catch Up (£12,460.00)</i> Lunch time cover to enable reading intervention <i>Catch Up (2,470.00)</i> Actual spend (£2, 285.00)	68% of Year 1 passed the Phonic assessment in July compared to 38% in January	NS DW	Feb 21
			100% of children made substantial and sustained progress in reading in the FFT intervention. 50% of children made substantial and sustained progress and 50% made consistently strong progress in the BRP intervention. 58% made substantial and sustained progress, 38% made consistently strong progress and 4 % (1 child) did not make progress in the Enable plus intervention.		Feb 21
Pupils in Key Stage One have fallen behind with their learning of Mathematics.	<u>Intervention programme</u> An appropriate numeracy intervention, such as Number box, supports those identified children in reinforcing their understanding of basic maths skills and application of number.	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>Main Account (£1,000.00)</i> Actual spend £0	This was not completed following analysis of the data. The focus needed to be on English.	NS CW	Feb 21

	Total budgeted cost	£23,400.00
	Total spend	£22,215.00

iii. Wider Strategies					
	Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
Ways of communicating with parents and children when children are absent are limited.	<p><u>Supporting parents 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>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.</p>	<p><i>Additional online learning resources will be purchased, such as Bug Club to support children reading at home. Likewise, Spelling Shed will be purchased so that children can practise spellings at home. We will continue to purchase Purple Mash as pupils are used to accessing this.</i></p> <p><i>Bug Club Cost (£849.00) Main Account</i> <i>Purple Mash Cost (£808.00) Main Account</i> <i>Spelling Shed Cost (£300.00) School Fund</i></p> <p><i>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.</i></p> <p style="text-align: right;"><i>Catch Up (£500.00)</i></p> <p><i>Purchase MME as a tool to communicate with parents efficiently.</i></p> <p style="text-align: right;"><i>Main Account (£698.00)</i></p>	<p>Bug club ensured that children had access to books, despite not being in school. Bug club motivated children to read, especially the boys. Bug club also enabled us to carry out reading interventions even if children or staff were not in school.</p> <p>Purple Mash provided a platform for children to work online, in a variety of subjects. This platform enabled parents to share photographs with teachers and children to communicate with their teachers themselves and each other.</p> <p>Spelling shed enabled children to practise spellings and continue this learning despite not being in school.</p> <p>Paper packs were produced to support children who did not have access to online learning. This supported retrieval practise rather than new learning.</p> <p>MME enabled school to efficiently keep in touch with parents throughout the Pandemic. It supported us to keep teaching and learning going, and to reward and motivate children, even if they were not in school.</p>	RM KS CW	Feb 21
					Feb 21
			Total budgeted cost		£3,155.00
			Total spend		£3,155.00
			Cost paid through Covid Catch-Up		£28,640.00
			Total Spend from Catch-Up		£23, 801.63
			Cost paid through charitable donations		£300.00

		Cost paid through school budget	£4,355.00
		Total spend from school budget	£ 3,355.00
			£33,295.00
		Carry over from catch up	£4,838.37
		Carry over from school budget	£1.000