

COVID catch-up premium report 2020-21

Boldmere Infant and Nursery School

COVID catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	284		
Proportion of disadvantaged:	19% (55 children)		
Total catch-up premium budget:	£22,690	Total money assigned for	£22, 690

STRATEGY STATEMENT

- For the benefit of all pupils at Boldmere.
- To provide an oral language intervention programme for Reception aged children in Early Years
- To support children to 'catch up' on missed learning due to Covid-19, particularly improving literacy and numeracy skills.
- To ensure most vulnerable and disadvantaged children receive targeted support.

“Children from disadvantaged backgrounds are likely to have been more affected particularly severely by closures and may need more support to return to school and settle back into school life. Whilst all pupils will benefit from the EEF recommendations, it is likely that some forms of support will be particularly beneficial to disadvantaged.” (Covid-19 Support Guide for Schools – June 2020)

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers: *(issues addressed in school such as low levels of literacy/maths)*

1.	Pupil premium children have fallen behind further than other children. The gap has widened between the two groups.
2.	Phonics attainment in Year 1 is slightly lower than previous years.
3.	Children's wellbeing has impacted on their learning and subsequently attainment.
4.	Gaps identified in the math's curriculum, for example shape and measure, and other areas such as place value require further consolidation.
5.	Lower than expected basic skills in English, such as handwriting and spelling.

ADDITIONAL BARRIERS

External barriers: *(issues which require action outside school such as home learning environment and low attendance)*

6.	Increased numbers of children with mental health/anxiety problems due to their personal experiences of Covid-19.
7.	Increased support for families where their circumstances, such as job losses and in year school transfers, have changed during Covid-19.

Planned expenditure for current academic year

Documents referred too: [DfE's catch-up premium guidance](#) and [EEF Covid-19 Support for Schools](#)

Quality of teaching for all						
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?	Costing
To communicate curriculum coverage with parents on a half termly basis.	Parents are able to support and consolidate children's learning at home.	Parent Questionnaire	Regular year lead meetings for SLT to monitor. Timings identified on monitoring cycle. Year leads to ensure they are updated at the beginning of each half term.	Year leads SLT monitor	Ongoing	n/a

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?	Costing
Fund additional adult support for targeted intervention.	An additional adult to deliver interventions in each year group. Interventions will improve the outcomes of children who have been identified as needing "catch up" in their learning.	<p>'Catch-up' structured intervention is required for those children who have fallen further behind due to school closure or periods of isolation (in particular disadvantaged children).</p> <p>Intervention to focus on literacy skills, including phonics in Y1.</p> <p>Current staff are needed within the classroom providing 'keep-up' intervention and providing quality teaching for all</p>	<p>Impact intervention sheets to be completed and discussed during pupil progress meetings with SLT.</p> <p>Year leads and class teachers to monitor progress and effectiveness of the intervention.</p>	Year leads	SLT and assessment lead will review at the end of each half term.	<p>TA in Y1 5 x pm for 9 weeks and 3 x pm for 5 weeks £ 4200</p> <p>TA in Y2 3 x pm for 36 weeks £ 5400</p> <p>CT in YR for 1 full day for 36 weeks £6480</p> <p>AHT phonic intervention £1200</p>
NELI- Speech and Language support	To improve the spoken language ability of children in Reception.	Government funded and recommended.	<p>All YR Teaching Assistants to be assigned time to complete the training, prepare resources and deliver to specific children in their own class.</p> <p>YR teaching assistants support one another with NELI delivery.</p> <p>Early years lead to monitor progress of the children.</p>	EY lead	July 2021 following 10 weeks of intervention	Staff cover for training: £330

<p>Fun Friends program- resilience program</p>	<p>To support children's mental health and wellbeing by;</p> <ul style="list-style-type: none"> - developing social and emotional skills -promoting resilience -preventing anxiety and depression across the lifespan. <p>The mental health needs of pupils are met and supported by the school.</p>	<p>We have 28 children identified from our wellbeing team meetings.</p> <p>These numbers have increased significantly on previous years (Autumn 2019, pre Covid-19, 15 children had been identified)</p> <p>The intervention program was highly recommended by our Educational Psychologist.</p>	<p>29.3.21 Staff CPD for those delivering the program.</p> <p>Member of staff from each year group also trained to support one another with Fun Friends delivery.</p> <p>Children identified during our wellbeing team meetings are signposted to the intervention group.</p> <p>Trial group in year 2 April 2021 for those children who require support for transition.</p> <p>AHT and wellbeing team meetings to monitor children's progress.</p>	<p>AHT</p>	<p>July 2021 after first delivery of program with Y2 children.</p>	<p>Staff cover for training: AHT: £250 TA: £510</p> <p>Resources: £99.32</p>
<p>ELSA support</p>	<p>To support the emotional development of children in school.</p>	<p>Children needing support around issues such as divorce, grief and separation anxiety are identified during our wellbeing team meetings. These issues have been magnified during Covid-19 due to increase pressures on family life and changes in family circumstances.</p>	<p>Receive specialist training from educational psychologists. Training across a year.</p> <p>ELSAs have regular professional supervision from educational psychologists to help them in their work.</p> <p>Support from AHT and Wellbeing team.</p>	<p>HLTA and AHT</p>	<p>Summer 2021 following training, we will identify how support will be structured in Autumn 2021 and identify children who may need the support.</p>	<p>Training: £350</p> <p>Resources :£16</p> <p>Staff cover training 5x days: £550</p>
<p>Total budgeted cost:</p>						<p>£18,185.32</p>

Total expenditure: £22,690

ADDITIONAL INFORMATION

Catch Up at Boldmere Infant and Nursery is

(For all children)

Working through well sequenced, purposeful learning. Planning has been adapted to focus on missed key learning objectives and consolidate basic skills and knowledge.

Focus on consolidation of basic skills. The core skills which enable successful learning will require increased curriculum time across all year groups. These include: handwriting, spelling of high frequency words, basic sentence punctuation, basic addition & subtraction fact recall and reading skills relevant to age.

Additional lesson time on core teaching. Reading, writing and maths teaching will require increased teaching time in order to cover missed learning, particularly in the autumn term. In order to keep a broad and balanced curriculum, some subject areas may be taught as blocked days rather than weekly lessons during the autumn term.

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. Assessments will be shared with new year groups/class teachers to identify any missed learning (due to Covid-19) throughout the 2020-21 academic year.

Time spent on mental health, wellbeing and social skills development. This will be at the core of all catch up work. Children can only be effective learners if they are happy and secure in their environment and they are emotionally well. Many children may not have been in formal school setting for a number of months, as a result of National lockdowns.

(For some children)

Additional support and focus on basic core skills. Supported by additional staffing, and utilising our catch up premium, this will be facilitated across school. Ongoing assessments will be used to identify needs.

Additional time to practice basic skills. This will also be dependent on need of children. In order to re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics), there will be flexibility on timetables to allow additional teaching time as required. Class teachers or teaching assistants will deliver 'keep up' intervention.

Catch up at Boldmere Infant and Nursery IS NOT:

- 'Cramming' in missed learning
- Pressuring children and families into rapid learning
- Teachers time spent highlighting missed objectives
- Teachers time spent ticking off assessment points and extra tracking