

Melbourne Infant School - COVID-19 catch-up premium spending 2020 – 2021

SUMMARY INFORMATION			
Total number of pupils:	189	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£15120		

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. 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.</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 IT ➢ Summer support

IDENTIFIED IMPACT OF LOCKDOWN

- The overall aims of your catch-up premium strategy:
 - To reduce the attainment gap between your disadvantaged pupils and their peers
 - To raise the attainment of all pupils to close the gap created by COVID-19 school closures

Phonics and Reading	<p>Phonics was a daily activity which was provided during the Summer Lockdown. Children were recapping previously taught phonemes. In the Spring Lockdown new learning continued with children at home, however some children returned with less phonic knowledge and had missed key phonemes and mispronunciation of phonemes.</p> <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, although some families did not engage in this. However, children are less fluent in their reading and the gap between those children that read widely and those children who don't is now increasingly wide. Reading books have started going home during the Spring lockdown. The bottom 20% of readers have been identified.</p>
Maths	<p>Specific coverage of knowledge has been missed, leading to some gaps in learning. However, staff are following a catch-up scheme provided by White Rose to enable consolidation of previous learning. Children are ready-learners and are maintaining a positive attitude to new learning. Recall of basic skills has been impacted – children are struggling with recalling addition facts, times tables and have forgotten once taught calculation strategies.</p>
Writing	<p>Children haven't necessarily missed coverage learning in the same way as Maths, however they have lost essential practising of writing skills and many have poor fine motor control. 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. Some children have also formed bad habits from home learning with letter formation. This will impact even more with the Spring lockdown.</p>
Speaking and Listening	<p>Children have missed out on developing their speaking and listening skills across the whole school, particularly in the Early Years where there are larger gaps. As children have settled back into school, their confidence and ability to process and express themselves is developing.</p>
Foundation Subjects	<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. Time has been arranged to analyse gaps of coverage and adapt plans going forward.</p>

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Phonics – recalling prior learning and teaching missed phases due to Covid 19.
B	Basic number skills – recalling prior learning and supporting where gaps are
C	Writing – loss of stamina and fluency in handwriting

ADDITIONAL BARRIERS

External barriers:

D	Social and emotional – separation anxiety, worrying about illness, mental health and well being (expressing worries appropriately)
---	--

Planned expenditure for current academic year

Objective 1 – To improve children’s phonic ability in all year groups.

Reason for approaches taken – assessments show that phonic knowledge is lower than normal for this time of year.

Success criteria – phonic screening outcomes will be inline with previous years. Phonics will be applied in reading and writing.

Barrier	Intended outcome and how it will be measured.	Actions	Timescales/ person responsible	Monitoring and evaluation	Amount of funding
Phonics – recalling prior learning and teaching missed phases due to Covid 19.	Phonics assessments Formal phonics screening Yr1 and 2. Increased recall of phonemes and their application in reading and writing.	CPD for TAs – phonic interventions (supporting great teaching) Assessment of pupils to identify gaps (pupil assessment and feedback) Additional daily phonics lessons. New learning and a recap lesson of previous phases (supporting great teaching) Personalised homework from Phonic tracker so parents are fully aware of missing phonemes (supporting parents and carers) Precision Teaching Programme intervention (one to one tuition) Additional phonic interventions (small group tuition)	C Reed – Autumn staff meeting All teaching staff – Autumn 1 All teaching staff - Autumn Term – Year 1 and 2 Class teachers - Autumn Term Children identified in each class and TAs/teachers from that class to support.	Impact of training through assessments. Autumn, Spring and summer assessments. Formal screening outcomes. Assessment outcomes.	

Total budgeted cost: £3000

Objective 2 – To improve basic number skills in order to access age appropriate mastery curriculum.

Reasons for approaches taken – assessments show that some pupils need to revisit previously taught areas and are below where they were previously.

Success criteria – accessing age appropriate maths curriculum, data shows they are at least in line with previous expectations.

Barrier	Intended outcome and how it will be measured.	Actions	Timescales/ person responsible	Monitoring and evaluation	Amount of funding
Basic number skills – recalling prior learning and supporting where gaps are	Outcomes of intervention assessments End of term data Progress against ARE statements	CPD for TAs – 1 st Class at number (supporting great teaching) Additional maths intervention groups across the year groups (small group tuition) Precision Teaching programme – targeted children (one to one tuition) Increased TA support in maths lessons to immediately address misconceptions – using pre/post teach strategies (supporting great teaching) Quality First teaching approach by all staff – which includes in the moment feedback (supporting great teaching)	L Fletcher – Autumn Children identified in each class and TAs/teachers from that class to support. Deployment of TAs in each class	Impact of training through assessments. Autumn, Spring and summer assessments.	
Total budgeted cost:					£8000
<p>Objective 3 – To improve children’s writing stamina and fluency</p> <p>Reasons for approaches taken – assessments show that children’s writing stamina has decreased and children are performing below where they were previously.</p> <p>Success criteria – children’s writing stamina and handwriting improves and more children are at least in line with expectations.</p>					
Barrier	Intended outcome and how it will be measured.	Actions	Timescales/ person responsible	Monitoring and evaluation	Amount of funding

Writing – loss of stamina and fluency in handwriting	Extended pieces of writing. Improved handwriting. End of term data Progress against ARE statements.	Assessment of pupils to identify gaps (pupil assessment and feedback) Fine motor SODA activities in EYFS (one to one/ small group) SODA – spelling/ handwriting based in KS1 (one to one/ small group) Increased TA support for immediate feedback – post/ pre pit stops, smaller groups (supporting great teaching) Physical literacy/ jungle journey (small group tuition) Discrete handwriting sessions (supporting great teaching) Expectations communicated for parental engagement by sending home personalised spellings on handwriting sheets (supporting great teaching, supporting parents and carers)	All teaching staff Autumn 1. Staff to use in the moment support to address misconceptions. Children identified in each class and TAs/teachers from that class to support. Deployment of TAs in each class	Autumn, Spring and summer assessments. Audit resources for fine motor.	
Total budgeted cost:					£2000
<p>Objective 4 – To address mental health and well being of pupils after lockdown. Reasons for approaches taken – experiences pupils and families may have had during lockdown and anxieties coming back. Success criteria – pupils will know what to do if they feel worried or anxious, pupils will return to school with reduced anxiety.</p>					
Barrier	Intended outcome and how it will be measured.	Actions	Timescales/ person responsible	Monitoring and evaluation	Amount of funding

<p>Social and emotional – separation anxiety, worrying about illness, mental health and well being (expressing worries appropriately)</p>	<p>Pupils will know who to speak to and have strategies to help with their own well being.</p> <p>Leuven scale assessments</p> <p>Direct work will show an increase in engagement in lessons.</p>	<p>Transition activities – provide videos and virtual tours for all classes.</p> <p>Recovery curriculum planned for return to school in Autumn (supporting great teaching, transition support)</p> <p>Additional PSHE in classes (supporting great teaching) – CPD for staff</p> <p>Colour monster displays in classrooms to support open communication of mental health and well being (supporting great teaching)</p> <p>Well being questionnaires for children and parents (supporting parents and carers, transition support)</p> <p>Additional nurture for targeted children (one to one, small group tuition)</p> <p>Positive play sessions for individual children (one to one tuition)</p> <p>Mental health and well being activities for families (Spring lockdown)</p>	<p>C Gibbs Autumn Term – J Simpson</p> <p>Summer/ Autumn Term</p> <p>Autumn term – J Simpson</p> <p>Children identified in each class and TAs/teachers from that class to support.</p> <p>All teachers</p>	<p>Review of curriculum/ feedback from staff</p> <p>Leuven Scale assessments</p> <p>Feedback from staff</p> <p>Boxall profile</p> <p>Assessments</p>	
Total budgeted cost:					£2120

REVIEW OF THE IMPACT OF THE STRATEGY

Barrier	The impact of the strategy: to what extent the barriers were overcome.
Phonics – recalling prior learning and teaching missed phases due to Covid 19.	Autumn – Baseline for phonics in both Yr 1 and Yr 2 were completed – end of Autumn Data shows a marked improvement of where children are at. 91% of year 2 children met the phonic screening and 67% of Yr1 children are on track to meet in the summer. The additional phonics lessons within Yr1 and 2 has enabled more of the gaps to be filled and phonic tracker has allowed staff to promptly identify children who need support.
	Spring – In Year 2 attainment has been at maintained from the data point prior to Christmas. During lockdown reading was an area parents felt the most confident in supporting and this shows in the data. There are some children who have returned with gaps in their phonic knowledge and interventions will be put in place in the summer term. Early assessments show that the majority of Yr 2 children who needed to re-take the screening in the summer are on track to meet and 63% the Year 1 cohort are on track to meet (there are 8 children who were very close to passing the screening who should meet in the summer).
	Summer – Phonics continued to be a priority into the summer term. All year groups continued with additional phonics sessions supporting children who needed it, PTP and interventions for some children. The impact of the additional intervention meant that - 94% YR 2 children passed (60/64 children). 78% of YR 1 children passed (46/59) (out of the 13 children who did not pass, 7 of the children are very close). These were internal screenings using previous tests. Children in Year 1 will be tested during the Autumn Term.
Basic number skills – recalling prior learning and supporting where gaps are	Autumn –Priorities were given to areas which may have been missed during the summer term. Staff have focused on number and place value this term. PTP has supported some of our younger children with number recognition. An improvement can be seen in children’s recall of number facts due to daily practice.
	Spring – During the Spring Lockdown the data was at least maintained from before Christmas. Areas for the summer term have been identified and interventions planned for. Priority areas have been agreed to ensure that children have the basics needed for moving into their next academic year. Remote learning offered video lessons from White Rose to support families with strategies.
	Summer – Ready to progress documents have been used in all year groups to ensure children are ready for the next stage in their education. All class teachers have been able to plug any gaps through additional interventions and quality first teach. Data across the year groups is positive, with the majority of children working inline with ARE.

REVIEW OF THE IMPACT OF THE STRATEGY

<p>Writing – loss of stamina and fluency in handwriting</p>	<p>Autumn - During the Autumn Term it took the children quite a while to get back into the routines which had been embedded in previous years. Staff spent time focusing on the teaching the strategies and basics for children to build upon. Data comparisons show that children are working within similar bandings to the previous year.</p>
	<p>Spring – Over the spring lockdown each year group ensured writing was a key part of the home learning provided to ensure that the stamina of children could be maintained. The data shows that in Year 1 the data has improved, Reception and year 2 data has stayed similar since the Autumn Term. More children have moved out of the working below banding in all year groups. The additional TA support has enabled children in school to make some additional progress and children at home have received more personalised 1:1 work. In Year 2 spelling tests continued remotely to enable staff to keep track of children’s attainment and provide additional work if needed. Upon full return to school in March, majority of children were quick to re-establish the strategies learnt from before Christmas.</p>
	<p>Summer – Children continued to develop their stamina over the summer term. Strategies have become more embedded but unfortunately there just wasn’t long enough for it to impact the data. Writing is the area across the school where the data is not showing as much progress as other areas.</p>
<p>Social and emotional – separation anxiety, worrying about illness, mental health and well being (expressing worries appropriately)</p>	<p>Autumn – Videos and questionnaires supported parents and children well in a smooth transition back into school at the start of the Autumn term. Leuven scale assessment shows a marked improvement in levels of engagement and emotional well being. The recovery curriculum and additional PSHE lessons supported children well in transitioning back into school and staff have been able to use strategies from this throughout the Autumn term. Specific children were identified as needing additional support. Some children completed Boxall profiles, however some small group work also took place to support children’s worries and fears regarding Covid 19.</p>
	<p>Spring – The work completed in the Autumn term fully supported the children after the Spring Lockdown. Children settled back in very quickly and the Leuven Scale assessments show that there were no significant differences in children’s levels of engagement and emotional well being from the data point before Christmas. A weeks PSHE/ transition planning around Inside Out was planned for the children, to enable them time to talk and settle back into the routines.</p>
	<p>Summer – The children transitioned back into school very quickly. Staff were able to quickly return to ‘normal’ routines which had been embedded in the Autumn Term. Due to the majority of the children’s emotional literacy this enabled them to focus on academic due to the ground work completed in the return to school.</p>