

# Catch-Up Premium Plan Sprowston Infant School

Summary information					
<b>School</b>	Sprowston Infant School				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£11,524	<b>Number of pupils</b>	137

## 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 <a href="#">curriculum expectations for the next academic year</a>.</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 <a href="#">coronavirus (COVID-19) support guide for schools</a> 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"> <li>➤ Supporting great teaching</li> <li>➤ Pupil assessment and feedback</li> <li>➤ Transition support</li> </ul> <p>Targeted approaches</p> <ul style="list-style-type: none"> <li>➤ One to one and small group tuition</li> <li>➤ Intervention programmes</li> <li>➤ Extended school time</li> </ul> <p>Wider strategies</p> <ul style="list-style-type: none"> <li>➤ Supporting parent and carers</li> <li>➤ Access to technology</li> <li>➤ Summer support</li> </ul>

## Identified impact of lockdown

<b>Maths</b>	<p>The nature of the Maths curriculum is that it repeats content termly, so children have not missed a lot of content, although 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 quite simply, 'behind'.</p> <p>Recall of basic skills has suffered – children are less able to recall addition facts and have forgotten once taught calculation strategies. This is reflected in assessments.</p>
<b>Writing</b>	<p>Again, 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. Therefore, writing seems to be the area most affected by lockdown for our children.</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 don't is now increasingly wide. 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, which is not always returned to. 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.</p>
<b>Non-core</b>	<p>There are now some gaps in knowledge – whole units of work have not been taught 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 powerful curriculum moments.</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	Review date?
<p><u>Supporting great teaching:</u></p> <p>The foundation subject 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>Staff will begin by filling in new MT format for their year group, then sharing so that subject leaders can take control of their subjects.</p>	<p><b><i>RE produce new format.</i></b></p> <p><b><i>Staff meeting time to work on detailed medium term plans.</i></b></p> <p><b><i>Staff create vocabulary lists for their subjects.</i></b></p> <p><b><i>Time for staff to liaise and share work so all are aware of it – use of Google drive to facilitate this.</i></b></p> <p><b><i>(£1000)</i></b></p>		<p>RE</p> <p>EW</p> <p>RE</p>	<p>Feb 21</p> <p>Feb 21</p> <p>Feb 21</p>
<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><b><i>Remind staff of assessment timetable and procedures.</i></b></p> <p><b><i>Complete WellComm assessments</i></b></p> <p><b><i>Standard assessments completed on time and used to populate pupil progress formats before meetings.</i></b></p> <p><b><i>(£500)</i></b></p>		<p>RE</p> <p>RE/EW</p>	<p>Nov 20</p> <p>Oct 20/Jan 21</p>
<p><u>Transition support</u></p> <p>Children who are joining school from different settings or who are beginning their schooling with Sprowston have an opportunity to become familiar and confident with the setting before they arrive.</p>	<p><b><i>A welcome video/virtual tour is produced and shared with new-starters.</i></b></p> <p><b><i>Zoom meeting with new intake parents.</i></b></p> <p><b><i>(£250)</i></b></p>		<p>RE/EW</p>	<p>Nov 20</p>
			<b>Total budgeted cost</b>	<b>£1750</b>

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<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	<i>Guided reading in classes replaced with 1-1 reading.</i>  <i>Small group tuition weekly from Spring term.</i> (£1200)  <i>Small group tuition weekly from Spring term.</i> (£1200)		Teachers RE/EW RE/EW	Feb 21 Easter 21 Easter 21
<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>JV intervention timetable</i>  (£7400)		EW	Feb 21
			<b>Total budgeted cost</b>	<b>£9800</b>

iii. Wider Strategies				
Desired outcome	Chosen action/approach	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. 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>Weekly learning is put onto Tapestry so parents always have it available and staff do not need to do anything different in the event of lockdown or children isolating.</i>  <i>Work is printed and sent home when necessary. In the event of lockdown, paper will be provided to all children.</i> £200		Teachers RE	Feb 21 Feb 21
			<b>Total budgeted cost</b>	<b>£200</b>

	<b>Total cost paid through Covid Catch-Up</b>	<b>£11,524</b>
	<b>Cost paid through school budget</b>	<b>£226</b>