

COVID-19 catch-up premium report – Stillness Infant School

Funding allocation

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. This funding will be provided in 3 tranches. We will provide schools with an initial part payment in autumn 2020, based on the latest available data on pupils. We will then distribute a second grant payment in early 2021, based on updated pupil and place data. For mainstream schools, we will use the 4 to 15 pupil headcount from the October 2020 census. The second grant payment will also take account of the initial part payment made in autumn 2020 so that schools will receive a total of £46.67 per pupil. A further £33.33 per pupil will be paid during the summer term 2021. Though funding has been calculated on a per pupil basis, schools should use the sum available to them as a single total from which to prioritise support for pupils according to their need. 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

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. (See also EEF - School Planning Guide 2020-21) Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

Accountability and monitoring

As with all government funding, school leaders must be able to account for how this money is being used to achieve our central goal of schools getting back on track and teaching a normal curriculum as quickly as possible. Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors should scrutinise schools' approaches to catch-up from September, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities, and ensuring appropriate transparency for parents.

COVID-19 catch-up premium spending: summary (to be reviewed June 2021)

SUMMARY INFORMATION

Total catch-up premium budget:	£12,367.55 (autumn term) Estimated further income: £8432.45 Total expected income: £20,800	Total number of children as per October census 2020: 260
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STRATEGY STATEMENT

The broad aims for our catch up strategy at Stillness Infant school will be:

- By the end of July 2021, attainment outcomes for all children will be broadly in line with those at the end of the 2018-19 year; most children with no identified SEN will achieve age related expectations in reading, writing and maths.
- Any identified gaps, due to missed learning, will be narrowed or closed in order to achieve the very best outcomes for all of our children.
- The mental health and wellbeing needs of our children that have arisen as a result of the pandemic are met, and families are effectively supported by the school.

Spending:

At Stillness Infants, this money will be used to fund additional support staff / teacher to develop the outcomes of children who have been identified as needing “catch up” in their learning.

Planned expenditure for current academic year

How we plan to use the catch-up premium to improve classroom pedagogy, provide targeted support and support whole-school strategies.

Actions	How will you make sure it's implemented well?	Cost
<p>Assessment of learning and of basic skills to identify major gaps.</p> <ul style="list-style-type: none"> Teachers will work to identify gaps in learning and adapt teaching accordingly. Skilful planning to include short assessment tasks which will inform next steps. 	<p>Moderation of year group assessments</p> <p>CPD to adapt teaching appropriately.</p> <p>SLT to support and monitor provision</p>	<p>Additional supply cover for staff for moderation and planning.</p> <p>£1000</p>
<p>Working through well sequenced, purposeful learning plans.</p> <ul style="list-style-type: none"> Reading, writing and maths plans are being adapted to focus on missed objectives and consolidate the basic knowledge and skills children will need in R,W,M. See additional data below. In foundation subjects, we will ensure that all the knowledge and skills in the NC for each year group are met through adapting our current topic plans. Subject leaders will support with planning across year groups as appropriate. 	<p>Staff CPD and year group meetings.</p> <p>DHT and curriculum leads to support and monitor provision.</p>	<p>Cover for CPD meetings and release time for curriculum leaders.</p> <p>£1000</p>
<p>Focus on consolidation of basic skills.</p> <p>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, times tables recall, basic addition & subtraction fact recall and reading skills relevant to age.</p> <p>April update:</p> <p>Based on our on-going assessments from September 2020 to April 2021, teachers have identified three main focuses for the writing in Y2:</p>	<p>Support with planning, ensuring that all lessons include a focus on basic skills, including foundation subjects.</p>	

<ol style="list-style-type: none"> 1. Handwriting practice to reinforce correct letter formation, and joining strokes. 2. Spelling of Y2 common exception words for Lower Attaining children. 3. Revisit consistent use of full stops and capitals for Lower Attainers. <p>Our maths focus will be centred on number and calculation work.</p> <p>From April 2021 we will have an additional short maths session per week developing mental maths skills.</p>		
<p>Particular focus on early reading and phonics.</p> <p>This is always a focus in the school and will continue to be so in order to develop children's reading ability and vocabulary. We will use additional structured small group phonic / reading comprehension sessions to support those children who are not at the expected levels.</p> <p>EEF research - 'In order to support pupils who have fallen the behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary'.</p>	<p>Teacher assessments will identify any children who need interventions; these will be delivered by our specialist teaching assistant.</p> <p>SLT to monitor progress of targeted children half termly to ensure effective support to develop reading skills.</p>	<p>Additional TA support across Reception, Y1 and Y2.</p> <p>£18,200</p>
<p>Time spent on mental health, wellbeing and social skills development.</p> <p>This will be at the core of all catch up work as many children will have not been in formal school setting for a number of months. Work is being planned to improve playtime and lunchtime provision.</p>	<p>DHT will co-ordinate work from teams including SENCo / Learning Mentor / MDMS team.</p>	<p>Playground resources:</p> <p>£600</p>

Additional information which we have used to support the actions above:

Y2 Internal assessments - from September 2020

Y2 Reading, % of children at or above age related expectations

End of Y1 Assessment July/Sep 2020	December 2020 Teacher assessment	April 2021 Teacher Assessment
84%	83%	81% (9 children left, 2 new arrivals – mobility has affected data)

Y2 Writing, % of children at or above age related expectations

End of Y1 Assessment July/Sep 2020	December 2020 Teacher assessment	April 2021 Teacher Assessment
69%	74%	60% (9 children left, 2 new arrivals – mobility has affected data).

Y2 Maths, % of children at or above age related expectations

End of Y1 Assessment July/Sep 2020	December 2020 Teacher assessment	April 2021 Teacher Assessment
84%	83%	77% (9 children left, 2 new arrivals – mobility has affected data)

Y1 Reading, % of children at or above age related expectations

End of Reception Assessment July/Sep 2020	December 2020 Teacher assessment	April 2021 Teacher Assessment
67%	76%	78%

Y1 Writing, % of children at or above age related expectations

End of Reception Assessment July/Sep 2020	December 2020 Teacher assessment	April 2021 Teacher Assessment
57%	62%	63%

Y1 Maths, % of children at or above age related expectations

End of Reception Assessment July/Sep 2020	December 2020 Teacher assessment	April 2021 Teacher Assessment
65%	70%	65%

- Evidence from the EEF
- Results of pupil consultations / pupil progress meetings
- Analysis of attendance records
- Feedback from parents and carers
- Training from external provider
- Case studies