

COVID-19 Catch-up Premium Report

William Austin Infant School

COVID-19 Catch-up Premium Funding: Summary

SUMMARY INFORMATION			
Total number of pupils:	410	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£32,640		

COVID-19 Catch-up Premium Funding

The government has launched a one-off universal catch-up premium for the 2020 to 2021 academic year. The aim is that schools have the funding needed to ensure that pupils can catch-up for lost teaching time due to the pandemic resulting in educational disruption and school closures. Schools can use the funding in the most effective and appropriate way to support all pupils. There are no specific requirements and schools can determine how best to use the catch-up premium funding to enable pupils to make up the lost learning and meet/ surpass curriculum expectations.

Schools' funding allocations are calculated on a per pupil basis which equates to £80 per pupil in each year group. Although funding is calculated on a per pupil basis schools should use the funding as a whole and prioritise support for pupils depending upon their needs. The catch-up premium is provided to mitigate the effects of the unprecedented disruption due to COVID-19.

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Use of Catch-up Premium Funding	Education Endowment Foundation EEF Recommendations
<p>Schools should use the Catch-up funding for specific activities/targeted support for pupils to catch-up for lost teaching and learning time.</p> <p>Schools have some flexibility to spend the funding in the best possible way for pupils based upon the schools' circumstances and cohort.</p> <p>The Education Endowment Foundation EEF has made some recommendations to support schools in order to make the best and most effective use of the catch-up funding. As a school our Catch-up Premium strategy will draw upon evidence-based research and high quality resources to reduce the attainment gaps for all pupils.</p> <p>William Austin Infant School will be adopting a range of the following approaches from teaching and whole school strategies, targeted approaches and wider school strategies:</p> <ul style="list-style-type: none"> ➤ Supporting great teaching ➤ Pupil assessment and feedback ➤ Transition support ➤ Intervention programmes ➤ One to one and small group work ➤ Supporting parent and carers ➤ Access to technology 	<p>The EEF recommends 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

CATCH-UP PREMIUM FUNDING STRATEGY STATEMENT

William Austin Infant School's Strategy:

Our Catch-up Premium Strategy will be aimed at accelerating pupils' progress and overcoming barriers to address regression/limited progress in learning and catch up any missed learning. We are committed to ensuring the recovery of educational provision for all our children. We have identified the school's catch-up priorities to effectively use the Catch-up Premium funding.

Targeted academic support including structured 1-1 or small group interventions will be delivered by appropriately skilled staff, key approaches and catch-up opportunities to address priorities.

Identified impact at WAI school of the COVID-19 pandemic, national lockdowns and lost teaching and learning time:

- The vast majority of pupils have had a prolonged period of time without face to face teaching and learning at school.
- Teachers have undertaken robust and informative assessments as pupils returned to school in order to ascertain attainment gaps, if/where pupils' learning has regressed and identified gaps in learning.
- Pupils' educational learning journeys have been stalled and they have fallen 'behind' as a direct impact of the pandemic, national lockdown and school closures despite our provision for remote learning.
- Pupils have lost essential practice of writing skills leading to a lack of fluency in writing. Pupils were writing less at home due to remote learning and using online learning as opposed to traditional paper and pencil methods used at school. This has impacted pupils' writing stamina and motivation to write due to the lack of fluency in their ability to write.
- Handwriting skills have also adversely affected writing – fine motor skills and pencil control/skills.
- Reading fluency and stamina has been affected as pupils were reading less at home; this has also impacted reading for enjoyment and pleasure. Comprehension skills and understanding of texts has been impacted too.
- Foundation subjects – there are some significant gaps in knowledge as whole units of work have not been taught face to face which has led to children not using their prior knowledge when learning something new and therefore they are less likely to make connections between concepts and links within the curriculum. Children have also missed out on the wider curriculum enrichment experiences and curriculum 'wow' moments. (visitors, trips, 'wow' practical experiences and opportunities).
- Recovery curriculum will be focused on more 'hands on' practical experiences, physical and creative skills/opportunities as these have all been directly affected due to the limited access to resources/ facilities during home learning.
- Limited access to technology has been a barrier and impacted some pupil's learning effectively at home and there is also limited facilities and access to devices at school.

CATCH-UP PREMIUM FUNDING STRATEGY STATEMENT

The overall aims of our Catch-up Premium Strategy:

- To diminish the attainment gap between our disadvantaged pupils and all pupils in Writing and Reading
- To raise the attainment of all pupils to close the gap created by COVID-19 school closures
- To continue to develop a rich, broad and balanced curriculum that supports all our pupils learning
- To ensure that our recovery curriculum meets/surpasses the needs of all our pupils in all subjects
- To improve technology facilities available at home and at school to support the teaching and learning for our pupils.

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Low language/vocabulary and communication skills on entry.
B	Prior low attainment in Reading and Writing.
C	Specific needs of pupils – vulnerable pupils/disadvantaged pupils and high SEN needs. (High number of EHCP pupils)
D	Limited technology accessible to pupils at school.
E	Attendance issues/Term time LOA

ADDITIONAL BARRIERS

External barriers:

D	Lack of technology at home. Non-engagement/parental disengagement.
E	Lack of spoken language and understanding.

F	Limited accessibility and availability of resources and materials in the home.
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Planned expenditure for current academic year

Targeted Support /Approaches – Supporting great teaching of Reading – Interventions Programmes 1-1 and small groups					
Objective	Action	Intended outcome and Success Criteria	What's the evidence and rationale for this choice?	Funding allocated	Review date Impact Next Steps
To reduce the attainment gap in Reading. To improve the gaps in phonics and reading skills.	<ul style="list-style-type: none"> Interventions set up for Catch-up Reading and Phonics additional targeted support for 1-1 pupils and small group interventions in Summer 2021. TA to deliver interventions to small groups/1-1 across Year 1 classes. Gaps identified by class teachers to support teaching and learning. 	<ul style="list-style-type: none"> Targeted children will have improved rates of reading fluency, stamina for reading and phonic skills. Improved motivation, enthusiasm and confidence. Improved outcomes reading gaps closed. Increased phonics knowledge. 	<ul style="list-style-type: none"> Reading fluency and stamina has been affected as pupils were reading less at home this has also impacted reading for enjoyment and pleasure. Phonic gaps from assessments have been identified at the point of children returning to school. Lost learning due to children missing school during the pandemic and National Lockdowns. 	£503	July 2021
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Quality Teaching and Whole School Strategies – supporting great teaching across year groups

Objective	Action	Intended outcome and Success Criteria	What's the evidence and rationale for this choice?	Funding allocated	Review date Impact Next Steps
To reduce the attainment gap in Reading of disadvantaged pupils and all pupils. Improve comprehension skills.	<ul style="list-style-type: none"> • 'Accelerated Reader' purchased for Year 2 children. • 'Star Assessments' purchased for monitoring reading progress. • Training for teaching staff. 	<ul style="list-style-type: none"> • Improved comprehension skills and understanding. • Reading skills improved. • Reading for pleasure and enjoyment. • Increased motivation and pupil engagement. • Gaps narrowed – all pupils. 	<ul style="list-style-type: none"> • Reading fluency and stamina has been affected as pupils were reading less at home this has also impacted reading for enjoyment and pleasure. • Comprehension skills impacted. • Attainment/progress gaps in reading have been highlighted through assessments. 	£4805	September 2021

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<p>To accelerate achievement in reading accuracy, fluency and comprehension.</p> <p>To diminish the reading attainment gap of all pupils, including the vulnerable and disadvantaged pupils.</p>	<ul style="list-style-type: none"> • A new 'Herts for Learning KS1 Reading Fluency Project' for Year 1 and Year 2 children to be purchased. • Training for teachers. • Bespoke consultancy visit. • Launch KS1 'Reading Fluency Project' in Autumn 2021. • Teachers using new reading strategies in their classrooms. 	<ul style="list-style-type: none"> • Improved reading accuracy, fluency and comprehension. • Increased confidence and stamina with reading. • Proven reading strategies and skills used by children. • Gaps narrowed – all pupils. 	<ul style="list-style-type: none"> • Reading fluency and stamina has been affected as pupils were reading less at home this has also impacted reading for enjoyment and pleasure. • Gaps in reading identified via assessments. 	<p>£1110</p>	<p>September 2021</p>
<p>To reduce the attainment gap in Reading by developing comprehension skills.</p>	<ul style="list-style-type: none"> • Comprehension books for Year 1 and Year 2 children purchased. Schofield and Sims Complete Comprehension. 	<ul style="list-style-type: none"> • Better understanding of texts and improved comprehension skills. 	<ul style="list-style-type: none"> • Comprehension skills and understanding of texts has been impacted during the school closures. 	<p>£140</p>	<p>June 2021</p>
<p>To diminish the reading attainment gap of all pupils, including the vulnerable and disadvantaged pupils.</p>	<ul style="list-style-type: none"> • 'Wriggly Readers' purchased for Year R and Year 1 children. • Implement 'Wriggly Readers'. • Training for teachers to deliver. 	<ul style="list-style-type: none"> • Reading skills improved and gaps are closed. 	<ul style="list-style-type: none"> • Gaps in reading skills identified from assessments. 	<p>£1288</p>	<p>June 2021</p>

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<p>To diminish the attainment gap between disadvantaged pupils and all pupils.</p> <p>To reduce the digital divide gap and support all vulnerable pupils.</p> <p>To improve technology facilities available at home and at school to support teaching and learning for pupils.</p>	<ul style="list-style-type: none"> • Chrome books (46) purchased to support teaching and learning in the classroom with all areas of the curriculum. • Google Management license. • Laptops (4) purchased. • Plantronics Headsets (4) purchased • Clever touch screens (3) • Provide all vulnerable children with devices to support remote learning during lockdowns. • Access to technology - chrome books. 	<ul style="list-style-type: none"> • All pupils will be supported with classroom-based teaching and learning on a daily basis. • Identified pupils provided with a device for remote home learning during lockdowns and school closures. • Pupils will have accessibility daily to remote learning at home during lockdowns. • Daily contact between home and school. • Enhanced technology support for classroom-based teaching and learning to aid pupils learning further. • Improved computing skills. • Additional technology – providing pupils with devices at home and improved facilities available at school to enhance teaching and learning. 	<ul style="list-style-type: none"> • Lack of devices at home and at school to support all pupils. • Lack of devices to support all vulnerable pupils with remote home learning. • Limited contact between home and school during lockdowns. • Lost learning due to children missing school during the pandemic and National Lockdowns. 	<p>£10643</p> <p>£1843</p> <p>£140</p> <p>£4950</p>	<p>June 2021</p>
<p>To use assessment and feedback strategies to assess pupils' learning needs to enable effective support to move their learning on.</p> <p>To identify specific areas of learning and address gaps/key concepts so pupils make better progress.</p>	<ul style="list-style-type: none"> • Visualizers for all classrooms (15) • Visualizers used to share high quality feedback to all pupils. Work is shared and modelled by teachers so the whole class can improve the shared work together and understand the next steps for their own work. 	<ul style="list-style-type: none"> • Assessment and feedback strategies will be used in the classroom to support pupils. • Classroom visualizers used effectively during oral starter sessions and/or plenary sessions to show and share pupils work. Examples of good practice shared to motivate pupils and to clear up any misconceptions. 	<ul style="list-style-type: none"> • Visualizers in classrooms currently are rarely used as the work displayed is not clearly visible. • Limited sharing of pupils work to the whole class to address specific learning and any misconceptions. 	<p>£1485</p>	<p>June 2021</p>

Total budgeted cost:					
Other approaches - Exploring partnerships with outside agency.					
Objective	Action	Intended outcome and Success Criteria	What's the evidence and rationale for this choice?	Funding allocated	Review date Impact Next Steps
To develop pupil's communication, language and vocabulary skills.	<ul style="list-style-type: none"> • Introduce the 'Nuffield Early Language Intervention' NELI. • Register for the 'Nuffield Early Language Intervention' NELI initiative and inform staff. • Identify appropriate staff to deliver the 'NELI' program. • Training for identified key staff to deliver the 'NELI' program. • Identify children In Year R to take part in 'NELI'. • 'NELI' Interventions set up for children in Year R. 	<ul style="list-style-type: none"> • Targeted language support to develop Year R children's oral language, communication, vocabulary and speech skills. • Raised outcomes in early speech and language skills in Year R and gaps closed. 	<ul style="list-style-type: none"> • Low oral language, speech and communication skills on entry to Year R. • Progress /attainment gaps outlined through assessments. • Lost learning due to children missing nursery and schooling in Year R during the pandemic and National Lockdowns. 	No cost involved.	SEPTEMBER 2021
Total budgeted cost:					

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ADDITIONAL INFORMATION

At William Austin Infant School we have made strategic decisions and targeted academic support based upon clear rationales and we have drawn upon evidence-based research to develop effective initiatives/approaches in our school to ensure we provide the best possible use of the Catch-up Premium Funding to support all of our pupils due to the lost learning caused by the pandemic.

We have taken into consideration the following evidence-based research and factors to make our judgments to use the range of approaches:

- Internal assessment and observations
- Staff contributions
- Evidence from the EEF [Education Endowment Fund](#)
- Analysis of attendance records
- Recent school Ofsted report
- Guidance from experts/outside agencies
- Research led evidence

We will evaluate and monitor the impact of the different approaches we have adopted at our school.

