



## Catch-Up Premium Plan Race Leys Infant School

Summary information					
<b>School</b>	Race Leys Infant School				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£ 11,920	<b>Number of pupils</b>	149

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.</p> <p>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.</p> <p>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 <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</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 day</li></ul>

<p>should use this document to help them direct their additional funding in the most effective way.</p>	<p>Wider strategies</p> <ul style="list-style-type: none"> <li>➤ Supporting parent and carers</li> </ul>
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Identified impact of lockdown	
<b>EYFS</b>	<ul style="list-style-type: none"> <li>• Impact on prime areas (PSED- time to spend with peers, Physical Dev- gross and fine motor and Communication and Language- speaking, listening and understanding)</li> <li>• Impact on maths, Writing and Reading- as below)</li> </ul>
<b>Maths</b>	<ul style="list-style-type: none"> <li>• Some topics easier to work on at home; some calculation strategies have not been as easy to access at home.</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• Children have not accessed as much writing as they would in school due to motivation to write at home and knowledge of curriculum at home</li> <li>• Impact on fine motor and letter formation</li> <li>• Impact on spelling and grammar</li> </ul>
<b>Reading</b>	<ul style="list-style-type: none"> <li>• Impact of not reading regularly at school- children on same book band</li> <li>• Slowing, no or negative progress in phonics (no/limited Read Write Inc)</li> <li>• Negatively impacted on reading enjoyment- not exposed to as many books</li> </ul>
<b>Wider Curriculum</b>	<ul style="list-style-type: none"> <li>• Ability of children to access a wider range of subjects</li> <li>• Narrowing of curriculum due to lockdown and resources available at home, subject knowledge</li> </ul>

Children will be assessed on key skills on return from lockdown (September & March)

**Planned expenditure** - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)

**1) Teaching and whole-school strategies**

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<u>Supporting great teaching:</u>  The foundation subjects 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.	<b><i>Work on non-core subjects. Plan assessment. Additional time for teachers to research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional leadership time. Paul Longden consortium training for remaining 2 teachers.</i></b>  (£1000)		LD	July 21
			LD	July 21
<u>Supporting great teaching</u> Maths teaching is consistently Good. Maths Subject Leader able to support all staff.	<b><i>Use of LA Maths advisor to support Maths Subject Leader with CPD and monitoring.</i></b>  (£2000)		JD	Dec21
<u>Teaching assessment and feedback</u>  Teachers have a very clear understanding of what gaps in learning remain and use this to inform future learning.	<b><i>Cover staff to allow time for baseline assessments once children return from lockdown. This will allow staff to effectively plan from correct starting points.</i></b>  (£500)		LD	Sep 20 Mar 21
<u>Transition support</u> Children are supported in their transition to their junior school.	<b><i>EP transition support booked in for summer term.</i></b>  (£0.00)		JD	Jul 21
<b>Total budgeted cost</b>				<b>£3500</b>

2) Targeted support				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>1-to-1 and small group tuition (Year 2 – phonics Autumn term)</u></p> <p>Identified children will have significantly increased rates of reading accuracy. They will become confident at learning sounds, applying phonic knowledge and dips in phonics attainment will be negated.</p> <p>Year 2 children will need the required standard in the phonics check (November 2020)</p>	<p><b>Extra Read Write Inc 1-1 tutoring support will be provided in afternoons in the Autumn term (T &amp; TA)</b> <b>(£1000)</b></p>		JD/LD	Nov 20
<p><u>1-to-1 and small group tuition (Year 2 – phonics- Spring and Summer term)</u></p> <p>Identified children will have significantly increased rates of reading accuracy. They will become confident at learning sounds, applying phonic knowledge and dips in phonics attainment will be negated.</p> <p>Those children who require additional support after not meeting the phonics check standard. This will be planned once all children return to school (estimated March 2020)</p>	<p><b>Extra Read Write Inc 1-1 tutoring support will be provided in afternoons in the Spring and Summer term for identified children (T &amp; TA)</b> <b>(£2400)</b></p>		JD/LD	Dec 21
<p><u>1-to-1 and small group tuition (Rec/ Year 1 – phonics- Spring and Summer term)</u></p> <p>Identified children will have significantly increased rates of reading accuracy. They will become confident at learning sounds, applying phonic knowledge and dips in phonics attainment will be negated.</p>	<p><b>Extra Read Write Inc 1-1 tutoring support will be provided in afternoons in the Spring and Summer term (T &amp; TA)</b></p>		JD/LD	July 21



<p>Learning mentor able to identify and work with families we may not previously have been aware</p>	<p><b>Additional learning mentor hours to support families and children. School to monitor and react to needs of families and children after lockdown.</b></p> <p><b>Extra Sycamore counselling, as required.</b></p> <p style="text-align: right;"><b>£921</b></p>			
<p><u>Access to technology</u></p> <p>During the catch-up extended school provision, children can access additional devices so that they can rotate through discrete teaching, reading fluency and independent online activities.</p>	<p><b>Warwickshire CC have provided laptops for a number of infant school children. School to loan to families where there is no online access or access to devices.</b></p> <p><b>Extra IT support to ensure laptops are accessible for families.</b></p> <p style="text-align: right;"><b>£100</b></p>		LD/AL	Feb 21
<p><u>Summer Support</u></p> <p>NA</p>				
<b>Total budgeted cost</b>				<b>£ 11,920</b>
			<b>Cost paid through Covid Catch-Up</b>	<b>£11,920</b>