



Catch-Up Premium Plan

Stonehouse Park Infant School

Background					
School	Stonehouse Park Infant School				
Academic Year	2020-21	Total Catch-Up Premium	£11,700	Number of pupils	144 & 52 in nursery

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:

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](#).

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

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.

Impact of Covid:

Teachers and teaching assistants carried out comprehensive assessments during the first few weeks back in school. We focused on:

- Emotional well-being and social interaction
- Physical health and fitness
- Communication and language
- Learning to learn skills such as resilience, perseverance, independence, concentration
- Reading, writing and maths.

<p>Personal, Social & Emotional Well-being</p>	<p>When the YR children came back to school in June we were concerned that many of them struggled to settle. We think this was because the school at that time had to be set up very differently due to the very strict Covid health & safety measures. The DfE adapted their guidance & so we were able to provide a more familiar environment for the children on return to school in September. We chose to focus on transition during June-July. The children in YR and Y1 were co-taught by their current teacher with members of the staff team who would be teaching them in September in their new classrooms. This meant that the children became familiar with their new learning environment and started to build relationships with their new teachers and TAs. The staff were also able to begin to carry out assessments. The focus on transition during June and July had a positive impact on children's emotional resilience on return to school in September. All of the children settled back into school very well. They were very happy to be back.</p> <p>We identified through our observations that children found social interaction more difficult. It was clear that the impact of lock-down where families were unable to socialise with other families and children were unable to come into school meant that some children were finding it difficult to share, take turns, co-operate or collaborate in their play or learning.</p> <p>We also observed quite an obsession with Covid in children's play e.g. children acting out going for a Covid test. It was evident that many children had been exposed to adult conversations about Covid during lock-down and many had heightened anxieties.</p> <p>Baseline data (Children at chronological age/ ARE): Acorns 11%, Conkers 9.6%, YR 42.5%, Y1 57.6%, Y2 52.9%</p>
<p>Physical well-being</p>	<p>Staff were concerned that in each year group some children had put on quite a lot of weight during the lock-down period. Staff noted that some children were not used to engaging in physical activity as their stamina was really low when engaging in P.E lessons, outdoor play sessions, Forest School etc.</p> <p>Baseline data (Children at chronological age/ARE) Acorns 11%, Conkers 19.3%, YR 48.8%, Y1 39.65%, Y2 65.25%</p>
<p>Learning to Learn skills</p>	<p>Observations of children during the transition period June- July 2020 and during the first few weeks of the new academic year showed that many children were finding difficulties in sustaining concentration and persevering to complete learning tasks. Most children found it difficult to work independently and required a lot of adult guidance, reminders and encouragement to organise themselves and to complete learning tasks.</p> <p>Our assessments and observations also showed that our many of our current YR & Y1 cohorts had missed out on valuable time in nursery and YR with regard to their play skills. A small group of children in each year group found it difficult to settle and engage with child initiated play based learning activities. Children would flit from activity to activity and in a few cases, play would become very aggressive.</p>
<p>Communication & Language</p>	<p>We were concerned that our YR and nursery children would have missed out on opportunities for co-operative and collaborative play during lock down. Baseline assessments showed that only 50% of children entered YR with Communication and Language Development in line with their chronological ages. The nursery baseline assessments showed that only 11% of children starting</p>

	<p>Acorns (2 year old provision) and only 13% starting Conkers (3 & 4 year old provision) had development in line with their chronological ages. Staff were concerned at the high number of children with dummies.</p> <p>Due to lockdown, and the very limited opportunities children had to play and learn with other children we completed assessments of communication and language development in Y1 & Y2. In Y1 only 48% of the children returned to school with communication and language skills in line with ARE. In Y2 this was 53%.</p> <p>As communication & language are the key for all learning this is an are of high priority for the whole school.</p>
Reading	<p>Overall staff were impressed with the support that parents had given children with their reading during the lock-down period. During the transition period of June & July teachers and TAs prioritised communication & language, reading & phonics teaching & carried out comprehensive assessments so that in September the phonics teaching could begin almost immediately. Assessments showed an extremely wide breadth across the year group. It was agreed that, as a whole school, we would need to adapt our phonics teaching from whole class to differentiated small group teaching in order to meet with broad range of need. It was also agreed to re establish a safe process for sending reading books home & recording parent comments as soon as possible to ensure daily reading practice at home.</p> <p>Baseline data (Children at chronological age/ARE): Conkers 19.3%, YR 42.5%, Y1 32.9%, Y2 46%</p>
Writing	<p>Baseline assessments and observations of learning identified that many children had got into bad habits with regard to the correct formation of letters and the quality of presentation overall had declined. Staff also noted that stamina had also declined.</p> <p>Baseline data (Children at chronological age/ARE): Conkers 19.3%, YR 42.5%, Y1 13%, Y2 40.2%</p>
Maths	<p>Baseline assessments and observations of learning identified that many children had become 'rusty' at recalling number facts and then being able to apply these. Again, staff noted that stamina was an issue for some children, when faced with problem solving situations. Again, some children had also got into bad habits with regard to the formation of numerals and accuracy of recording.</p> <p>Baseline data (Children at chronological age/ARE): Conkers 3.2%, YR 48.9%, Y1 39.4%, Y2 50%</p>
Wider Curriculum	<p>Assessments completed during term 2 identified some gaps in children's knowledge, particularly in Science, history, geography, art, music & DT. Curriculum leaders will need to identify the essential knowledge that must be taught during the current academic year in order for children to move onto the next stages of learning.</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>Curriculum Development</u></p> <p>The curriculum 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 and all children are able to move securely onto the next stage of learning by the end of the academic year.</p>	<p>Time for subject leaders to research and refine their 2-7 curriculum pathways, identifying essential skills and knowledge that must be planned for, taught and assessed. Subject leaders to share this with all teaching staff and monitor its implementation. Release time and additional cover will be required to facilitate the additional PPA.</p> <p style="text-align: right;">(£1500)</p>		AJ & RE	March 21
<p><u>Assessment and Planning Next Steps</u></p> <p>Teachers and teaching assistants carry out detailed and accurate baseline assessments and review on-going formative assessments in order to have a very clear understanding of gaps in learning & areas of difficulty for each child.</p> <p>Teachers and TAs use assessment information to plan next steps and targeted intervention programmes.</p>	<p>In-set day to agree assessment criteria and process. Baseline assessments completed during the first 3 weeks in school. Assessments analysed & evaluated. Progress review meetings facilitated by HT & DHT with each class teacher to review assessment data/evaluations & to plan next steps. Teacher & TA meetings to plan next steps/ intervention programmes, organise these & prepare resources. Release time to for DHT & class teachers to attend progress review meetings.</p> <p>Above process repeated 3x a year.</p> <p style="text-align: right;">(£2100)</p>		AJ & RE	Dec 20 March 21 July 21
<p><u>Meeting the Diverse Range of Learning Needs</u></p> <p>Teaching is continually reviewed and adapted to meet the diverse range of learning needs.</p>	<p>Teachers move to small ability groups approach for teaching phonics and maths for terms 1-3 in the first instance to ensure teaching can be matched to learning needs.</p>		AJ & RE	Termly

<p>Teachers carry out research and share best practice.</p>	<p>Teachers to provide CPD & support for TAs leading small groups.</p> <p>SLT to monitor effectiveness of this approach each term.</p> <p>Overtime payment for TAs when attending training & preparing resources.</p> <p style="text-align: right;">(£1250)</p>			
<p style="text-align: center;"><u>Improving Fitness and Stamina</u></p> <p>Teachers plan more opportunities for learning outside and for a daily physical activity.</p> <p>Improve the outdoor play provision to increase activity at play and lunchtimes.</p> <p>Improve outdoor learning environment for Y1.</p>	<p>Children take part in learning activities across the curriculum outside.</p> <p>Implement stages 1 & 2 of the outdoor play provision improvement plan utilising PTA fundraising, PE premium and Catch Up Premium*.</p> <p>Provide mud kitchens for each of the Y1 class rooms</p> <p style="text-align: right;">(£250)*</p>		<p>LG, AJ & RE</p>	<p>March 21</p>
<p><u>Improving handwriting and Numeral Formation</u></p> <p>Children's fine motor skills improve and their letter & numeral formation is accurate with high standards of presentation.</p>	<p>Daily Fizzy activities for all children in nursery, YR & Y1 during terms 1 & 2 > intervention programme for those children who still require this from term 3.</p> <p>Daily handwriting session for Y2 & Y1 from term2 and YR from term 3.</p> <p>Additional cost to provide individual pots of playdough& more individual sand trays & kinetic sand to ensure Covid safe provision.</p> <p style="text-align: right;">(£150)</p>		<p>AJ & RE</p>	<p>Dec 20, March 21 July 21</p>
Total budgeted cost				£ 5780

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>Improved Emotional Well-being & resilience</u></p> <p>Play therapy for children with complex emotional difficulties and high levels of anxiety in Y1 & Y2.</p> <p>PSED intervention groups in place to support children's emotional well-being in nursery & school.</p>	<p>JB to work with referred Y1 children one day a week and EF with Y2. SDQ's completed by parents and teachers as baseline & again after 12 weeks.</p> <p>TAs to lead PSED intervention groups every week in YR, Y1 & Y2.</p> <p>Early Years SENCO to lead PSED provision in nursery- funded through EYs Premium.</p> <p>Provision funded jointly through Catch up Premium and Pupil Premium.</p> <p style="text-align: right;">(£2700)</p>		RE & AJ with class teachers	Feb 21
<p><u>Children make accelerated progress in their communication and language development</u></p> <p>Children identified through baseline assessment as having delayed speech & Language/ communication development receive weekly intervention programme.</p>	<p>Early Years Talk Boost programme implemented in nursery & YR. Led by E Ys SENCO & YR TAs. From term 1 ></p> <p>YR teachers & TAs undertake Nuffield Early Language Programme training & implement programme. From term 3 ></p> <p>DHT to train Y1 & Y2 TAs in Primary Talk Boost programme. To be implemented from term 3 ></p> <p>Y1 TA to deliver Time to Talk programme.</p> <p>Y2 TA to deliver Language for Thinking programme.</p> <p>Provision funded through PP and SEND budgets with Catch Up Premium.</p> <p style="text-align: right;">(£1800)</p>		AJ, LK & RE	March 21 & July 21

<p><u>Children improve their play and social skills</u></p> <p>Children identified as cause for concern re immature play skills and delayed social & emotional development to access play based curriculum in Y1 & Y2.</p>	<p>Afternoon collaborative play sessions set up in Y1 Rainbow room planned by Y1 EYFS specialist & facilitated by year team TAs. Terms 1-3.</p> <p>Y2 rainbow set up as a Nurture Room to provide a safe, calm learning space for children with high levels of anxiety & complex social & emotional difficulties. Provision planned by play therapist & facilitated by play therapist & Y2 SEND TAs.</p> <p>(Y2 provision jointly funded by Catch Up Premium and SEND budget).</p> <p>Additional funding required for TA time and resources.</p> <p style="text-align: right;">(1,385)</p>		<p>Y1 teachers & RE</p>	<p>Dec 20 & March 21</p>
Total budgeted cost				£5,885

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting parents & carers so that children are able to engage with learning at home in the event of a year group bubble closure or full lock-down.</u></p> <p>Each child is supplied with all of the resources & equipment they will need to access home learning programme.</p>	<p>Weekly telephone support for parents during home learning provision and daily e mail contact with teachers.</p> <p>Each child to take home a pack containing learning journal, pens, crayons, pencils rubbers etc .</p>		<p>AJ, LK & RE</p>	<p>Dec 20</p> <p>March 21 7 July 21</p>

	<p>Each child to be provided with a weekly home learning pack of activity ideas and work sheets, differentiated in order to meet child's learning needs.</p> <p>Additional cost to provide home learning packs & printing costs & cost of telephone calls.</p> <p style="text-align: right;">(£305.0)0</p>			
<p><u>Provision of IT equipment so that teachers are able to work at home more effectively.</u></p> <p>Teachers are able to work from home effectively during lock-down/ a bubble closing</p>	<p>Teachers' laptops updated/ replaced so they are able to facilitate full home learning programme when required to work from home</p> <p>(Funded through DfE Additional Covid Expenditure budget)</p>		AJ, SB & RE	Oct 20
<p><u>New and Prospective parents are able to find out about our school and new children supported through effective transition</u></p> <p>Information about the school provided on website and facebook page.</p> <p>HT available for parent meetings & to respond to questions.</p>	<p>Introductory film about our school created and uploaded onto facebook page and website.</p> <p>Introductory letter from HT uploaded onto Facebook page , website & sent out to all nursery parents.</p> <p>HT telephone/ Zoom appointments made available.</p> <p>Additional non contact time for DHT to create film.</p> <p style="text-align: right;">(£200)</p>		AJ & SB RE RE & SB	Jan 21
Total budgeted cost				£505
Total Cost				£12,005
Cost paid through Covid Catch-Up				£11,700