



# Catch-Up Premium Plan

## Trafalgar Community Infant School



### Summary information

<b>School</b>	Trafalgar Community Infant School				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£19,200	<b>Number of pupils</b>	230

### 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.

### EEF Recommendations

The EEF advises the following:

Teaching and whole school strategies

- Supporting great teaching
- Pupil assessment and feedback
- Transition support

Targeted approaches

- One to one and small group tuition
- Intervention programmes
- Extended school time

Wider strategies

- Supporting parent and carers
- Access to technology
- Summer support

## Identified impact of lockdown

<b>Maths</b>	<p>Specific content has been missed, leading to gaps in learning. Children also have gaps in using and applying and problem solving in different contexts. Children still seem to enjoy maths and lockdown has not affected their attitudes however they are quite simply, 'behind'. Recall of basic skills has suffered – children are not able to recall addition facts and have forgotten once taught calculation strategies. This is reflected in mathematics assessments. White Rose maths planning allows for 'recovery' within it.</p>
<b>Writing</b>	<p>Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. There are specific gaps in knowledge and poor fine motor skills, lack of accuracy in letter formation, spelling and punctuation, leading to a lack of fluency, independence and stamina in writing. 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.</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. Even the children who read at home have also shown reduced comprehension skills.</p>
<b>Non-core</b>	<p>There are now significant gaps in knowledge – whole units of work have not been taught, meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips, visitors and creative 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 quality first teaching:</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.</p> <p>Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, eg manipulatives are accessed regularly in Maths and this supports learning effectively.</p> <p>Phonic support will ensure that the children's learning needs are clearly identified and met through QFT and effective interventions.</p>	<p><b>QFT- Additional time for teachers to research and plan for recovery. Release time and additional cover will be required to facilitate the additional PPA. (Taken as leadership time)</b></p> <p><del>(£500)</del></p> <p><b>Purchase Number Sense for Maths.</b> <b>Number sense £289</b></p> <p><u>Phonics support:</u> Y2- cusp group (led by RP phonic lead) two mixed groups (TB &amp; AB). CE to lead a EAL group RDC group that are learning to blend and segment. Y1 - In-class phonics will be delivered on a daily basis Lime class will begin Stage 2 Song of Sounds 4 children Stage 1 revision, during Early morning work with LAs. YR –Focussing on rhyming sounds in words, as the most significant gap.</p> <p><b>National college CPD package £995</b> <b>Staff training £41</b></p>	<p>Teachers had a % of time working from home in 2021 lockdown for planning and training which was used effectively.</p> <p>LT and Staff meetings focused on writing curriculum Intent statements. Curriculum maps worked on in cross phase teams.</p> <p>Curriculum prioritisation documents aided the focus for teaching once lockdown finished. Target sheets focused the teachers on what the children knew and what their next steps were. Recovery curriculum was re-instated in the Summer term and teachers focused on building the children's resilience and stamina. Recovery curriculum impact was significant.</p> <p>Manipulatives in Maths supported Maths Mastery which is now at the 'embedding' stage.</p> <p>Phonic support ensured that the children's needs were met through in class teaching and same day interventions.</p> <p>National college CPD package gave staff access to a full range of training to improve QFT. Training needs successfully met through this substantial provision.</p>	Rachel Amos	<p>Feb 2021 Lockdown</p> <p>March 2021</p> <p>July 2021</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, giving a greater degree in confidence and accuracy of assessments.</p>	<p><b>Additional time for teachers to assess their children. Release time and additional cover will be required to facilitate the additional PPA.</b></p> <p><del>(£500)</del></p> <p><u>Target tracker assessments</u> These assessments are focused on what they children know according to the curriculum prioritisation documents rather than the full NC and ARE. This will focus</p>	<p>Teachers had a % of time working from home in 2021 lockdown for planning and assessment which was used effectively.</p> <p>Assessment time given after lockdown in LT and staff meetings to assess impact of 2021 lockdown.</p>	Rachel Amos	<p>Feb 2021 Lockdown</p> <p>March 2021</p> <p>July 2021</p>

	<p>assessment as responsive teaching and is flexible in approach.</p> <p><b>English</b>  Y2 2018 Phonics test as a baseline assessment to identify gaps in phonics learning.  Y1 to used end of Stage 1 Song of Sounds phonics assessment to identify gaps in phonics learning.  YR NELI assessments screen children for NELI interventions to support their language development and vocabulary.</p> <p>Reading assessments through QFT and teachers reading with individual children to assess their progress. This will be supported by PM Benchmark assessments.  <b>PM Benchmarking assessments £262</b></p> <p><b>Inclusion team assessments</b>  Wesford, ELS, First Class @ Number, Jump Ahead  Children's needs assessed in class and through specific assessments to identify their needs and to ensure that interventions chosen are appropriate and effective.</p>	<p>Curriculum prioritisation documents aided the focus for assessment once lockdown finished. Target sheets focused the teachers on what the children knew and what their next steps were. These were shared with parents in the Summer term alongside the school report.</p> <p>Children were accurately assessed and interventions effective in supporting their needs.  Same day interventions by teachers, HLTAs, LAs and LSAs ensured that a range of needs were met including Nurture, ELSA, Friendship group etc...</p>		
<p><u>Transition support</u></p> <p>Children who are joining school from different settings or who are beginning their schooling with Trafalgar have an opportunity to become familiar and confident with the setting before they arrive.</p>	<p><b>A school video and virtual tour of Trafalgar CI School is on the school website and shared with all new-starters. Co-headteachers will present a video for the website for new parents.</b></p> <p>Transition booklets for new EYFS (cost of photocopying)</p>	<p>Video on website and very effective.</p> <p>Transition activities limited by COVID restrictions and children unable to visit their KS2 setting. EYFS children visited their classrooms in small groups accessing a limited part of the school.  The school website was the most effective way of communicating with new parents. Google classroom also used for communication.</p>	Rachel Amos	<p>Feb 2021 Lockdown</p> <p>March 2021</p> <p>July 2021</p>
<b>Section 1 Total budgeted cost</b>				<b>£ 2,050</b>
<b>Section 1 Spent</b>				<b>£1,587</b>

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date
<p><u>Intervention programme</u></p> <p>Appropriate interventions, such as ELS (Early Literacy Support), First class@ Number, or</p>	<p><b>Interventions are identified and purchased. Staff are trained and they are able to deliver the</b></p>	<p>Interventions in Aut term had a positive impact on learning as evidenced in progress data.</p>	Rachel Amos/ Claire Edgal	<p>Feb 2021 Lockdown</p>

<p>Catch-Up Numeracy, which supports those identified children in reinforcing their understanding of basic maths skills and application of number.</p>	<p><b>intervention confidently (inclusive of entry and exit data).</b>  <b>Y1 ELS for our literacy catch-up, 6 cusp children per class will receive 3x20 minute sessions per week.</b></p> <p><b>Interventions:</b>  Jump Ahead for motor skills (Y1 and Y2)  Narrative Therapy for language and vocabulary (Y1 and Y2)  Bucket Time for listening and social communication skills (YR, Y1, Y2)  ELS -Early Literacy Support (Y1)  School start- early speech and language skills (Y1)  Pre teach (EAL &amp; SL) (Y2)  Reading Recovery –intensive reading and writing (Y2)  Phonics groups (Y1&amp;2)  1stClass@Number-basid number skills interventions</p> <p><del>(£1,000)</del></p>	<p>Paused in 2021 lockdown, re-started from 8.3.21 with assessments.</p> <p>Interventions chosen had a specific focus. The assessments carried out at the beginning and the end of the interventions showed good progress was made.</p> <p>ELS children made accelerated progress and this positively impacted their ability to access learning. Pre-teaching vocabulary supported EAL children and those with identified SALT needs. Narrative Therapy supported children with their vocabulary, to orally compose a sentence and explain their ideas. Phonics groups ensured that children had specific teaching to learn the digraphs and trigraphs they need, including blending skills. Reading Recovery supported basic reading and writing skills and also helps build a positive self-view of being a successful learner and a “can do”, risk-taking attitude. 1stClass@Number before and after assessments showed good progress.</p>		<p>March 2021</p> <p>July 2021</p>
<p><u>Intervention delivery</u></p> <p>Identified children will have significantly increased rates of reading fluency and comprehension. They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding. They will be confident readers and dips in reading attainment will be negated.</p>	<p><b>LA, LSA, HLTA, teacher time to plan and deliver interventions using the Intervention programme above.</b></p> <p><b>Teacher time £1,700</b>  <b>LA time £840.20</b></p> <p><b>See Intervention programme above.</b>  <b>Same day interventions</b></p>	<p>Staff time given to catch up interventions Aut term</p> <p>Assessments continuing Mar 2021.</p> <p>Interventions from March 2021 focused on Keep up not Catch up and same day interventions. These had great impact in ensuring that the children accessed QFT. Interventions were carefully planned to ensure that children did not miss out on the full curriculum by being in so many interventions.</p> <p>Target sheets and Target tracker data show that children made increased progress.</p>	<p>Rachel Amos/  Claire Edgal</p>	<p>Feb 2021 Lockdown</p> <p>March 2021</p> <p>July 2021</p>
<p><b>Section 2 Total budgeted cost</b></p>				<p><b>£14,700</b></p>
<p><b>Section 2 Spent</b></p>				<p><b>£2,540.20</b></p>

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date
<p><u>Supporting parents and carers</u></p> <p>Children will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, enabling the children greater independence and increasing the likelihood that parents can sustain home-learning.</p> <p>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.</p>	<p>Google classroom for parent communications: parent overviews, homework, reading comments and sharing learning between school and home. This will enable us to engage more effectively with parents whilst we cannot invite them into the classroom.</p> <p>Reading new decodable texts on order to fill the biggest gaps in our collection. Children to take books home 2x per week, allowing for quarantine time. Satellite libraries in class.</p> <p>English leaders create reading comprehension workshop for parents – not possible due to COVID.</p> <p>(£1,000)</p> <p><b>Additional online learning resources will be purchased, such as Purple Mash, Oxford Owl to support children reading at home.</b></p> <p><b>Purple Mash £800</b></p> <p><b>2-day home-learning paper packs printed and ready to distribute for children whose parents do not engage online, to take home when home-learning occurs eg self-isolation.</b></p> <p>(£50)</p> <p><b>Family Support Worker to support parents with parenting and to support children with their behaviour and SEMH needs in school.</b></p> <p><b>Family Support Worker £446.22</b></p>	<p>Full provision on GC for 2021 lockdown to support chn learning from home. Paper copies for SEN chn as needed.</p> <p>Reading books ordered and in use (<b>paid for by School Fund parental donation</b>)</p> <p>Google classroom provision extended past lockdown to support children learning from home who were self-isolating. Planning shared with parents weekly on GC. Resources available to support parents with well-being, SEND needs, specific year groups and classes. Teachers communicated effectively with parents on GC and had Parent teacher consultations and Gold reviews on Google Meet.</p> <p>Purple Mash was very effective and engaging for the children's learning.</p> <p>Oxford Owl was effective in allowing children without access to real books to read online at home.</p> <p>Paper packs effective in supporting parents who are not confident online.</p> <p>Family Support Worker effective in supporting parents with their children's behaviour issues at home. Safeguarding issues supported confidentially. Communication strong on CPOMs and all staff aware of support families receive. Parental feedback evidences that this work is effective and supportive.</p>	Rachel Amos	<p>Feb 2021 Lockdown</p> <p>March 2021</p> <p>July 2021</p>
<p><u>Access to technology</u></p> <p>Teachers have iPads which allow the teachers to access school-based resources from home. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.</p>	<p>iPads to access Google classroom for teaching staff. Children's iPads can also be leant to parents to support home-learning if needed if a child is self-isolating.</p> <p>(paid for by School Fund)</p> <p><b>Evidence Me £600</b></p>	<p>BBC initiative for laptop/iPad donations resulted in 4 laptops and 1 iPad loaned to families</p> <p>Impact – chn at home able to access GC.</p>	Rachel Amos	<p>Feb 2021 Lockdown</p> <p>March 2021</p> <p>July 2021</p>

		Teacher iPads updated and effective in supporting the use of 'Evidence Me' and GC		
Resources to facilitate learning Standing desk	Standing desks for 2 children with SEND paid for from PE budget	3 standing desks @ £187 each  Children accessing the standing desks could remain focused and in their place, they are more 'grounded' and able to concentrate.	Rachel Amos	Feb 2021 Lockdown  March 2021  July 2021
Section 3 Total budgeted cost				£2,450
Section 3 Spent				£1,846.22
TOTAL SPENT for all 3 sections				£5,973.42

#### Breakdown of spending

	Cost paid through Covid Catch-Up	£19,200
Reading books paid for by School Fund	Cost paid through charitable donations	£1,000
	Cost paid through school budget	