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| **Summary information** | | | | | |
| **School** | Haddenham Community Infant School | | | | |
| **Academic Year** | 2020-21 | **Total Catch-Up Premium** | £7,200 | **Number of pupils** | 90 |

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| **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** | **EEF Recommendations** |
| 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](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-3-curriculum-behaviour-and-pastoral-support).  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](https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/#nav-covid-19-support-guide-for-schools1) 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. | 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 |

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| **Identified impact of lockdown** | |
| **Maths** | Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, ‘behind’. |
| **Writing** | Children haven’t necessarily missed ‘units’ of learning in the same way as Maths, however they have lost essential practising of writing skills. GAPs specific knowledge has suffered, leading to lack of fluency in writing and spelling as well as 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. |
| **Reading** | Children accessed and had opportunities to access 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. Children’s ability to decode is better than their comprehension skills and this is something which needs to be addressed widely. |
| **Non-core** | There are now significant gaps in knowledge – whole units of work have not been taught or parents have not prioritised in accessing content 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 powerful curriculum moments. |

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| **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?** |
| Supporting great teaching:  The foundation subject 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.  Despite the limitations placed on schools in terms of use of physical resources and the access to an online teaching resource which is differentiated regularly in Maths which supports parents and children in methods | ***Purchase of My Maths subscription for KS1 initially***  ***(£500)*** |  | All teaching staff | March 2021 |
| Teaching assessment and feedback  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.  Spelling Shed and Maths Shed | ***Purchase and implement the Rising Stars National Test-style Standardised Assessments in GAPs, Reading and Maths for Y1 and YR on return to school following lockdown (summer term) Complete termly test and record assessments on MARK to identify gaps an on Insight to track performance.***  ***(£600)***  ***(£100)*** |  | LMc | July 21 |
| Transition support  Children who are joining school from different settings or who are beginning their schooling with Haddenham Community Infant School have an opportunity to become familiar and confident with the setting before they arrive. | ***Virtual tour of the school available to all who are joining the school***  ***Nuture groups***  ***(£1000)*** |  | GM | Ongoing |

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| 1. **Targeted approaches** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Impact (once reviewed)** | **Staff lead** | **Review date?** |
| 1-to-1 and small group tuition  Identified children will have significantly increased rates of reading fluency. 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. | ***Additional release time and training to support the delivery of the extra phonics and reading extra provision.***  ***£500*** |  | Class teachers | March 2021 |
| Intervention programme  An appropriate numeracy intervention, My Maths, supports those identified children in reinforcing their understanding of basic maths skills and application of number. | ***An intervention is identified and purchased. Staff within phases are trained and they are able to deliver the intervention confidently (inclusive of entry and exit data).***  ***(500)*** |  | MW | April 2021 |
| Extended school time - lunchtimes  Identified children are able to access a weekly extra focus club (30mins) The attainment of those identified children improves and effect of lockdown is becoming negated. Parents are supportive of the club and understand the identification process. |  |  | LMc | June 2021 |

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| 1. **Wider Strategies** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Impact (once reviewed)** | **Staff lead** | **Review date?** |
| Supporting parents and carers  Children will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home-learning.  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. | ***Additional online learning resources will be purchased, such as Spelling Shed will be purchased so that children can practise spellings at home.***  ***See above***  ***Home-learning paper packs are printed and ready to distribute for all children. Stationery packs are to be purchased and set aside for children to take home when home-learning occurs.***  ***£500*** |  | LMc  LMc | March 2021  April 2021 |
| Access to technology  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.  Teachers have laptops that are equipped with webcams and 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. | ***The Rothschild Foundation are to purchase 9 Chromebooks. They are to be used to further support online access to resources for the children accessing extended school time.***  ***£1000*** |  | LMc  LMc | April 2021  Ongoing |
| Summer Support  NA |  |  |  |  |
| **Total budgeted cost** | | | | **£ 4,800** |
|  | | **Cost paid through Covid Catch-Up** | | **£7,200** |
|  | | **Cost paid through charitable donations** | | **£900** |