

COVID-19 catch-up premium report

Amount of catch-up premium received per pupil: £80

Total catch-up premium budget: £17,120

In June, a £1 billion fund for education was announced by the government. Further guidance has now been released (<https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium>) showing that the money is split between a catch-up premium and a national tutoring scheme.

The catch-up premium is funded on a per pupil basis at £80 per pupil. This will be based on the previous year's census meaning Yatton Infants will be in receipt of £17,120. The spending of this money will be down to schools to allocate as they see best.

We are committed to providing the highest quality education for all our children and have carefully considered how to spend the government catch up funding so that it has the greatest impact on all children but especially on the most disadvantaged. The Education Endowment Fund (EEF) has provided early research evidence around projections of the impact of school closures during lockdown, predominately the impact on disadvantaged pupils. The schools' strategic response takes these findings fully into account. In summary, the EEF projections for the impact of widespread school closures identify:

- The disadvantage attainment gap widens
 - Assessment of lost learning is crucial
- Targeted support in addition to whole school initiatives are required
- Absence rates upon return are crucial

Strategy Statements:

- In the Infant school the initial priority is to develop phonics to support both early reading and writing plus a mathematical focus on key concepts.
- In the FS there is also a focus on language development using NELI and fine motor control.

The overall aims of our catch-up premium strategy is:

- ✓ **To reduce the attainment gap between our disadvantaged pupils and their peers**
- ✓ **To raise the attainment of all pupils to close the gap created by COVID-19 school closures**

Catch-Up at Yatton Infants For All Children

- **Working through well sequenced, purposeful learning schemes.** For example, our school-created writing schemes were adapted to focus on missed objectives and consolidate the basics. In maths, we used the White Rose Maths Scheme as our spine of learning and the DFE Ready to Progress document after March 2021.
- **Focus on consolidation of basic skills.** The core skills which enable successful learning required increased curriculum time across all year groups. These include: handwriting, spelling of high frequency words, basic sentence punctuation, times tables recall, basic addition & subtraction fact recall and reading skills relevant to age.
- **Ensure that all children have a broad and balanced curriculum** by being creative with the timetable so that 'Catch- Up' happens but does not stop the importance of the wider curriculum for example some subject areas may be taught as blocked days rather than weekly lessons.
- **Particular focus on early reading and phonics.** This is always a focus in the school and will continue to be so in order to develop children's reading ability and vocabulary.
- **Assessment of learning and of basic skills to identify major gaps.** Teachers will work to identify gaps in learning and adapt teaching accordingly.
- **Time spent on mental health, wellbeing and social skills development.** This was at the core of all catch up work as many children will have not been in formal school setting for a number of months

Catch-Up at Yatton Infants For Some Children

- **Additional support and focus on phonics and early reading** Supported by additional staffing from the Catch up premium – dependent on need as identified through ongoing assessment and our Pupil Progress Meetings. (January and March 2021)
- **Additional support and focus on Early language skills through NELI.**

Planned activities include:

<p>All staff to read EEF Tiered Approach to Planning and DFE catch up guidance</p>	<p>To be aware of how quality first teaching alongside targeted academic support and wider strategies can support all pupils but especially the most vulnerable</p>	<p>Clear and evidenced based documentation supports staff decision making for this crucial year. Approaches by the school will be driven by our detailed knowledge of the children's current attainment and will draw upon approaches that are evidence-based and proven to have a positive impact on closing gaps.</p>	<p>During staff meetings, PPA and PPMs planning for quality first teaching, interventions and wider strategies are fully discussed and impact noted.</p>
<p>Use maths 'Ready to Progress' criteria</p>	<p>To clearly see the previous learning for a new concept so that staff can gap fill before swiftly moving on to the year group expectations</p>	<p>DfE document and support information from NCETM provides excellent support to see the progression required for the children</p>	<p>Evidence of progress within books and through pupil conferencing</p>
<p>Develop Writing 'Ready to progress' criteria</p>	<p>To clearly see the previous learning for a new concept so that staff can gap fill before swiftly moving on to the year group expectations</p>	<p>School document to support to the progression required for the children matched also to Insight KPI's</p>	<p>Evidence of progress within books and through pupil conferencing</p>
<p>High quality maths mastery training and support for the staff via the Boolean Hub as both schools are part of the Teacher Research Groups</p>	<p>Enhanced CPD enables the staff to enhance their teaching which will impact on all children</p>	<p>Mastery maths is effective at demonstrating small steps of understanding that provides the children with a depth of understanding of a concept</p>	<p>Evidence of progress within books, learning walks (when appropriate) and through pupil conferencing</p>

<p>Use of targeted assessments eg Phonics Tacker to note specific gaps in learning for all as well as then planning for targeted</p>	<p>Use of the assessment programmes to support class teaching and filling of whole class gaps.</p>	<p>Precision data analysis enables teaching focus to be impactful</p>	<p>QLA data can be seen to influence planning. Evidence of progress within books, learning walks (when appropriate) and through pupil conferencing</p>
<p>Quality on-line provision if a class bubble is in lockdown. Activities and work set so that children have meaningful and ambitious work each day. Staff to be provided training to support their use of Teams. Teams lead to attend LSP monthly network to ensure the school can provide high quality on-line provision.</p>	<p>To be able to move smoothly to on-line teaching using a mix of Oak Academy/White Rose/School resources alongside daily teaching inputs for English (including phonics) and Maths via Teams. To ensure that 1:1 reading and catch up programmes can continue via Teams to enable all children to maintain good progress. Feedback via Assignments on Teams ensures that staff can meet the needs of the children.</p>	<p>It is clear that moving smoothly to an online learning platform can limit any negative impact of lockdown. The school has checked that all students can access on-line learning and has Chromebooks available alongside Internet dongles to be shared with children in the eventuality of a bubble closure.</p>	<p>SLT will support the class bubble in lockdown and may participate in the teaching input or support feedback on assignments. Parental feedback will be encouraged after each bubble lockdown and a debrief of staff and children will enable the developments of protocols/procedures/Teams teaching for the benefit of the children's learning.</p>

Foundation Impact of Catch-Up Funding

The 35 children in gained some type of catch up English activities have made steady progress. Of the 35 children 28% were able to gain the expected level in reading and the others have strengthened their reading skills. Of the 35 children 3 are still working on their phase 2 sounds but have recently started to make more progress. Of the 32 children on phase 3 sounds the vast majority these children know 70%+ of these sounds and are starting to use them more effectively in their writing. We have noticed that writing was more impacted upon during lockdown and so writing development remains a focus for our Raising Attainment and Progress Plan next year.

In maths the children have progressed well and the children have become much more confident with their numbers to 10 with many able to work confidently within 20.

Year 1 Impact of Catch- Up Funding

Y1 – clear impact in the amount of phonics that the children know and use as well as their ability to read the Common Exception words. 82% of all children achieved the Year 1 screening in phonics with an average score of 35 (60% scoring 39 or 40). Of the 13 children not achieving the expected standard all had made good progress or have other significant barriers. 8/13 are expected to achieve the expected standard by the end of Term 1 2021-22.

Of the 8 disadvantaged children 3/8 achieved the expected standard by the end of the year however they made steady progress throughout.

Writing was the area that was most impacted during lockdown so will remain a key area in the year 2021-22.

The development of their reading has supported the children within their writing and clear progress can be seen within their writing books linked to improved formation, sentence structure and independence. In maths these children now have a more solid understanding of numbers to 20 and more ability to use number bonds to 10.

Year 2 Impact of Catch-Up Funding

October 2020 : 24% - 18 children scored below 32 in phonics.

July 2021 : 5% - 4 children scored below 32 in phonics – the vast majority of the children scored between 36 and 40 points.

Of the 10 disadvantaged children 8/10 achieved the expected standard in phonics.

The majority of children in this group improved by at least two book bands in the year. This has supported their writing where clear progress is evident within their books. In maths number bonds have become more secure and the children are becoming more confident with completing work independently and number fluency is increasing. Staff have provided information about gaps to ensure the next teacher can tailor their teaching accordingly (for example time).