

Catch-up Premium Plan for spending

2020-2021

PHOENIX INFANT AND NURSERY SCHOOL



Catch-up Premium Funding Rationale

Children and young people across the country have experienced unprecedented disruption to their education, as a result of coronavirus pandemic (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be amongst those hit. The aggregate impact of lost time in education will be substantial, and the scale of response must match the scale of the challenge.

Although all children have had their education disrupted by the coronavirus (COVID-19) outbreak, it is likely that disadvantaged and vulnerable groups will have been affected the most. With this in mind, the Government announced that a catch-up premium would be paid to schools in order to support accelerated progress and put children back on track with their learning.

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.

Due to the pandemic, our Catch-up Plan must also be responsive to changing circumstances, thus it is essential that regular reviews will be undertaken, and amendments made as required.

Phoenix Infant and Nursery School will receive **£80** for each pupil in Reception to Year 2. We will receive in catch up funding for the Autumn and Spring terms, which equates to £46.67 per. We will receive in catch up funding for the Summer term, which equates to **£33.33** per pupil. From September 2020 - July 2021, we will have received a total of £14120.00.

As with all government funding, school leaders must be able to account for how this Catch-Up funding will be used in order to achieve our central goal of schools getting back on track and teaching a normal curriculum as quickly as possible. Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors should scrutinise schools' approaches to catch-up from September, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities and ensuring appropriate transparency for parents / carers. This report has links with the **School Improvement Plan and the Pupil Premium report and the Remote Learning report to governors.**

Jan 5th, 2021, until March 8th 2021 – Further National Lockdown.

This was put in place at very short notice. Places offered to children of Critical workers and vulnerable children. Around 38% of pupils continued to attend. This meant that education was being provided both remotely and in school. The structure of staffing meant that good quality teaching both in school and at home could be established (see remote learning report) Despite this it is inevitable that planned catch up interventions could not take place and it is clear that the classroom learning experience and progress can not be replicated via remote learning.

A detailed report on the full impact of the lockdowns and the subsequent interventions will be published in July 2021 by the school. This will national information and research about lost learning and will enable planning for 2021/22 academic year.

<https://www.gov.uk/government/publications/catch-up-premium-coronavirus-covid-19/catch-up-premium>

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 curriculum expectations for the next academic year.</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 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.</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> ➤ Supporting high quality teaching ➤ Pupil assessment and feedback ➤ Transition support <p>Targeted approaches</p> <ul style="list-style-type: none"> ➤ One to one and small group tuition ➤ Intervention programmes <p>Wider strategies</p> <ul style="list-style-type: none"> ➤ Supporting parent and carers ➤ Access to technology

Identified impact of lockdown	
Maths	<p>Yr1:</p> <ul style="list-style-type: none"> • Recall of counting to 20 especially teens numbers. • Demarcation of numbers • Recall of number bonds to 10/20 <p>Yr2:</p> <ul style="list-style-type: none"> • Halving and doubling. • Recall of number facts
Writing	<p>Yr 1:</p> <ul style="list-style-type: none"> • Phonic knowledge • Letter formation • Letter formation • Capital letters. • Full stops <p>Yr2:</p> <ul style="list-style-type: none"> • Capital letters. • Full stops • Fluency in writing/stamina • Handwriting • Vocabulary used
Reading	<p>Yr 1 and 2:</p> <ul style="list-style-type: none"> • Phonics knowledge • Recall of the common exception words (CEW) affecting decoding. <p>The bottom 20% of readers have been disproportionately affected with some experiencing limited home support</p>
Non-core	<p>When learning something new and they are less likely to make connections between concepts and themes throughout the curriculum due to missed content during lockdown. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments.</p> <p>Science Yr1 and 2</p> <ul style="list-style-type: none"> • Vocabulary • Scientific skills • Subject knowledge

	<p>PSHE EYFS, Yr1 and Yr2</p> <ul style="list-style-type: none">• Wellbeing, children less resilient• Reduced periods of focus during lessons.• Reduced independence
EYFS	<ul style="list-style-type: none">• Less developed play skills,• Delayed emotional responses.• Less developed social skills,• Lacking independence•• <p>Yr2, Yr 1 and EYFS:</p> <ul style="list-style-type: none">• Speech and language – grammatical language in speech, many children have missed the rich language of the classroom and being guided by teachers during lockdown.

Teaching and Learning: Universal offer for all children in the class. Supporting Quality First Teaching

Intervention/ approach	Funding	Intended impact	Actions	Review End Dec 2021	Review End March 2021	Detailed review End July 2021
<p>1. Re-establishing routine and getting all children back to school September 2020</p>	<p>Staff meeting time – existing budget</p>	<p>Children feel safe and secure being back at school and are ready to learn</p>	<ul style="list-style-type: none"> • Behaviour Policy updated during INSET July 2020 to recognise the current cohort of learners and the challenges they have faced. Policy reflects the Restorative Behaviour management in school that supports the children feeling calm and setting. • Parental/carer contact prior to starting back. • Transitions meeting in the summer term – staff meetings/ preparing for transition/website info for children and parents 	<p>Excellent return to school for all pupils – settled in well and keen to learn.</p> <p>Staff were prepared where children were anxious and ensured that appropriate strategies were in place to support.</p> <p>Interview with selection of KS1 children in November 2020 demonstrated that all the children interviewed (20) felt that behaviour had improved with the use of the Learning Ladder.</p> <p>Targets have been reviewed through Pupil Progress meetings.</p>	<p>All children returned following this lockdown. Routines were quickly established During the lockdown period the learning at home mirrored the curriculum taught in school. The method of deploying staff meant that staff were able to offer high quality teaching and learning in school and for remote learners. Responses to remote learning were in place throughout the day and some structure maintained through 'Meet and Greet' zoom meetings daily. This supported the positive return.</p>	

<p>2. Mastery for maths (Maths Hub)</p>	<p>Built into existing school budget and Maths Hub funding</p>	<p>For staff to feel confident delivering a Mastery Maths approach</p> <p>To ensure that the identified gaps in learning for cohorts have been addressed.</p>	<ul style="list-style-type: none"> • Two staff to work with the Maths hub to establish a mastery approach to learning (HG and MG) • Staff to attend TRGs and receive 1 full day support from a maths specialist. • Staff to assess, analyse and adapt current practice and planning 	<p>Greater understanding of the gaps that remain in Maths through utilising the White Rose Assessment resources as well as the planning.</p>	<p>TRG at 22/4/21 attended.</p> <p>Further day booked 30th June 2021 to plan for next year (extended due to challenges this year)</p> <p>White Rose transition resource being used to ensure that teachers know which areas have been taught and which areas need further exploration.</p>	
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<p>3. Children to have a good understanding of the key skills to be a good learner.</p>	<p>Built into existing school budget</p>	<p>Children understand a range of learning strategies for independence, resilience, problem solving and to build a growth mind set</p>	<p>Explicit skills teaching in place across school. Class displays in place. Learning Ladders supports the children being good learners.</p>	<p>Most children in school understand the concept of Growth Mindset versus Fixed Mindset in an age-related way. Children understand the power of 'yet' and also effort.</p>	<p>Growth Mindset sessions continued remotely during lockdown.</p>	
<p>4 .Blended / Remote Learning on Learning Platforms</p> <p>Tapestry in Foundation Stage and seesaw for KS1</p>	<p>£600</p>	<p>All children/ parents can easily access learning at home.</p>	<ul style="list-style-type: none"> • Research as a team the most useful and easiest to use platforms / delivery methods. • Staff trained in use of the platforms. • Liaise with parents and set all parents up with access and training guides. • Provide 1:1 support for any parents struggling to access and use learning platform 	<p>Blended learning utilising the new platforms has worked wellfor pupils who have needed to self-isolate as discussed via parent / teacher telephone calls. Teachers have provided hard copies of resources if required.</p>	<p>Remote learning from January 5th, 2021, due tolockdown. Review of remote learning completed by EYFS and KS1 lead. See report. Protocols for remote learning/online safety developed. Expectations for remote learning are consistent. Work in school has continued to mirror the blended/remote learning at home.</p>	

learning platforms			<ul style="list-style-type: none"> • Ensure the technology is utilised in school prior to lockdowns. • Use as learning platform as a method of liaising with parents in general in case of lockdown/ bubble closure or self-isolation 	Work in school has mirrored the blended / remote learning at home as much as possible.		
5. Additional time for subject leads to facilitate thorough planning for non-core subjects	£2000 lead time £ 600 enhancing Curriculum experiences	Children access a curriculum offer that ensures previous knowledge is utilised alongside new learning.	<ul style="list-style-type: none"> • The development of the curriculum has remained a high priority during this academic year (See SIP) • Further training in Subject Leadership booked for May 2021. • Ensure that curriculum enhancing experiences are still in place, within Covid restrictions. 	In the Autumn Term floor books were fully introduced and moderated across school. Gaps were identified in curriculum areas. Sticky knowledge mats introduced.	Floor books/ website/books show that the children show coverage in each subject. Subject deep dives to take place Summer 2. The result of these will be used to plan next years key areas. INSET July 2021 – curriculum focus with feedback from Deep Dives.	
6. To promote fluency in reading across school and at home	£6000 – school budget (SIP)	% of children reaching ARE in and reading is at least in line with national % of children reaching the phonics screen threshold is at least in line with national	<ul style="list-style-type: none"> • Teachers to monitor reading activity for each pupil in their class and allocate books accordingly. • To give pupils access to book-banded reading material in line with our assessment of reading. 	All children have the appropriate book band they should be on for independent reading linked to their phonics. Reading sessions were planned into class weekly. timetable.	Phonics screen no longer being submitted – national data 2021. However, it is still an expectation at Phoenix that the screen will take place so that this will ensure the interventions are in place to aim for all children (unless significant SEN) will pass the phonics screen by the end of Year 2.	

					Phonics observations to take place in Summer 1.	
					Phonics observations in May 21 identified that good or better teaching across school.	

Research evidence

Metacognition and self-regulation

High impact for very low cost, based on extensive evidence.



+7

Mastery learning

Moderate impact for very low cost, based on moderate evidence.



+5

Parental engagement

Moderate impact for moderate cost, based on moderate evidence.



+3

Next steps for 2021/22 academic year

Targeted Support: Additional support during and outside of lessons to include phonics, reading, writing and mathematics

Intervention/ approach	Funding	Intended impact	Actions	Review End Dec 2021	Review End March 2021	Detailed review End July 2021
1.Delivery of Nuffield Early Language intervention for pupils in F2	Catch-up funding Training and delivery £3,672	To ensure EYFS pupils have ARE language and can fully access the curriculum	<ul style="list-style-type: none"> • Apply to be a Nuffield Early Language school • Train staff in NELI • Implement intervention fully in FS. • EYFS lead & F2 teachers to Track NELI effectiveness 	F2 staff members have completed the training for NELI. All pupils in F2 were allocated a QR code and screened using the Language Screen APP. From this a detailed report was generated in order to target pupils for language intervention School have received the essential NELI resources in order to begin to deliver the intervention.	Due to Lockdown the NELI programme was put on hold until the children returned to school . This programme is being delivered to 8 children .	
2. Mathematics interventions	Built into existing school budget	To close the gaps in children's mathematical knowledge.	<ul style="list-style-type: none"> • Teachers identify pupils through baseline assessments. • TAs/ Teachers provide weekly maths intervention sessions outside of the regular maths lessons • Intervention approach based on the current maths topic being taught in class 	Mathematics interventions have been successfully delivered by teachers and TAs, in and out the classroom. End of Autumn data indicates pupils have made good progress when compared with their Sept baseline.	Remote learning in place Spring 2021. Reopening of school on the 9 th March. Maths's interventions restarted w/c 15/3/21	

<p>3. Phonics interventions</p>	<p>TA Catch up funding £7600</p> <p>Experienced teachers in Yr 1 and 2 delivering extra support to children in KS1 (Wednesday overlap day)</p>	<p>To close the gaps in children's reading and phonics</p> <p>All children make at least good progress in phonics and reading.</p>	<ul style="list-style-type: none"> Teachers identify through baseline assessments which children need the intervention. Daily read /interventions for the lowest 20% of pupils. Tracking of progress and attainment and final assessment of the identified children completed 	<p>Reading and phonics interventions, were successfully delivered in and out the classroom. End of Autumn data indicates pupils have made good progress when compared with their Sept baseline.</p>	<p>Phonics and reading interventions were planned for and parents have been supported at home, but unfortunately due to Jan – March 9th Lockdown these were unable to take place. Baseline assessments carried out and in-class interventions resumed from the 15.03.21.</p> <p>Data monitored for Yr 1 end of May. Yr 2 TA's to deliver a catch up programme for lowest 20% of children (not SEN) to support with transition and ensure these children will pass the phonics screen at the end of Yr 2.</p>	
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Research evidence

Communication and language approaches

High impact for very low cost, based on extensive evidence.






Next steps for 2021/22 academic year

Wider Strategies

Intervention/ approach	Funding	Intended impact	Actions	Review End Dec 2021	Review End March 2021	Detailed review End July 2021
<p>Text services to parents / carers - ease of accessing information</p> <p>Learning platforms to be used for continued communications</p> <p>Weekly newsletters were developed in April 2020 as a way of keeping the</p>	<p>Built into existing school budget</p>	<p>Parents/carers can easily access information about continuation of education.</p>	<ul style="list-style-type: none"> All staff communicate with parents/carers to maintain knowledge of key information. Parents and carers have a good understanding of the school and what is happening despite the challenges of Covid. 	<p>Text services are in full operation and enables swift & effective communication with parents - an essential tool since the pandemic.</p> <p>Weekly newsletters are well received by families.</p>	<p>Continues to be very successful as a communication tool. Particularly when needing to contact parents to notify of a positive case and if to self isolate.</p> <p>The learning platforms are now well a well established form of communication with families and give a view of life inside the classrooms despite the restrictions of Covid. Engagement from families and parental support has remained high.</p>	

community together. This has continued in September with a Friday letter.						
Well-being approaches	£300 to extend First Aid for Feelings into F2	Children are explicitly taught a range of positive approaches to wellbeing, resilience and social-emotional learning	<ul style="list-style-type: none"> All wellbeing approaches in place to be maintained. Extend First Aid for Feelings to whole school. 	<p>'Take 5 training for all staff has taken place. Teachers continue to deliver 'Take 5', so that this becomes embedded. into daily classroom practice.</p> <p>First Aid for Feelings is in place across school.</p>	Children in school are calm. Children that displayed significant anxiety initially are now all settled and making progress.	
Access to technology for children to work remotely	<p>Applications for dongles/ sims ensured data access.</p> <p>£450 Big Cat subscription of eBooks</p>	All children will have full access to the correct technology in order to work remotely if needed.	<ul style="list-style-type: none"> Parents/carers surveyed at parents evening (autumn 1) to identify children with no access to technology. List of children in each bubble without adequate access to IT Laptops prepared (utilised laptops in school with support of Atom IT) 4 x Tablets purchased for use at home. If/ when devices are needed agreements signed by parent and device lent to child for duration of isolation 	During parents' discussions in the Autumn Term children were identified without relevant technology.	Successful remote learning during lockdown. Equipment loaned to nine families.	

			<ul style="list-style-type: none">• All children to be able to access a Big Cat eBook.			
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Parental engagement

Moderate impact for moderate cost, based on moderate evidence.



Next steps for 2021/22 academic year