

COVID-19 catch-up premium report

The catch-up premium is funded on a per pupil basis at £80 per pupil provided to schools in 3 installments. This is based on the previous year's census. To enable our school to make the best use of this funding our strategy was based on the Education Endowment Foundation support guide for schools with evidence based approaches to catch up for pupils at Henleaze Infant School.

Our full Recovery Curriculum aims and strategy can be viewed in Appendix 1 of this report.

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	263	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£21, 591.50		

Aims

The aims for 'catch up at Henleaze Infant School are:

- Attainment outcomes in reading, writing and maths at end of 2020-21 for all year groups will be at least in line with those at the point of lockdown in March. This means that if a child was working at an age-related expectation in a subject in March they are working at least to an age-related expectation in that same subject by the end of the year.
- By the end of the 2021-22 year, attainment outcomes for all year groups will be at least in line with those at the end of the 2019-20 year.
- The well-being mental health needs of pupils that have arisen as a result of the pandemic are met and supported by the school.

We will achieve this for *all children* by:

- **Working through well sequenced, purposeful teaching progressions.** Working with local teaching schools to develop recovery plans to focus on essential building blocks to ensure readiness for the next stage in learning.
- **Focus on consolidation of basic skills.** Prioritisation and frequent opportunities to revisit and recall essential knowledge and skills. These include: mastery of phonics knowledge and skills appropriate to each year group, handwriting, spelling of common exception words, basic sentence punctuation, basic addition & subtraction fact recall and place value.
- **Providing weekly release for KS1 teachers to work with individuals or small groups in corrective teaching sessions that enable children to 'keep up'. 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.** Baseline assessments on return of children and regular low-stakes testing to enable teachers to identify gaps in learning and adapt teaching accordingly.
- **Time spent on mental health, wellbeing and personal, social, emotional skills development,** including daily well-being sessions, increased outdoor learning and some adaptations to the timetable. Staff training in mental health and well-being and supporting pupils with SEMH needs has been mapped.
- **Some children will receive support through targeted interventions** including Time to Talk (social communication intervention) , A-Z of Literacy (structured reading and writing intervention) and FunKey Maths (structured number fact and place value intervention)
- **Children with SEND and those in receipt of Pupil Premium** will be prioritized for in-school provision

Barriers to learning

2020-21 Baseline assessments identified gaps in Prime areas for our Reception cohort with only 65% of children at a 'Typical' level of development on entry. This is 15% lower than in previous years

2020-21 Term 1 assessments for KS1 pupils were 10% lower than the previous year. We identified a wider attainment spread than in previous years. Key knowledge appears to have been maintained, but independent application is less proficient; Gaps in letter formation, independent use of phonics and key words in writing were found.

During remote learning our SEND cohort were less able to access home learning

Social, emotional mental health, was identified as a barrier to accessing the curriculum particularly in our SEND cohort

Planned expenditure

Quality of teaching for all					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>Development of recovery curricula for phonics, maths and writing</p> <p>Working with local teaching schools to develop recovery plans to focus on essential building blocks to ensure readiness for the next stage in learning</p>	<p>Attainment outcomes in reading, writing and maths at end of 2020-21 for all year groups will be at least in line with those at the point of lockdown in March</p> <p>Phonics screening outcomes for Year 1 and 2 will be in line with 2018-19 Year 1 outcomes</p>	<p>DfE's catch-up premium guidance</p> <p>EEF's COVID-19 support guide for schools</p> <p>Work with teaching schools and local authority advisors</p>	<p>Facilitate leaders work with local teaching schools to develop recovery plans to focus on essential building blocks to ensure readiness for the next stage in learning.</p> <p>Protect subject release time for leaders to develop recovery curriculum progression</p>	Subject leaders	January pupil progress meetings, October and June Phonics Screening, July summative assessments
<p>Whole staff training in early reading and phonics; including timely intervention for those at risk of falling behind</p> <p>Online subscription for 2 years £2000</p>	<p>Rapid progress in phonics knowledge and skills towards planned end points will be maintained for all groups</p> <p>Phonics screening outcomes for Year 1 and 2 will be in</p>	<p>DfE's catch-up premium guidance</p> <p>EEF's COVID-19 support guide for schools</p> <p>Work with teaching schools and local authority advisors</p>	<p>September INSET of DfE accredited phonics training for all teachers and teaching assistants</p> <p>Staffing to enable precision teaching and segmenting and blending interventions to take place</p> <p>Purchase of online reading scheme subscription with phonetically decodable texts</p>	SLT	<p>DFE tracking of lowest 20%</p> <p>January pupil progress meetings, October and June Phonics Screening, July summative assessments</p>

	line with 2018-19 Year 1 outcomes				
Total budgeted cost:					£1740
Targeted support					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Weekly KS1 teacher release for pupil conferencing/keep up intervention £11 381	Identified barriers and gaps will be targeted quickly to enable pupils to 'keep up'	EEF's COVID-19 support guide for schools EEF Toolkit	Timetabled release using sports coaches SLT monitoring of sessions Review of impact during termly pupil progress meetings	GF, RG, SB	January pupil progress review of attainment and progress April and July summative assessments
Additional TA hours to carry out A-Z of Literacy/Year 2 boosters £8439	Children below ARE in writing make accelerated progress towards end of KS1 expected outcomes	EEF's COVID-19 support guide for schools EEF Toolkit	Staff training Appropriate resources SLT monitoring of pupil progress	RG MH	January, March and July end of block assessments
Total budgeted cost:					£21, 560

Appendix 1:



Henleaze Infant School

The Recovery Curriculum

Purpose

Our Recovery Curriculum is built on 4 principles, as a systematic, relationships-based approach to re-establishing positive learning behaviours and a love of learning in each child. We recognise children will return to school having had varied experiences and we aim to support progression from children's individual starting points to strengthen the building blocks for future success.

The 4 Rs

Relationships – We need to invest time in and restore the relationships that were previously thriving. We need to plan for this to happen, not assume that it will. We will actively reach out to greet children ahead of their return and continue this welcome to use the relationships we build to cushion the anxiety of returning. Establishing routines and ensuring consistency will be key. Well-being will be at the centre of

our curriculum. We will plan for activities and experiences to enable positive relationships with peers to be rediscovered. We will overcome the barriers to continue strong links with families and our wider community.

Relevance– We need to understand and listen to what has happened to our school community in this time and the ongoing changes taking place. We need to understand our communities' needs and engage them in transitioning back into school. Our curriculum will be focused not only on the essential building blocks for academic progress, but on supporting an understanding of the context of our current time. We will make time for developing and using language, supporting social and emotional development and encouraging exercise to contribute to children's well-being.

Resolving gaps- Over-learning and a thoughtfully planned progression will be used to secure previous learning and secure foundations for the next stage of learning. We will maximise opportunities to make connections with prior learning as well as between new learning that takes place. We know that all of our children will have missed some learning during this pandemic and we will address these gaps through carefully planned whole-class teaching and planned, research-based interventions. The needs of the most vulnerable learners will be addressed and closely monitored.

Resilience– The many changes in the past year are likely to have impacted on the resilience of our children. Through explicit focus on our ELLI curriculum and carefully crafted opportunities to build confidence and to take risks; we aim to rebuild our children's learning behaviours, ensuring they are given opportunities to develop in the 7 core learning skills of our ELLI curriculum.

Principles:

For all aspects of the curriculum that were missed or taught remotely teachers will decide whether to:

1. Edit curriculum content down so it can be revisited in a few weeks and future essential objectives can be met
2. Not re-cap this content either because it will be met again later in the progression, or it is non-essential

The curriculum will be divided into:

1. Non-negotiable key concepts, knowledge and skills all pupils need to understand.

2. Deeper concepts and knowledge we'd like pupils to learn if there's time (i.e. if children master the key concepts quicker than expected).
3. Details that are a bonus for pupils to learn, but aren't necessary for a good level of understanding (if pupils master 1 and 2 in the time you have, you can dip into these)

Leaders will be guided by work with local and national networks as well as evidence from assessments in school

We collaborate with:

Bristol Local Authority School Improvement Leads

NW24 Schools

Boolean Maths Hub

St Peter's Teaching School (The English Hub)

White Rose Maths

Regular, planned formative and summative assessment will be used to guide planning and ensure progress of all groups. Parents will be closely involved in supporting learning through regular communication with teachers.