



Wootton Bassett Infants' School

Catch-Up Premium Plan

Summary information

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| Academic Year | 2020-21 | Total Catch-Up Premium | £14,000 | Number of pupils | 175 |
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School Context

| Total number of pupils eligible for pupil premium funding | Number of children with EHCP | Number of children on SEND register | Number of children with Social Care involvement |
|---|------------------------------|-------------------------------------|---|
| 14 | 5 | 38 (22%) | |

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 |
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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.

The EEF advises the following:

Teaching and whole school strategies

- Supporting 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 | |
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| Maths | <p>Specific content has been missed, leading to gaps in learning and stalled sequencing of learning journeys. Children still have an appetite for maths and lockdown has not affected their attitudes. However, they are quite simply, 'behind'.</p> <p>Recall of basic skills has suffered - children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in maths assessments.</p> |
| Writing | <p>Children haven't necessarily missed 'units' of learning in the same way as maths. However, they have lost essential practising of writing skills, leading to lack of fluency 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. As a school, we feel that writing was the area that was least well supported at home.</p> |
| Reading | <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 didn't has increased. Some of the children are reading with fluency but comprehension skill have been less well developed.</p> |
| Non-core | <p>There are some significant gaps in knowledge - whole units of work have been accessed inconsistently by children at home. This means that some 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 with the effect that provision has been inconsistent. This inconsistency is true across all groups of learners</p> |
| Other | <p>It is apparent children had different experiences during lockdown. Some benefitted from extra time / support from their parents which meant that they were supported with their schools work and also had a range of enrichment activities, such as family bike rides, cooking etc. Others had less time with parents as parents were themselves working from home. Not all parents were able to / chose to help with school / home learning. Many children spent time away from their friends with little interaction with their peers.</p> |

Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)

i. ii. **Teaching and whole-school strategies**

| Intent | Implementation (and related costs) | Impact (once reviewed) | Cost | Staff lead | Review date |
|--|---|--|------|--|--|
| <p><u>Supporting teaching:</u></p> <p>Introduce new maths curriculum NCETM and resources to support gaps in maths alongside Key Instant Recall Facts to support mental calculation.</p> <p>The foundation subjects 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>New Guided Reading planning to support teachers to deliver GR and record progress four times a week.</p> <p>Year 2 phonics teaching including intervention groups and extra support.</p> | <p>Subject Leader to support year groups with planning to ensure that 'catch up' and the basic skills are revisited.</p> <p>Additional time for teachers to research and plan core subjects. Release time and additional cover will be required to facilitate the additional PPA.</p> <p>Subject Leader to support year groups with planning. Maths and English Leads to deliver inset to all staff.</p> <p style="text-align: center;">Supply / Release Costs</p> | <p>From TA in Term 6 and internal data:</p> <p>Maths EYFS - 85% achieved expected or higher. Yr. 1 - 68% expected or higher Yr.2- 72% expected or higher.</p> <p>Staff meeting on KIRFs and maths planning with key objectives identified. Emphasis placed on number in Terms 5 and 6</p> <p>Guided reading taking place 4x a week with an emphasis on decodable books to encourage fluency and develop comprehension skills</p> <p>Reading: From TA in Term 6 and internal data: EYFS- 83% attained expected or above Yr.1 - 77% Yr.2 - 76%</p> <p>Medium Term plans have been changed to reflect gaps and key areas to be addressed. Curriculum map for 2021-22 has been adapted to take future learning and pre requisite knowledge into account.</p> | | <p>Subject Leaders - NA AP RT</p> | <p>Feb 21</p> <p>Feb 21</p> <p>July 21</p> |

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| | | Pupil Progress meetings will identify children who need further catch up and support from September 2021 | | | |
| <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>Insight is used in line with assessment overview to identify gaps. Feedback is given to children on a frequent basis, throughout lessons, with appropriate opportunities for children to respond.</p> <p><i>Insight Subscription and training</i></p> | <p>The curriculum for T5/6 was adapted to address key skills in reading, phonics, maths and writing. Insight was adapted to include relevant area such as book band and key word levels so that continuous assessment could show immediate progress and address continuing needs.</p> | | <p>Class teachers NA AP</p> | <p>Feb 21</p> <p>April 2021</p> <p>July 2021</p> |
| <p><u>Transition support</u></p> <p>Children who are joining school from different settings or who are beginning their schooling have an opportunity to become familiar and confident with the setting before they arrive.</p> | <p>Virtual parents information evening on website, outside class story sessions for current and new pupils, virtual tour of classrooms and learning environment for new Reception pupils.</p> <p>Virtual 'Open Morning' on school website. Pre-booked, socially distanced tours after school hours.</p> | <p>Virtual parent meetings took place in Term 6 for all children at the school.</p> <p>EYFS staff visited most of the new intake in their nursery/ pre-school settings.</p> <p>The new reception children were invited into school for two sessions and their parents were able to attend a face-to-face meeting with the headteacher to discuss transition arrangements. These sessions were successful, and the children enjoyed being in school.</p> | | <p>MH AP RT THill</p> | <p>Sept 20</p> <p>Ongoing</p> <p>Nov 20</p> |

| iii. | iv. Targeted approaches | | | | |
|---|--|--|------|---|--|
| Intent | Implementation (and related costs) | Impact (once reviewed) | Cost | Staff lead | Review date |
| <p><u>1-to-1 and small group tuition</u></p> <p>Identified children will have significantly increased rates of progress in specific areas in particular, reading, writing, phonics and maths.</p> | <p>Teachers and TAs to work together to set up intervention groups to tackle gaps in learning. Support teacher appointed to work with children in Year 1 taking intervention groups in reading, writing, phonics and maths. Specific targets set up with 6-week assessment timetable.</p> <p><i>Additional TA hours</i></p> | <p>Priority reading, extra phonics support, reading comprehension groups and maths groups have taken place with small groups and individual children.</p> | | <p>All staff</p> | <p>Jan 21 April 21 July 21</p> |
| <p><u>Intervention programme</u></p> <p>An appropriate numeracy intervention (NCETM/ KIRFs), supports those identified children in reinforcing their understanding of basic maths skills and application of number.</p> | <p>In a covid- secure way, the following interventions will be set up in September. All will be reviewed and added to where possible / necessary.</p> <p>Phonics Comprehension/ Guided Reading SALT reading int ELSA/ Social Support Life After Lockdown PSHE curriculum SPARKS</p> <p>Maths interventions will take place from Jan 2021</p> <p><i>Additional TA hours</i></p> | <p>NCTEM and KIRFs have been introduced across the school and CL has provided CPD through staff meetings. The KIRFs have been introduced to parents to continue the support at home.</p> <p>PHSE has had a bigger focus with an emphasis on Life after Lockdown and Kapow- Wellbeing after Lockdown being used across the school.</p> <p>All children assessed on phonics phases on the return to school and intervention groups</p> | | <p>Subject Leaders</p> <p>NA JP AP RT</p> | <p>Jan 21 April 21 July 21</p> |

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| | | <p>organised accordingly. EYFS phonics interventions from Term 5</p> <p>Mock phonics assessments at the end of T6 EYFS- 73% on track Year 1- (77.2% passed the mock PSC) 78% of children on track</p> <p>Year 2 - 92% passed in Dec following intensive phonics teaching and intervention groups in T 1 and 2</p> | | | |
| <p><u>Extended school time</u> This is not currently a strategy that we are using. We are noticing that children are tired and have less stamina.</p> | <p>Review this decision at the start of T3 & T5</p> | <p>Not a strategy that we felt was necessary</p> | | | <p>Jan 21 April 21</p> |

| v. | vi. Wider Strategies | | | | |
|---|---|--|------|---|---|
| Intent | Implementation (and related costs) | Impact (once reviewed) | Cost | Staff lead | Review date? |
| <p><u>Supporting parents and carers</u> Children will have greater opportunities to access learning at home. 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>Home learning guidance written and shared with all stakeholders so that all are clear of their role. This is based on feedback from parents, children and staff in lockdown 1. Two-weekly mini topic plans produced in case of further lockdown . These will be added to as necessary 2-day home-learning paper packs are printed and ready to</p> | <p>Home Learning guidance was shared with parents/ is available on the website/ Blended Learning Policy completed. Teachers continue to support</p> | | <p>MH AP RT T Hill Class Teachers</p> | <p>Nov 20 Feb 21</p> |

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| <p>Support children with increased vulnerability after lockdown endangering their educational progress</p> | <p>distribute for all children. Stationery packs are to be prepared for children to take home when home-learning occurs.</p> <p>ELSA support</p> <p>Increased our Early Help offer through additional focus on MSPs and use of the new Early Help form.</p> <p><i>Photocopying costs / Additional Stationery to be bought</i></p> | <p>learning at home through work packs/ Home Learning as necessary.</p> <p>All resources required for completing work at home have been provided and either delivered to individual homes or organised for collection from school.</p> <p>This includes reading book packs where every child was provided with a decodable/ colour banded and reading for pleasure book every 2 weeks.</p> <p>Raised attendance with specific children. Signposted parents to additional support from outside agencies.</p> | | <p>Class teachers/ SENCo/ ELSA</p> | <p>May 2021</p> |
| <p><u>Access to technology</u></p> <p>Should a bubble or the majority of the school have to self-isolate, we will loan additional devices to support home learning and internet access.</p> | <p>New leasing agreement for laptops to be sourced. 5 devices allocated from Wiltshire LA. Donated devices have been cleared by our IT support and sent out to families.</p> | <p>Google Classroom was operational from January until the return to school in March. All teaching staff have been</p> | | <p>JP AP NA BL</p> | <p>Nov 20</p> |

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| <p>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.</p> <p>A new online learning platform (Google Classroom, Purple Mash) to be set up alongside our current online provision to support home learning.</p> | <p>New laptops for teachers rolled out in the summer term for all staff. Final hardware sourced in September for all classes to be able to connect virtually as a school.</p> <p>Explore and choose the online platform that will suit our needs best. Subscriptions have been renewed to allow more effective home learning to take place. These include, Google Classroom, Purple Mash, Doodle Maths , Letterjoin, Collins Connect and Charanga.</p> <p>Additional hardware costs</p> | <p>trained on using Google Classroom safely. It remains available if needed in the future</p> <p>All pupils who required a laptop were provided with on during the latest lockdown.</p> <p>Effective home learning was planned and delivered daily. Parent questionnaire highlighted</p> <p>An online library of decodable books has been purchased and books allocated to the children to extend reading provision at home.</p> <p>During lockdown, vulnerable children and those who required extra support received 1-1 reading support with a TA. All online learning platforms were set up for access and</p> | | <p>JP BL AP</p> | <p>Dec 20 Feb 21 July 2021</p> |
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| | | provision from home. All subscriptions have been renewed for 2021-22 | | | |
| <u>Summer Support</u> NA | This was not an area that we implemented as catch up funding was not released until the Autumn Term. | N/A | | | |
| | <u>Other - additional costs</u> | | | | |