

COVID-19 Catch-Up Premium Plan - Pinewood Infant School

Summary information					
School	School Pinewood Infant School				
Academic Year	2020-21	Total Catch-Up Premium	£7,603	Number of pupils	96

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 year's 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. 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 great teaching / Pupil assessment and feedback Transition support Targeted approaches One to one and small group tuition Wider strategies Supporting parent and carers Access to technology

Identified i	mpact of lockdown
Well-being	Children's well-being is a significant priority for the school as many children have suffered significant challenges since March 2020 in terms of their mental health. The challenge of returning to the school environment following a long absence as seen some children become dysregulated and demonstrate behaviours that are concerning. The mental health of the parents is also of concern. Many parents have found managing the context of the pandemic very challenging and it has put additional stress on the relationships within their family. The children's physical health is also a concern as they have had a lack of exercise and opportunities to participate in a range of activities. Additional provision to support these aspects is vital in order for the children to make progress academically and socially.
Reading	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 do not is now increasingly wide. The bottom 20% of readers have been disproportionately provided with less opportunities to have their reading listened to or have stories shared with them.
Writing	Children have not necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills and missed key grammar skills teaching. GAPs specific knowledge has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected, however those who evidently did not 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.
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'. 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 arithmetic assessments.
Non-core	There are now significant gaps in knowledge – whole units of work have not been taught 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, residential, visitors and significant curriculum moments.

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

i. Teaching and whole-school strategies

Chosen approach and anticipated cost	Impact (once reviewed) Staff	lead Revie date?	
Organise to plan to release the English Leader and Mathematics Leader for half a day per half term.		*	-
£1250			
An interactive virtual tour focussed on learning at Pinewood Infant School is arranged and shared with all new-starters. The use of a professional to put the video clips together with accompanying music will be sought.	···,	paren	_
	Tatallandasta	Lanet (155)	
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ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
1-to-1 and small group tuition	A current member of the teaching team with qualified			
Identified children will have significantly increased rates of reading fluency and accuracy. They will be able to comprehend reading better as a result of being able to read at page without spending their working manner decading.	A current member of the teaching team with qualified teacher status will be employed to complete catch-up work two afternoons a week for reading, writing and		HOTaL / SK	Dec 20
at pace without spending their working memory decoding. They will be confident readers and dips in reading attainment will be negated.	maths.			Feb 21

Identified children will have significantly improved with the fluency and knowledge of basic mathematical skills such as counting, addition/subtraction facts. Identified children will have significantly closed the gap with their writing skills, particularly grammar back in line with age-related expectations.	£4018			June 21 (in line with teacher assessmen t dates)
		Total bu	idgeted cost	£4018

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed) Staff lead	Review date?	
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. It will through the use of: Tapestry (EYs), Google classroom, Mathletics/Mathseeds and Purple Mash. Children have access to appropriate stationery and paperbased 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 Mathletcis/Mathseeds to support children learning basic maths skills at home. £535.00 2-day 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. £100	EHT / HOTaL	Feb 21	
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. Software / technology access questionnaire sent out to all families.	Initially seek support from Farnborough Lions. If unsuccessful, school to purchase Chromebooks as required for the families. They are to be used to further support online access to resources for the children accessing extended school time.	EHT / HOTaL	Feb 21	
		Total budgeted cost		
		Cost paid through Covid Catch-Up	£7603	