

Stoughton Infant and Nursery School



Summary information					
School	Stoughton Infant and Nursery School				
Academic Year	2020-21	Total Catch-Up Premium	£21,280	Number of pupils	306

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
<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 great 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 Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> Supporting parent and carers Access to technology

	Summer support
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Identified impact of lockdown	
Maths	Specific areas have not been embedded, leading to gaps in learning and the children being 'behind'. Number is an area of weakness with children struggling to recall basic skills such as number facts. Children need longer to work in the concrete phase of maths before moving onto the pictorial and abstract.
Writing	Children show that they have not had opportunities to practise writing skills that they would have had in school. Handwriting is poor and fluency in writing is lacking. Children who maintained writing throughout lockdown are noticeably less affected, however those who didn't write much struggle with their writing stamina and their fluency in their writing. Spelling is also an area that children are struggling in. Because they did not necessarily practise writing they have not embedded the HFWs and tricky words as expected.
Reading	Reading was more accessible to children during lockdown due to our Reading Eggs subscription and texts available to them at home or online. Not all children received the same experiences of sharing stories with their families, and not all children engaged with the online learning platforms. Because of this, children's reading is less fluent, their phonics is at a lower level and their comprehension skills are lacking.
Phonics	Children's phonics knowledge is at a lower level than expected. Although phonic games, activities and videos were provided children did not necessarily practise as frequently as they would have in school. Children needed review in all year groups. A high percentage of children in year 2 are not secure in their phase 5 sounds.
Other Subjects	There have been whole units missed during lockdown for many children, leading to significant gaps in their prior knowledge. This makes it difficult for children to make connections between concepts. Children have also missed out on experiences such as trips, visitors and exceptional days or weeks that enhance our curriculum.
Listening and Attention	Children's attention spans are much weaker than we would normally experience. Since much of the learning took place online, time spent on screens increased. Children did not have the experience of having to maintain concentration for longer periods and this has affected their listening and attention skills.
Social Skills	Children spent much less time with peers than they would normally have. The essential skills they learn by playing and socialising with peers was interrupted. When returning to school, children needed time to learn how to play alongside and with each other. Turn taking, sharing and listening to each other were skills the children lacked. They also struggled to talk about their ideas and communicate with each other effectively.

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				
Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<u>Improving Children's Culture Capital</u> Children will have access to the best possible resources and experiences that enrich their education.	Staff will refrain from using paper based resources and instead will plan hands-on experiences and learning opportunities. For example, walks in the local area, increased outdoor learning, looking at real photos and videos of artefacts. £500	Work on our curriculum will continue into 2021-2022 as it is an ongoing process. The best examples of the impact of this work is in EYFS where staff have been very proactive in sourcing virtual visitors linked to their learning. In Year 2 we have seen staff making bespoke virtual tours	RD	Termly

		of local castles and in Year 1 teacher making links with people who live in Africa and holding zoom talks with them, bringing learning to life.		
<u>High Quality Feedback Strategies</u> Children will receive high-quality feedback which can positively support children's progress, up to 8 months gain over a year.	Initially, we will be focus on improving the effectiveness of whole class feedback approaches. We will use the EEF research and guidance on feedback and monitoring of pupil progress to support this.	Continuing as a whole school priority into 2021-2022. Use of visualisers as a tool for whole class feedback has been developed. Teacher's share WAGOLL, redraft with children and go through misconceptions. We have begun to research and look into other effective feedback practices such a peer review, effective conversations, showcasing, re-drafting and use of feedback prompts.	SB	Termly

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Small Group Reading Tuition</u> Identified children will have significantly increased rates of reading fluency. They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding. They will be confident readers and dips in reading attainment will be reversed.	An experienced qualified teacher will be appointed to work with children on developing their fluency and comprehension.	Reading EXS increased to 86% (unvalidated data)	AC	July
<u>Small Group Writing Tuition</u> Identified children will have greater sentence structure. They will be able to write coherent narratives with sentences demarcated accurately as a result. Children working towards a Greater Depth Standard will be able to write effectively and coherently using an enhanced level of vocabulary and grammar. They will be confident writers and dips in writing attainment will be reversed.	An experienced qualified teacher will be appointed to work with children on sentence structure.	Writing EXS increased to 84% (unvalidated data)	AC	July
<u>Small Group Maths Tuition</u> Identified children will have a significantly increased understanding of number and be able to apply their knowledge in a variety of scenarios.	An experienced qualified teacher will be appointed to work with children on developing their maths skills, focusing on number.	Maths EXS increased to 91% (unvalidated data)	AC	July

<u>Small Group Phonics Tuition</u> Identified children will have significantly increased rates of phonics knowledge. They will be able to progress further with their reading as a result of being able to blend and segment more words. They will be more confident readers and dips in reading attainment will be reversed.	An experienced qualified teacher will be appointed to work with children on developing their phonic skills and knowledge.	Phonics pass rate increased to 89% when completed in Year 2. (validated data)	RA	July
<u>Nuffield Early Language Intervention and Elklan</u> Identified children will improve their expressive language skills, spelling and phonic knowledge. They also would have developed and broadened their vocabulary and grammar. The Nuffield Early Language Intervention (NELI) is an evidence-based oral language intervention for children in nursery and reception who show weakness in their oral language skills and who are therefore at risk of experiencing difficulty with reading. It is delivered over 30 weeks by teaching assistants in groups of three to four children.	Alongside our Elklan trained TAs we will train an additional TA to run the NELI.	2 TAs have completed the training, the children were baselined and then we went into lockdown 2. Groups will run in Reception and 1 group will run in Year 1 in 2021-2022		
Total budgeted cost				£19,820

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Increasing Parental Engagement</u> 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. Virtual showing days on Tapestry when children can talk about their achievements. Parent information sessions on how to support reading and phonics at home. Children have access to appropriate stationery and paper-based home-learning if required so that all can	Online learning resources will be purchased, such as Reading Eggs and Purple Mash to support children reading at home. £1500 In response to requests, paper home learning resources will be printed and distributed.	Parental Engagement plan for all year groups developed. The plans had to be altered due to the additional lockdown. The English lead made videos to support parents with their understanding of phonics and the Reading Eggs programmes and these were uploaded to the website and parents were signposted to this. In addition to online learning, home learning packs were made available for all families and this included books, stationery and resources such as number lines, 10's frames etc.	AC Year Leads	

access learning irrespective of ability of child/parent to navigate the online learning.		Alternative learning opportunities were made available who have SEND.		
<u>Access to technology</u> 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. Families on low income and without access to wifi at home will be able to use the pre-paid dongles to access home learning.	<i>Purchase I-pads and pre-paid wi-fi dongles.</i> £4000	All families were surveyed to ascertain the access to wi-fi and technology in the home. We loaned out our Chromebooks to families who needed them and arranged for improved wi-i access. We also secured additional funding and with this we purchased i-pads for the children to use and access their learning.	CM ACi	
Total budgeted cost				£25,820
			Cost paid through Covid Catch-Up	£21,280
			Cost paid through charitable donations	£4,000
			Cost paid through school budget	£0
			Carried forward due to staff having COVID and going into lock-down 2.	£17,000