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| Dobcroft Infant School March 2021 |

COVID-19 catch-up premium report

In June, a £1 billion fund for education was announced by the government.  Further guidance has now been released (https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium) showing that the money is split between a catch-up premium and a national tutoring scheme.

COVID-19 catch-up premium spending: summary

| summary information | | | |
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| Total number of pupils: | 270 | Amount of catch-up premium received per pupil: | £80 |
| Total catch-up premium budget: | £21,600 |  |  |

| strategy statement |
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The catch-up premium is funded on a per pupil basis at £80 per pupil. This will be based on the previous year’s census and will not include Nursery numbers, meaning Dobcroft Infant School will be in receipt of £21,600 (270 x £80).  The spending of this money will be down to schools to allocate as they see best. To support schools to make the best use of this funding, the Education Endowment Foundation has published a support guide for schools with evidence-based approaches to catch up for all students.

**Spending:**

At Dobcroft Infant School, this money will be used in order to:

* Purchase curriculum resources and materials that support pupils to get “back on track”. These include the high quality reading materials (reading spines), RE story boxes, resources for continuous provision etc
* Fund additional support staff to develop the outcomes of children who have been identified as needing “catch up” in their learning.

**Aims**

The broad aims for “catch up” at Dobcroft are:

* Attainment outcomes 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 mental health needs of pupils that have arisen as a result of the pandemic are met and supported by the school.

**Catch up at Dobcroft Infant School:**

**For all children:**

* **Working through well sequenced, purposeful learning curriculum**. Focus on the long term planning and gap analysis has been completed by subject leads and teaching staff. From this additional resources have been purchased to enhance the RE story boxes, continuous provision and learning through play.
* **Focus on consolidation of basic skills**, especially those children with SEND.
* **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.
* **Particular focus on maths skills**. Subject lead has attended ‘Ready to progress’ training, she is now focusing with each year group on which key skills are missing for the Covid cohort. Evaluation will take place with each year group in the Summer term, shared with new year group teacher and then specific teaching in the Autumn term.
* **Assessment of learning and of basic skills to identify major gaps**. Teachers will work to identify gaps in learning and adapt teaching accordingly. Ks1 teachers uses long term plans as live documents and adjust when needs arise.
* **Additional books for every year group**. Increasing the amount of newly published and high quality texts to increase engagement in reading due to a reduction in reading standards. Purchasing of additional online reading resources to support home/ school reading development.
* **Additional outdoor resources on the playgrounds (individual bubbles)**. They resources are sports, building and making equipment and a reading hut.
* **Additional teacher to assess all FS1 and FS2 on the Supermovers programme**. Specific Supermovers sessions timetabled each week.
* **Time spent on mental health, wellbeing and social skills development**. This will be at the core of all catch up work as many children will have not been in formal school setting for a number of months. This has included spending on resources for the outdoor learning environment.
* **Writing Stamina** Through lockdown the children’s writing stamina has decreased, especially in KS1. We have put additional time into increasing the children’s ability to write for longer periods and independently. This is through small group intervention.

**For some children:**

* **Additional transition afternoon for those returning from lockdown for Ladybirds (Pre-school).** Pupils were invited to come to pre-school for an additional afternoon prior to the start date, this was to reduce anxiety and support the development of social interaction. Addition teacher and teaching assistants in setting for familiarity and increased staffing to support the 3 and 4 year olds.
* **Additional support and focus on basic core skills**. Supported by additional staffing for our ‘Earlybird sessions’ utilising catch up premium – dependent on need as identified through ongoing assessment.
* **Autumn term TAs for additional targeted interventions in year 1 and 2**. Targeting all ability levels. Supported by staff that the pupils were familiar with.
* **Additional reading time virtually.** Weekly reading sessions with class teacher for those home learning again, so those at home had a familiar school adult reading with them for the purpose of continuity, mental health and reading development.
* **Additional interventions using NCETM materials**. TAs to use materials for each strand of the curriculum.
* **Greater Depth Writers** Some children have needed to have small group intervention to improve their ability to use higher level vocabulary, spag and have more opportunity to write creatively in different genres.
* **Additional Phonics to Support Writing.** We have put in additional support in both FS2 and Y1 to improve the use of phonics, especially applying phonics in writing.
* **Supermovers interventions with teacher**. Weekly Supermover session in small group for those identified by assessment or identified by teacher.
* **Additional time to practice basic skills**. This again will be dependent on need of children in order to re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics) and there will be flexibility on timetables to allow this.