



COVID CATCH-UP PREMIUM REPORT 2020-2021

CROFTON HAMMOND INFANT SCHOOL

In June 2020, the government announced £1 billion of funding to support children and young people to 'catch up'. This includes a one off universal £650 million catch up premium for the 2020 – 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time. They have also launched a £350 million National Tutoring Programme to provide additional, targeted support for those children and young people who need the most help.

'Children from disadvantaged backgrounds are likely to have been more affected particularly severely, by closures and may need more support to return to school and settle back into school life. Whilst all pupils will benefit from the EEF recommendations, it is likely that some forms of support will be particularly beneficial to disadvantages.' (Covid-19 Support Guide for Schools – June 2020)

Under this scheme our school received the following sum:

Total number of Pupils	181
Amount of catch-up premium received per pupil	£80
Total catch-up premium budget	£14480

Strategy Statement

The government has made it clear that we can use this funding to allocate as we see fit and the following report outlines how we have chosen to use it at Crofton Hammond Infant School.

The barriers to progress in learning that we have identified are:

- Children may have mental health issues or worries about the return to school which could impact on their learning
- Children have not had sufficient opportunities for extended writing and their output is lower than it should be

- Children are not applying their phonic learning to their writing sufficiently
- Children have been over supported in their learning and lack the independence to work on their own
- Not all children have access to electronic devices to support home learning

These are the priorities that we have identified at our school:

- To ensure that the mental health and well-being needs of our children are well met so that they are in the best possible position to continue with their learning
- To support children in developing their stamina for writing
- To support children to develop their application of phonics in their writing
- To support children to develop their independent learning skills
- To provide an online learning platform to enable children to access learning at home
- To support those few children who did not access home learning while not in school

The aims of our catch-up programme are:

- To reduce the attainment gap between our disadvantaged pupils and their peers
- To raise the attainment of all pupils to close the gap created by COVID 19 School closures

Action Plan to address the issues

Barrier	Action	Success Criteria	Cost	Staff lead	When will this be reviewed
Children may have mental health issues or worries about the return to school which could impact on their learning	'Hammond Heart' initiative to be launched on the children's return to school to ensure there is a focus on health and well-being. Focus on this in assembly. Shared with the parents and wider community and in partnership with the Junior School.	The school community are aware that the focus for the school is on mental health and well-being to support children to be in the right place to learn.	£8050	Lisa Noice Di Bosustow Jacky Halton	Parent Questionnaire Summer 2

	<p>Children who have specific mental health issues to be identified and a programme of support put in place for them.</p> <p>Additional circle times to be put in place by class teachers as and when they are needed and as issues arise.</p> <p>Lisa Noice, Family Liaison Officer, to provide targeted support for families and children with mental health issues</p>	<p>Children with anxieties or worries are supported back into school, and then once they are in school.</p> <p>Any worries or concerns are dealt with immediately that they arise.</p> <p>Families have access to Lisa's bespoke support which improves mental health and well-being or are signposted for further support</p>		<p>Di Bosustow Julie Syms Class TAs</p> <p>Class teachers</p> <p>Lisa Noice FLO</p>	<p>Pupil Progress meetings</p> <p>Pupil Progress meetings</p> <p>Fortnightly meetings with Headteacher and ELSA</p>
<p>Children have not had sufficient opportunities for extended writing and their output is lower than it should be</p>	<p>Quality first teaching from class teachers</p> <p>Group interventions to be put in place – either early morning or during the day to address those children who need additional practice</p> <p>Precision teaching to be used with identified individual children who are not able to access group interventions</p>	<p>All children increase their stamina for writing</p> <p>Identified groups of children are supported to develop their stamina</p> <p>Precision teaching outcomes show an improvement over time</p>	£1000	<p>Class Teachers English Lead Class TAs</p> <p>Class TAs</p>	<p>End of year internal assessments</p> <p>Pupil progress</p> <p>Weekly updates to Class teacher</p>

<p>Children are not applying their phonic learning to their writing sufficiently</p>	<p>Quality First Teaching during phonics lessons with individual children supported by the TA</p> <p>Group interventions to be put in place – either early morning or during the day to address those children who need additional practice</p> <p>Additional Phonic Reading books to be provided to support children</p> <p>Precision teaching to be used with identified individual children who are not able to access group interventions</p>	<p>Phonic assessment shows an improvement and what has been learned is applied in their writing</p> <p>Children in the group are using the phonics in their writing more consistently</p> <p>Children have access to a wider range of phonically decodable books</p> <p>Precision teaching outcomes show an improvement over time</p>	<p>£1500</p>	<p>Class teachers</p> <p>Class TAs</p> <p>English Lead</p> <p>Class TA</p>	<p>End of year internal assessment</p> <p>Pupil progress meetings</p> <p>Pupil Progress meetings</p> <p>Weekly updates to Class teacher</p>
<p>Children have been over supported in their learning and lack the independence to work on their own</p>	<p>Quality first teaching – teachers to provide structured activities which will support children with working independently</p> <p>Resilience group to be set up in each year group to support children who need extra support to develop their independence</p> <p>Specific work on memory with identified children using Memory Fix intervention programme</p>	<p>Children are able to work more independently during the usual school day</p> <p>Targeted children are able to show better resilience when working independently</p> <p>Child’s memory is improved and they are more able to work independently</p>	<p>£80</p>	<p>Class teacher</p> <p>Class TAs</p> <p>Class TA</p>	<p>Pupil Progress meetings</p> <p>Pupil Progress meetings</p> <p>Weekly update to Class teacher</p>

<p>To provide an online learning platform to enable all children to access learning at home</p>	<p>Upgrade the use of Seesaw for Key stage 1 children so that families can access whole class and individual learning</p> <p>IT lead to be given time to set up all children on the system</p> <p>Sumdog licence to be purchased to support children with their learning at home and in school</p> <p>Bug club licence to be purchased to support children with their learning at home</p> <p>Provision of IT software to facilitate parental access and dedicated section on school's website</p>	<p>All children are able to engage with home learning when necessary</p> <p>All children are set up on an online learning system</p> <p>All children have access to Sumdog</p> <p>All children have access to Bug Club</p> <p>All parents/children to be able to access the appropriate software and website</p>	<p>£3500</p>	<p>IT lead</p> <p>IT lead</p> <p>IT lead</p> <p>IT lead</p> <p>IT Provider</p>	<p>Pupil Progress meetings</p> <p>Online report</p> <p>Online report</p> <p>As necessary</p>
<p>Not all children have access to electronic devices to support home learning</p>	<p>Families to be supplied with the necessary devices to work at home during either lockdown periods or times of self-isolation</p> <p>Families without internet connections to be supplied with 'dongles'</p>	<p>Families have the devices they need to interact with home learning when necessary</p> <p>Families have the internet they need to interact with home learning when necessary</p>	<p>£350</p>	<p>IT lead</p> <p>IT lead</p>	<p>As necessary</p>