



Catch-Up Premium Spending Plan Barwell Infant School 2020-2021

Summary information					
School	Barwell Infant School				
Academic Year	2020-21	Total Catch-Up Premium	£13,360	Number of pupils	167

Guidance
<p>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.</p> <p>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.</p> <p>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.</p>

Use of Funds	EEF Recommendations (Education Endowment Foundation)
<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</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

<p>should use this document to help them direct their additional funding in the most effective way.</p>	<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

<p>Maths</p>	<p>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’.</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. EYFS children have particularly struggled as some of the basic maths skills such as number recognition and basic addition and subtraction are missing.</p>
<p>Writing</p>	<p>Children haven’t necessarily missed ‘units’ of learning in the same way as Maths, however they have lost essential practising of writing skills. Punctuation, spelling and grammar 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 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. EYFS children have particularly struggled going into Y1 as a large part of their curriculum was missed.</p>
<p>Reading</p>	<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 don’t is now increasingly wide.</p>
<p>Non-core</p>	<p>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, visitors and powerful curriculum moments designed to enhance our curriculum and bring it to life.</p>

Action Plan			
Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date
Phonetically decodable reading scheme purchased to allow children to access a suitably varied range of books both within school and at home. = £5,000	Phonetically decodable reading scheme has been purchased for use throughout the school, to top up existing reading books. These include a range of books to particularly engage boys.	Headteacher and English Leader	July 2021
Books purchased as prizes to encourage a new Reading at Home Reward Scheme = £300	Rainbow Readers our new reading at home reward scheme has increased the number of children reading at home regularly. Funding has been used to purchase book prizes.	English Leader	July 2021
Bug Club interactive e-book subscription purchased so that children are able to access a range of reading books at home that have been specifically chosen by their class teacher to match their age and ability. = £1,324 online subscription	Bug Club has proved successful with both parents and children. The online subscription has meant that children can access a range of high quality texts whilst at home.	Headteacher and English Leader	July 2021
Grammar and Spelling high quality online resources purchased for teachers to access at school and children to access at home. = £900 online subscription	Grammar and spelling activities have been set for children to access at home.	Headteacher and English Leader	July 2021
Phonics classroom display resources purchased to support phonics teaching throughout school. = £400	Classroom resources have been purchased to help support the teaching of phonics throughout the school, not just in phonics lessons but across the curriculum.	Headteacher and English Leader	July 2021
Nuffield Early Language Intervention (NELI) = £ free	NELI is currently being implemented with targeted children across our EYFS provision. Data will be analysed once available.	EYFS Leader	July 2021
Curriculum planning, assessment and tracking tool (Cornerstones Maestro) purchased to enable teachers to deliver high quality foundation subject lessons that close the gaps in children's knowledge and understanding. = £4,300 for 3 year subscription	Cornerstones curriculum is popular with teachers, children and parents. Teachers and parents are reporting that children are more engaged with their learning. Our new curriculum is a Knowledge-engaged approach. We see our curriculum as a balance between knowledge and skills. We use cross-curricular teaching to make the curriculum relevant and meaningful to children and for putting knowledge into context.	Headteacher	July 2021

<p>O' Track Assessment System purchased to allow tracking of individual and groups of children's misconceptions and gaps in learning = £1,050</p>	<p>O'Track is used as an assessment analysis tool allowing teachers and senior leaders to drill down into data, pinpointing those children not making expected progress so that interventions and cat up work can be implemented as appropriate.</p>	<p>Headteacher</p>	<p>July 2021</p>
<p>Class Dojo used to support relationships between parents and school. Enabling teachers to communicate positive experiences and messages with parents. = free</p>	<p>Class Dojo has been beneficial as a home/school communication tool. It is used as the primary means for parents and staff to communicate.</p>	<p>Headteacher</p>	<p>July 2021</p>
Total approximate fund expected to spend			£13,274