



MEREBROOK INFANT SCHOOL

CORONAVIRUS (COVID-19) CATCH-UP PREMIUM

Summary information					
School	Merebrook Infant School				
Academic Year	2020-21	Total Catch-Up Premium	£9,360 (provisional allocation)	Number of pupils	117

Guidance

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). The aggregate impact of lost time in education will be substantial. Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in Early Years Reception through to Year 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	Education Endowment Fund Recommendations
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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
 - Intervention programmes
 - Extended school time
 - Wider strategies
 - Supporting parent and carers
 - Access to technology
 - Summer support

Identified impact of lockdown

Due to the disruption within the academic year 2019-2020, we know that some children have not been able to progress as well as they could have done. Our remote learning offer closely mirrored the work in school however there is no substitute for face to face teaching and social interaction that on-site provision gives each child. Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families. However, children are less fluent in their reading and the gap between those children that read widely and those children who do not is increasing. Children have lost essential practising of writing skills. Parents reported that writing was one of the more difficult things to support at home. Children's speech and language development has suffered notably in the youngest children. Children's vocabulary is limited in terms of functional language and technical subject language. Listening and attention is limited for pupils

with the need to adjust the daily timetable to accommodate this. For our youngest pupils, self care skills are underdeveloped for some children. Some children are less able to access prerequisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments.

Children's experiences will be variable and as much as children's return to school has been incredibly successful and so this may be masking underlying concerns. It is important to stay vigilant and be prepared to support the children's emotional and mental well being.

Our objective with this funding is to highlight any areas that gaps have widened for our children, academically, emotionally and socially, and put in place support to close these gaps. We know that for some children these gaps will close within a year however, some may need longer term support to ensure they catch up with their potential level of attainment

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

Teaching and whole-school strategies

Action	Intended Outcome	Evidence and Rationale for this choice	How will you make sure it is implemented well?	Staff lead	When will you review this?
<p>Curriculum subjects will be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced (Staff meeting, session preparation and INSET time).</p> <p>Timetable changes to accommodated short sharp bursts of learning.</p> <p>Non-core subjects carefully planned to take full advantage of writing opportunities across the curriculum.</p>	<p>Consistent approaches across school with the best practice shared amongst staff. Children get consistent strong pedagogy.</p>	<p>Training time for teachers to research and further develop effective pedagogy.</p>	<p>Whole school monitoring of lessons, pupils work and pupil voice.</p>	<p>EYFS and KS1 Lead</p>	<p>June 2021</p>

Total Budgeted Cost: £540

Targeted approaches

Identified groups of pupils in Early Years (EYFS) to take part in additional small group interventions to close the gap in communication and language and Maths. Employ ex colleague from the school to return to deliver the group sessions.	Accelerated progress in speaking and listening ('Time to Talk Programme'). Targeted pupils secure in 1:1 correspondence and number recognition.	Assessment information to identify specific areas of learning. The benefit of small group tutoring can enhance progress by 4 months. In using a teacher known to our school we can ensure that the teacher is familiar with the programs used.	EYFS pupils identified to participate in the group based on assessment. Entry and exit data for children participating will be evaluated. EYFS lead and SLT will monitor the intervention sessions for impact.	EYFS Phase Leader	December 2020
Identified groups of pupils in Keystage 1 to take part in additional small group phonic interventions after school (30 mins twice per week).	Accelerated progress phonics and reading for identified pupils to close gaps in phonic knowledge.	Assessment information to identify specific areas of learning. In using existing staff, we can ensure that the staff member taking the group is familiar with the programs used so that this aligns with the work in class each day.	Keystage 1 pupils identified to participate in the group based on assessment. Entry and exit data for children participating will be evaluated. Keystage 1 lead and SLT will monitor the intervention sessions for impact.	Keystage 1 Phase Leader	December 2020
Total Budgeted Cost:					£5,200
Wider Strategies					
Improve the stock of computing equipment that can be loaned out to children in the event of a local lockdown/isolation.	Ensure all children have a device to access remote learning and further improve engagement home through our digital platform.	As the use of technology increases, we need to ensure pupils are ready for this. School currently use Purple Mash in curriculum time and having access to a larger	Data showing the progress and gaps will be evaluated.	Head of School	June 2021

		number of devices would support the use of this. The children that made the largest amount of progress last year were the children with greater access to technology. This will support engagement with home learning			
Children who are joining school from different settings or who are beginning their schooling have an opportunity to become familiar and confident with the setting before they arrive.	A virtual tour of each school is shared with all new starters. Additional time is made to cover the teacher so that they can have a virtual meeting with their new starter so that the child is confident in joining.	Families can make an informed decision about school placements. Families can see how Merebrook operates and children and families feel prepared for their child starting school.	Feedback received from parents once their child starts school.	Head of School	May 2021
Total Budgeted Cost:					£3,520