

Normanton All Saints CE (A) Infant School Catch up Strategy 2020 – 2021

Following the Covid-19 pandemic and national school closures the government announced additional catch up premium which would be allocated to schools in the academic year 2020-2021. The DFE stated that 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 curriculum expectations for the next academic year and in actions for schools during the coronavirus outbreak. While schools can use their funding in a way that suits their cohort and circumstances, they are expected to use this funding for specific activities which will help pupils catch up on missed education.

Due to the **Covid-19 pandemic** schools closed in March 2020. This meant that during this time most of the children were at home and only the children of key workers and vulnerable pupils continued to attend school. This closure will impact on pupils in a number of ways particularly academically, socially and emotionally. Children have returned to school with significant gaps in their learning and development. As the pandemic continues, with bubbles self-isolating, children will continue to miss valuable learning time. Families will be provided with home learning however this is not comparable to quality first teaching in the classroom and leaves disadvantaged pupils at a further disadvantage as they are often not supported with their learning at home.

Catch up allocation	£21,040	£80 per pupil (Reception – Year 11)
Predicted spend	£20,993.30 (£8,000 remains for academic mentors)	

Intended success of the catch-up funding:

- The school has an accurate understanding of all gaps as a result of accurate baseline assessments.
- The school has an accurate understanding of common gap across classes, groups and individual and used this information to adjust planning and effectively deploy staffing.
- Quality first teaching is used effectively to target whole class gaps and this results in pupils making strong gains in learning to get back on track.
- As a result of the accurate grouping pupils' common gaps in learning are addressed and pupils are swiftly back on track.
- 1:1 catch up support is prioritised effectively across the school and delivered by skilled individuals resulting in pupils catching up swiftly.
- Assessment for learning is used well and as a result teachers and leaders have a clear understanding of the impact of their work.
- Pupils in the lowest 20% or in danger of falling into the lowest 20% are identified, access appropriate provisions led by qualified staff the impact of which is closely tracked.

Improvement targets (What)	Action (How)	Timescale (When)	Persons responsible (Who)	Monitoring	Cost
<p>The school has an accurate understanding of all gaps as a result of accurate baseline assessments.</p>	<p>EY lead to use assessments to identify key children across the cohort to support catch up intervention. EY lead to plan interventions for reading/phonics/writing and maths. EY to work with colleagues in the EYFS coaching and mentoring. EYFS lead monitor impact of interventions.</p>	<p>From 08.03.21</p>	<p>EY lead</p>	<p>SLT</p>	<p>£1800</p>
<p>The school has an accurate understanding of common gaps across classes, groups and individual and used this information to adjust planning and effectively deploy staffing.</p>	<p>Focus on the implementation of the reviewed maths curriculum and the fluency aspects of maths linked to PV & N. Ensure gaps in maths learning in KS1 are identified and are swiftly addressed. Children with similar gaps in learning identified and grouped. TA time to work on gaps on a daily basis through post teach.</p>	<p>8.3.21 Daily following assessments</p>	<p>Teacher TA</p>	<p>Teacher Year group leader</p>	<p>£600 (Total of 4 full days to be used across the Summer term)</p>
<p>Quality first teaching is used effectively to target whole class gaps and this results in pupils making strong gains in learning to get back on track.</p>	<p>Deliver CPD for teachers on Rosenshine’s principles of instruction. Enable coaching and mentoring of phonics teaching by the reading lead. Focus on any new staff. Reading lead to film a phonics guide for each phase and catch up</p>	<p>Staff INSET x4 Summer term Summer Term Summer Term</p>	<p>Leah Charlesworth Darrington Primary School Reading lead Year group teams Coaching with HLTA covering and Year 2 TAs delivering phonics. Coaching for UFS Coaching for Year 2 teachers Coaching in Year 1 Reading lead</p>	<p>SLT/Reading lead SLT</p>	<p>£400 training fee cost £1800 (Summer term) (£150 per day)</p>

	<p>HLTA cover deployed for maths lead. Key focus identified and monitored.</p> <p>Early language development training. Dissemination of training.</p> <p>Begin to implement the Nuffield speech and language programme.</p> <p>Provide direct SCLN support using NEL for targeted children in EYFS to further develop early communication needs.</p> <p>Teachers to attend hub training. Discuss training with SLT. Disseminate to teachers. Disseminate to TAs. Children with significant gaps in CLL identified. EYFS lead to attend virtual training for the Nuffield language development programme. EY teacher to deliver NS&L programme with a small group over the summer term.</p>	10.03.21	NA/ED/JL	SLT	<p>£150 course cost</p> <p>£1400- Release for SENDCO/ EYFS lead the Summer term 1/2 day a week focus on C&L</p>
<p>1:1 catch up support is prioritised effectively across the school and delivered by skilled individuals resulting in pupils catching up swiftly.</p>	<p>Ensure that all pupils read on a 1:1 basis three times a week in school ensuring children who need additional support read daily.</p> <p>Provide targeted support for early literacy skills within the EYFS to ensure basics are secure. (HLTA focused interventions across UFS)</p> <p>Ensure children receive phonics catch up daily in school for children to address gaps in their phonic development.</p>	<p>Daily from Week 2</p> <p>Autumn / Spring / Summer term</p> <p>Autumn/Spring/Summer</p>	<p>Teacher TA HLTA</p> <p>HLTA (JW)</p> <p>Teachers</p>	<p>SLT – Reading record checks</p> <p>EY lead</p> <p>Reading lead</p>	<p>£12,647.50 (HLTA support for mornings within UFS)</p>

	<p>Appoint two academic mentors to support targeted groups to help close the gap in phonics, reading and maths.</p> <p>Gaps identified Pupils needed additional support identified Academic mentors to work alongside the reading and maths lead to plan and deliver targeted interventions with small groups and on a 1:1 basis as appropriate. SLT, reading lead and maths lead to closely monitor the progress and attainment of these groups.</p>	As soon as appointed	Academic mentor	SLT Reading lead Maths lead	DfE pays the salary and school pays the NI etc. £4000 per mentor £8000 Total
Assessment for learning is used well and as a result teachers and leaders have a clear understanding of the impact of their work.	<p>EY lead to use assessments to identify key children across the cohort.</p> <p>EY lead to plan interventions for reading/phonics/writing and maths.</p> <p>EY to work with colleagues in the EYFS coaching and mentoring.</p> <p>Monitoring impact of interventions.</p>	From 08.03.21	EY lead	SLT	
Pupils in the lowest 20% or in danger of falling into the lowest 20% are identified, access appropriate provisions led by qualified staff the impact of which is closely tracked.	<p>Daily catch up to take place after the teaching sequence is completed and gap analysis has taken place.</p> <p>Fund the delivery of a phonics breakfast to identified pupils (Y1) to address gaps in phonic knowledge.</p> <p>Lowest 20% identified.</p> <p>Year 1 phonics breakfast delivered by HLTA.</p> <p>Reading lead to model how this is to be delivered.</p>	Summer term	Reading lead Teachers HLTA	SLT/Reading lead – Phonics gap analysis Reading lead	Reviewed phonic breakfast clubs to begin in the Summer term £695.80 (2 staff members Summer term only)