



## YEADING INFANT & NURSERY SCHOOL COVID-19 CATCH-UP PREMIUM STRATEGY

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 meaning we are predicting Yeadling Infant and Nursery School will be in receipt of £28,120 ( x £80) in total. This funding will be provided in 3 tranches: Autumn, Spring and Summer terms. The spending of this money will be down to schools to allocate as they see best. 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. 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.

Planned expenditure for current academic year: 2020-2021 £28,120 (based on 349 x £80)

The following review of need has taken place within the first four weeks of returning in September 2020:

- Well-being feedback from parents through telephone contacts and emails shared with teaching staff
- Assessment specifically around Reading, Writing, Mathematics
- Outcomes from Language Link/NELI
- Phonics screening checks for all pupils in years R, Y1 and Y2.

We have constructed a Catch up premium strategy in the following areas to ensure children catch up with any lost learning time and potential gaps in knowledge.

Children have been disadvantaged during the closure from March to June because they were not able to access remote learning immediately and attend school. Prior to the lock down there already existed a lack of engagement with remote learning activities such as the subscribed programs. The school prepared paper copies for parents to collect weekly from School Office. Gradually parents were supported to access more online learning provided through the school website and parents were signposted to other educational websites.

To support parents to access recorded lessons through remote learning so children's education will not be interrupted.

**Background:**

The vast majority of children from Reception to Year 2 engaged with the remote learning/paper learning packs that the school provided. A large number of pupils found that it was hard to find space to do the work often having to share devices and support with other household members. Purple Mash and paper learning packs were the preferred choice of home learning. In the first full week September 7th 2020, we had a good response to children coming back to school. Attendance was stable across all year groups upon return - Reception children were brought back on a staggered basis over 3 weeks to ease the transition process since visits were not possible during Summer 2020 due to Covid 19. Overall attendance for Week 1 was 92% (Excluding Reception who were not attending on first day of return). By the end of term, our attendance was 95%. Our school was fully closed over the summer holiday period which meant that the school provided Holiday Homework Packs over the summer break. As a staff, we have discussed the need for the use of consistent beginning of year baselines within Reading, Writing and Mathematics. The staff have jointly agreed which baselines they are going to use so that we have standardisation and consistency across all year groups and cohorts. We have agreed that these baselines will be carried out by the end of September 2020. At this point we will discuss as a staff what the baseline results are telling us in terms of which children across year groups have regressed in terms of their learning and then SMT will look at how best to provide support and interventions across Reading, Writing and Mathematics in order to help identifies children to catch up in their areas of identified need. Catch up Premium will be targeted to provide this support and interventions. We will focus on quality first teaching, empowering our team of staff by providing high quality training, specific year group 'gap' filling, classroom intervention and small group targeted support with the child's health and well-being at the centre of all we do. We have also considered advice and guidance from the Department for Education and Education Endowment Fund.

**Teaching and Whole School Strategies using Academic Support**

TEACHING AND LEARNING BARRIER AND CONTEXT	ACTION TARGETED ACADEMIC SUPPORT	STAFFING/ TRAINING	OUTCOME	EVALUATION OF BEST PRACTICE AGAINST RESEARCH BY THE DFE AND EDUCATION ENDOWMENT FOUNDATION	WIDER STRATEGIES
<p><b>Reading: (Reading Recovery, FFT, BRP, Read It 2)</b></p> <p>Due to lockdown Children have gaps in their Knowledge/recall of phonics and application of phonics to their reading, which has</p>	<p>Children have been screened to identify gaps in their Phonic knowledge due to Lockdown. First Quality Teaching, Unqualified teachers, HLTA's, Class TA's and additional support to close the gap.</p>	<p>Team Leaders to review and monitor progress half termly, providing regular feedback to SMT. through timely interventions.</p> <p>Reading Recovery teachers to model</p>	<p>Lead Teachers will continually monitor and review progress made to ensure effectiveness of interventions to raise standards. Year 2 to meet or exceed predicted Screening Check in Autumn 2020.</p>	<p>Team leaders will support and review intervention timetable with Inclusion leader to ensure timely and appropriate support for targeted children.</p> <p>Teachers have embedded training from Guided Reading CPD INSETS, Talk for Writing, Bug Club and Readit2. Comparison to the results prior to Covid19 outbreak will be used</p>	<p>Encourage parents to continue to access school subscribed programs for reading by the school e.g. Bug Club.</p> <p>Use of Instagram to promote further reading opportunities such as through World Book day tokens, Bug club tutorials</p>

<p>impacted on progress in reading across the school. Children have not had the opportunity to read to others, access stories, enjoy books that are matched to their reading ability. Children have gaps in their reading Comprehension Skills.</p>	<p>Early years to focus on targeting vocabulary, narrative skills, active listening and phonological awareness using Nuffield Early Language Intervention (NELI).</p> <p>Improvement in reading attainment across school in line with national expectations</p> <p><b>Purchase Cracking Comprehension Scheme to teach whole class.</b></p> <p><b>£350.00</b></p> <p>Support children in reaching age related expectations through intervention clubs in holidays</p>	<p>guided reading sessions.</p> <p><b>Create post for subsidiary tuition programme teacher.</b></p> <p><b>£77per pupil x 21</b></p> <p><b>£1617.00</b></p>	<p>EYFS Mitigate the impact of school closure through close monitoring of gaps and appropriate strategies to support regular reading opportunities through a language rich environment , bug club and reading books home.</p> <p>KS1 Following a baseline assessment in Years 1 and 2 a comprehensive support plan to ensure gaps in reading attainment are plugged and progress in phonics assessment and reading book levels shows this.</p>	<p>to ascertain and measure progress and success.</p> <p>EEF Rationale: "Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read."</p> <p>According to the EEF, on average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p>EEF rationale: Parents have been primary educators during this period of lockdown restrictions and it is imperative that schools and families continue to work together when children return to school</p>	<p>Promote the Local Library's Summer Reading Challenge to engage children in reading books when the libraries reopen again</p> <p>Replenish reading book stocks to support catch up</p> <p>Provide support for early careers and training teachers ensuring access to high quality support and feedback for lesson observations including wellbeing support</p> <p>Revisit school policies to ensure that they are fit for purpose and support catch up</p>
<p><b>Writing:</b> Gaps in writing have been identified and could be a barrier in children reaching their target levels by end of year.</p>	<p>Teachers will identify the gaps in children's learning. Interventions targeted to small groups to meet their needs on a short-term basis.</p> <p>Increase the</p>	<p>Reading Recovery teachers to support identified pupils with reading, Writing and Comprehension. HLTA has to support in all</p>	<p>To raise attainment in writing so that it is in line or exceeding end of year targets. Pupil Progress Meetings to track and monitor this progress.</p>	<p>EEF Improving Literacy in Key Stage 1 <a href="https://educationendowmentfoundation.org.uk/tools/guidance/reports/literacy-ks-1/">https://educationendowmentfoundation.org.uk/tools/guidance/reports/literacy-ks-1/</a></p> <p>EEF rationale: Parents have been primary educators during this period of lockdown restrictions and it is imperative that schools</p>	<p>Support pupils to settle back into school and class routines using Zones of Regulation.</p> <p>Revisit school policies to ensure that they are fit for purpose and support catch up</p>

	<p>frequency of 1:1 reading opportunities e.g Readit2, individual reading with classroom volunteers</p> <p>Continue to provide provision for home learning for those children needing to self- isolate or in case of a local outbreak</p> <p>Support children in reaching age related expectations through intervention clubs in holidays</p>	<p>year groups. Appoint a new Part time HLTA <b>£10,000</b></p>	<p>Children's fluency, decoding and comprehension skills will become consolidated through a structured reading programme, ensuring children will reach their age related milestones at end of the year</p>	<p>and families continue to work together when children return to school</p>	
<p><b>Maths:</b> Sustain the impact of previous school improvement projects including maths.</p>	<p>Teachers will quickly identify and group children according to their ability and needs.</p> <p>Children will work from their starting points and accelerated to catch up, using Maths Mastery, especially the more able children.</p>	<p>Use high quality targeted support to help all children learn using high quality, targeted support can provide effective extra support for children.</p>	<p>Gaps in maths knowledge to be addressed to raise attainment so that it is in line or exceeding end of year targets. Progress Meetings to track and monitor this progress.</p>	<p>Use the most appropriate strategy to support return to school including through EEF Rationale: Mastery learning appears to be a promising strategy for narrowing the attainment gap. EEF, there are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress. EEF rationale: Parents have been primary educators during this</p>	<p>Teachers to share children's targets with parents and continue to set regular Homework for children.</p> <p>Revisit school policies to ensure that they are fit for purpose and support catch up</p>

	<p>Continue to provide provision for home learning for those children needing to self-isolate or in case of a local outbreak</p> <p>Support children in reaching age related expectations through intervention clubs in holidays</p>			<p>period of lockdown restrictions and it is imperative that schools and families continue to work together when children return to school</p>	
<p><b>Broad and Balanced Curriculum:</b> Subjects that are proven to have a positive therapeutic benefit, (e.g. Forest Schools, Beach Area in Quad, Art Therapy, Music, Singalong, YINS Café, Zumba, Play Rangers, Cooking, Nurture, Gardening, Drama Therapy, Lunchtime Games Club, After School Clubs) give children a means of exploring and exercising difficult emotions. Set up a new Sensory Room in KS1 area. It is especially important during the return to</p>	<p>All subjects have a clear intent and are consistently and effectively implemented across the school and make a positive impact on children's learning.</p> <p>Use ELSA to support emotional well-being of children.</p> <p>Ensure continuity of Lego Therapy, PALS, Attention Hillingdon and Social Communication Groups for targeted children.</p> <p>Release Music TA for afternoons to deliver Singing and drama lessons to Reception, Year1 and Year2</p>	<p>Monitoring by coordinators and SLT of teaching, planning, learning, work and data.</p> <p>More training for supporting pastoral behaviour including PALS, SCERTS and RSE</p> <p>Increase the amount of pastoral support available at break/lunch times through training for SMSAs and deployment of Learning Mentor and PE TA</p>	<p>Assess curriculum provision to ensure that it is kept broad and balanced with pupil wellbeing in mind.</p> <p>Through additional training, staff are proficient in risk assessment and safeguarding procedures upon return to school</p>	<p>EEF Rationale: "Improved outcomes (through participation in the arts) have been identified in English, mathematics and science. Benefits have been found in primary schools, with greater effects on average for younger learners.</p> <p>EEF rationale: Parents have been primary educators during this period of lockdown restrictions and it is imperative that schools and families continue to work together when children return to school</p>	<p>Support pupils with their mental and physical well-being and their social skills.</p> <p>Continue to hold 'Structured Conversations' with parents remotely.</p> <p>Contact local partners such as football clubs for outreach opportunities including Hayes FC, Brentford</p> <p>Following guidance and when restrictions allow, restart after school clubs and Breakfast provision</p> <p>Offer pastoral support clubs by Learning Mentor and PE TA to support</p>

<p>school after COVID-19 Pandemic Lockdown to provide a balance with the academic curriculum.</p>	<p><b>£7,000.00</b>  <b>Sensory Room in KS1 Area £5,000</b>  <b>YINS Café: £2,500.00</b></p> <p><b>Art therapy training £150.00</b></p> <p><b>Provide a comprehensive transition curriculum that plugs gaps in learning and prepares children for the return to attending school every day.</b></p>				<p>challenging behaviour, loss</p>
<p><b>Access to Technology:</b>  To provide equality of access to remote home learning and Home Learning Packs.</p>	<p>Decision made to record lessons as the on line-learning platform.</p> <p>Audit to be completed of current IT devices in school and complete school wide software updates including purchase of iPads and tablets as required.</p> <p><b>All year groups from Nursery -Year 2 to have a copy of the CPG catch up bundles</b>  Use multi - lingual expertise of staff</p>	<p>ICT Coordinator to support the Implementation and launch of SMART Notebook/Zoom to staff.  Ongoing support for staff to use and direct learning for children in Education City, Purple Mash, Bu Club</p>	<p>A familiar remote learning offer to be in place.  Parents are confident in using remote learning with support from their Class Teachers e.g. Bug Club Help Video along with Handwriting, Phonics and Maths.</p> <p>Parent Surveys will show that parents are feeling supported and confident in the use of remote learning platforms</p>	<p>EEF Improving Literacy in Key Stage 1  <a href="https://educationendowmentfoundation.org.uk/public">https://educationendowmentfoundation.org.uk/public</a></p>	<p>Feedback from parents shows that some are unable to access learning tasks set electronically. Where this is the case, families are provided with iPads or paper copies of work set. Some families do not have access to up an up to date range of books for children to read at home. Where this is the case, they are provided with opportunities to choose books school library.</p>

	<p>that can speak in some of the parent's home languages.</p> <p><b>Purchase 3 Laptops for staff to deliver extra sessions.</b></p> <p><b>£1650.00</b></p>				
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Review dates	Date: October 2020	February 2021	May 2021
Reviewed by:	Head Teacher: Rupinder Ahluwalia Chair of Governors: Sumit Parmar	Head Teacher: Rupinder Ahluwalia Chair of Governors: Sumit Parmar	