



Catch-Up Premium Plan

Summary Information					
School	John of Gaunt Infant and Nursery School				
Academic Year	2020-2021	Total Catch-Up Premium	£12,640	Number of Pupils (R-2)	151

Guidance	
<p>Children and young people across the country have experience 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
<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 should use this document to help them direct their additional funding in the most effective way.</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 • Extended school time <p>Wider Strategies</p> <ul style="list-style-type: none"> • Supporting parents and carers • Access to technology • Summer support



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Identified impact of lockdown	
Phonics	Some children had maintained their level of attainment prior to lockdown, but most children had not. This means that while a large majority of children were on track pre lockdown they returned to school working below the expected standard. Only 19% of Year 2 children were at the expected standard and only 12% of Year 1 children.
Reading	As children's reading development is so closely linked to their phonic development the attainment levels are the same as above. The gap between those children that read widely and those children that don't is now wider than it was before. The children's developing comprehension skills were stalled as was the development of their vocabulary. The bottom 20% of readers have been disproportionately affected receiving little or no support during lockdown at home.
Writing	Children lost essential practice of their writing during lockdown despite opportunities for writing being offered to all. Children returned unable to write at the length they were previously. Most children returned without the same stamina for writing that they had previously had and had regressed in their ability to use punctuation correctly. Those that had maintained writing during lockdown have been less affected but for all their phonetic ability has hampered their spellings. Their handwriting has also suffered.
Maths	Specific content has been missed for all children which has led to big gaps in their learning. Children still have a 'love' of Maths and lockdown has not affected their attitude towards it however they are simply 'behind' in their knowledge. Recall of basic skills has suffered – children are not able to recall addition facts, times tables etc. and have forgotten once taught strategies. The prior learning that they have missed has impacted their ability to access the learning for their new year group and gaps have had to be filled before moving on.
Non-core	This was probably an area where our children missed out less. More parents accessed non-core learning whilst at home during lockdown. However, there were of course varying degrees of this support at home. Many children especially in the younger years had a wide variety of different learning experiences whilst at home. One area where children have hugely missed out is in the enrichment of their education through trips, visitors and powerful curriculum moments.



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Planned expenditure – The headings below are grouped into the categories outlined in the Education Endowment Foundation’s Coronavirus support guide for schools				
1. Teaching and whole-school strategies				
Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review Date
<u>Supporting quality first teaching</u>				
Teach phonics, reading and writing using the RWI programme	Purchase and use RWI as a scheme to teach phonics across the whole school including 1 years support from a RWI advisor £10,000		CT/RF	Half Termly
Teach maths using the Mathematics Mastery programme	Purchase Mathematics Mastery programme and use with the whole school from Reception to Year 2. Support to be given from Mathematics Mastery lead and also Federation Lead Practitioner £4,000		CT/HS	Half Termly
New Maths resources purchased to support the teaching of maths to mastery	Purchase enough Maths resources to support delivery of the new Mathematics Mastery programme in particular with manipulatives and to also support COVID movement of resources £3,000		CT/HS	January 2021
Further develop the use of outdoors in EYFS to strengthen physical skills to support early writing	Nursery and Reception staff to attend an online course to learn about creating an outdoor area on a budget. Use development of outdoors to improve children’s physical strength in order to assist with pencil control, mark making and writing. £297		Reception and Nursery staff	March 2021
Every class to have a teacher and a full time TA to support high quality learning				
<u>Teaching assessment and feedback</u>				
Children assessed using RWI every half term to ensure they are making appropriate progress and interventions used to support where this is not the case	Continue with Wensum English hub engagement and half termly RWI assessments		CT/RF	
Use PUMA tests to ascertain some level of mathematics	Purchase and use PUMA test with KS1 3 times a year and then Reception as well in the summer term £392		CT/HS and teachers	



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<p>Use Tapestry to assess children against Development Matters statements and internal school assessments to identify gaps</p>	<p>Create a tapestry account for all children in nursery and reception and share with parents. Staff to record observations of the children and create learning journals for each child. Parents can add their own observations of learning at home to share with staff and form part of their learning journal. This will create good parental engagement too.</p> <p style="text-align: right;">£278</p>		<p>CT/CL and EYFS staff</p>	
<p><u>Transition support</u></p> <p>Children who are joining school from different settings or who are beginning their schooling with John of Gaunt to have an opportunity to become familiar and confident with the setting before they arrive</p>	<p>A virtual tour of school is arranged and shared with all new-starters. Teachers to have outside face to face meetings with parents on an individual basis to address concerns and worries and share information.</p> <p>Parent's evenings in the Autumn Term to be conducted by phone call and via report in the Spring Term.</p> <p>Tapestry to be used to communicate with parents</p>		<p>CT and staff</p> <p>Teachers</p> <p>EYFS staff</p>	



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2. Targeted Approaches				
Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review Date
<p><u>1:1 and small group tuition</u></p> <p>Identified children will have access to increased phonic intervention using the RWI Fast Track Tutoring programme. They will make stronger phonic progress as a result</p> <p>Identified children will have access to increased maths intervention using Mathematics Mastery interventions. They will make stronger mathematics progress as a result.</p> <p>Children will have access to appropriate emotional well-being support to support their mental health and well-being whilst living through this global pandemic</p>	<p>Additional TA trained to run the RWI Fast Track Tutoring Programme £250.00</p> <p>Additional TA employed and timetabled for phonics and maths intervention (16.5 hours per week for 24 weeks) £6,019</p> <p>Resources purchased to support delivery of 1:1 and small group tuition £1,000</p> <p>Pastoral Lead to support children with their mental Health running varying programmes to meet children's needs £1,000</p>		<p>SG</p> <p>CT/RF/HS/SG</p> <p>CT/HS</p> <p>EC</p>	<p>Half termly reviews</p> <p>Weekly</p>
<p><u>Intervention programme</u></p> <p>An appropriate communication intervention (NELI) supports identified children to develop their early communication skills</p>	<p>All children in Reception to be screened using the NELI programme. Those children identified as needing support will follow the 20 week programme.</p> <p>Staff members will be trained to deliver the programme from January 2021 £1000</p>		<p>LG/EG/JB/CT</p> <p>LG/EG/JB/CT</p>	<p>July 2021</p>



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3. Wider Strategies				
Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review Date
<p><u>Supporting parents and carers</u></p> <p>Children will have opportunities to access learning from home. Parents will be supported to access this learning</p> <p>Information about RWI and Mathematics Mastery will be shared with parents so that they are able to support their children at home</p>	<p>Termly information sent home to families</p>		<p>CT and teachers</p> <p>CT/HS/RF</p>	<p>Regularly</p> <p>Termly</p>
<p><u>Technology support</u></p> <p>Teachers have laptops that are equipped with webcams and allow teachers to access school-based resources from home.</p> <p>Teachers have access to a number of online platforms to support learning from home</p> <p>All children to be set up on Google classroom</p> <p><u>Home Learning</u></p> <p>All children and families will be able to access work at home either using technology or via an alternative medium</p>	<p>Federation subscription to Zoom £15 (per month)</p> <p>Subscription to RWI phonics online, Mathematics Mastery online, Purple Mash, TT Rockstars, Oak National academy linked to Mathematics Mastery</p> <p>Google Classroom set up for every child so that children are able to access work from their teachers whilst they are at home</p> <p>Google classroom accessed for both work and also reading books</p> <p>Weekly plan and links shared on home learning section of the website for all year groups from Nursery to Year 2</p> <p>Home Learning book and links sent home to families so that not all work needs to be accessed using technology</p>		<p>CT</p> <p>CT</p> <p>Teachers</p>	



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<u>Attendance Support</u> Families at risk or suffering with anxiety as a result of the pandemic are supported appropriately to ensure children do not miss undue amounts of schooling	Head of School and Pastoral Lead to offer support to families		CT/EC	
27,236			Total budgeted cost	£27,596
			Cost paid through Covid Catch-Up	£12,640
			Cost paid through school budget	£14,956