



# **COVID-19 Catch-Up Funding Statement**

**2020 - 2021**

*\*Together we learn and grow\**

## School Summary

Metric	Data
School name	Maple Infants' School
Pupils in school (inc Nursery)	312
Amount of catch-up premium received per pupil	£80
Total catch-up premium budget	£21120

### Strategy Statement

The government announced £1 billion of funding to support children and young people to catch up. This included a one-off universal £650 million catch-up premium for the 2020-2021 academic year, to ensure that schools had the support they needed to help all pupils make up for lost teaching time. Although all children have had their education disrupted by the coronavirus (COVID-19) outbreak, it is likely that disadvantaged and vulnerable groups were most affected.

The funding has been provided for children from Reception to Year 2 in our school. Schools have been given the flexibility to spend their funding in the best way for their particular cohorts and circumstances. To support schools to make the best use of their funding, the Education Endowment Fund (EEF) have published a COVID-19 support guide for schools with evidence based approaches to catch up for all pupils.

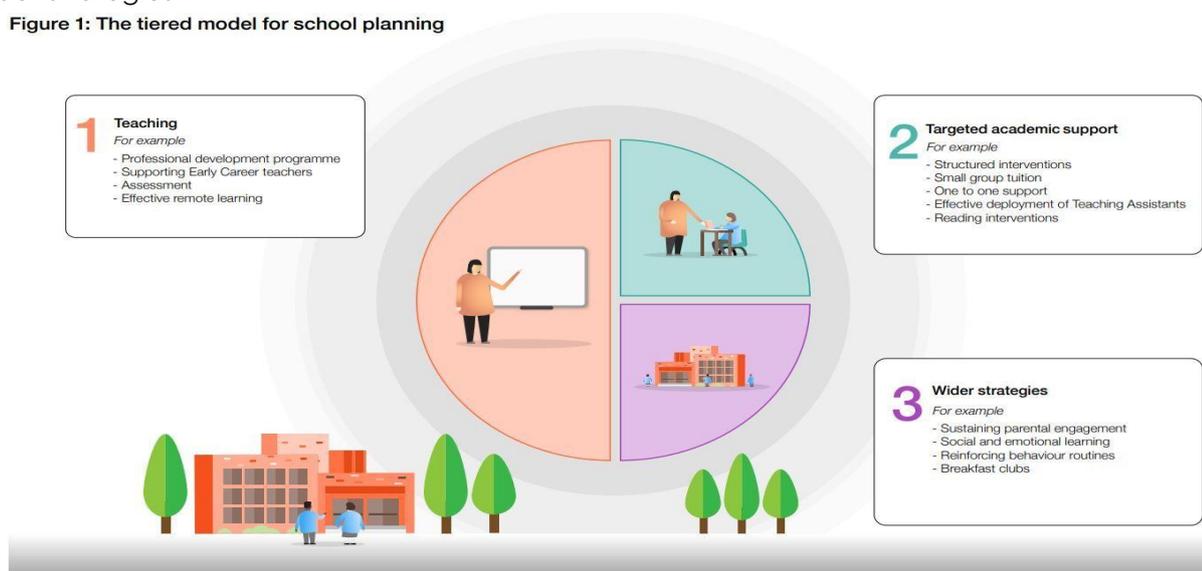
The EEF advises using a tiered model as following:

*Teaching & Whole School Strategies*

*Targeted Approaches*

*Wider Strategies*

**Figure 1: The tiered model for school planning**



The overall aims of the catch-up premium strategy at Maple Infants' School are:

- To reduce the attainment gap between disadvantaged pupils and their peers
- To raise the attainment of all pupils to close the gap created by COVID-19 school closures
- To support well-being, thus enabling pupils to be better equipped to learn

## Lockdown Arrangements at our School

Our school was closed of the 20th March 2020 as part of the national COVID-19 lockdown.

We were open the week beginning 23rd March 2020 onwards for vulnerable pupils and children of key workers for childcare. The remaining pupils were provided with high quality home learning organised by their class and year group teachers. We remained open during the Easter break to provide childcare for those most in need of this provision.

Approximately 40 children attended until June, when we re-opened for wider access of on-site education, following the government's announcement of priority year groups.

During the wider opening at least 60% of reception children attended school for 2 days a week and 63% of Year 1 children for 1 day a week. Year 2 pupils were not identified as a priority year group for school attendance by the government, and following extensive school risk assessments, were able to attend school for a final visit before the end of term and their transition to junior school.

## Impact of Lockdown in our School and Rationale for Planned Expenditure

### Reception

On entry observation and assessment has shown that there are a significant number of pupils working below age related expectation in the prime areas of learning of communication and language, physical development and personal, social and emotional development. As experienced early educators, we know that skills in these prime areas need to be embedded before learning can take place in other areas of learning, including literacy and mathematics. The majority of Reception pupils did not attend nursery settings during lockdown but have settled into school life incredibly well, given that transition opportunities were limited compared to pre-COVID arrangements.

### Year 1

Our Year 1 pupils have found it the most challenging in settling back into school. The impact of missing a crucial term and a half of their Reception year has been significant in not only phonic, reading, writing and number knowledge and skills, but also on their independence, resilience, perseverance and emotional regulation. The move from EYFS provision and curriculum to KS1 has required careful and flexible responses from the Year 1 team, in addition to increased senior leadership support.

### Year 2

On entry observations have shown that this cohort of pupils has settled back into school life with the greatest ease. Whilst there are gaps in learning for some pupils, who also require support in being able to work independently, the vast majority of pupils are settled and have good behaviours for learning. Increased anxiety for some pupils has been supported by sensitive and personalised provision within the Year 2 team.

### Additional Observations

Pupil attendance on the return to school has been excellent. There has been a distinct keenness from the children and their families to access school and return to on-site learning.

Planned Expenditure of COVID-19 Catch-Up Funding 2020 – 2021

Quality of Teaching For All				
Action	Intended outcome and success criteria	How will we make sure its implemented well?	Staff Lead	When will we review this?
Recovery curriculum focus - reassessing the school timetable to prioritise the basic skills of reading, writing and maths.	<p><i>The EEF highlights the basic skills as underpinning academic success in very subject.</i></p> <p>The timetable will ensure that children have the opportunity to revisit and build upon previous learning in a developmentally appropriate way.</p>	Year group meetings are scheduled at a time when all teachers can be together to discuss, plan and prioritise learning. Senior leaders to monitor and support. Staff have the autonomy to plan for the individual needs of their cohort. Pupil progress review meetings will focus on assessments made.	<p>Class teachers</p> <p>SLT</p> <p>Phase leads (EYFS &amp; KS1)</p>	Half termly
Children will have access to intensive 2 daily discrete phonics sessions for an identified fixed period appropriate to class needs.	<p><i>The EEF toolkit identifies phonic interventions as having 'moderate impact for very cost'.</i></p> <p>The children will make progress and catch up in their phonic knowledge which will positively impact on reading and writing to ensure that no pupils are disadvantaged by the impact of COVID-19.</p>	Class teachers will ensure planning reflects cohort needs and has increased opportunities for daily phonics sessions to support gaps in knowledge. Phonics lead will provide support and guidance where necessary.	<p>Class teachers</p> <p>Phonics lead</p>	Ongoing with termly review
Ensure Quality First Teaching across the curriculum ensuring broad and engaging learning experiences.	Subject leaders will be confident that the planned curriculum for this year has identified gaps and ensured coverage by the end of the year.	Review curriculum offer with teaching team aided by cross year group discussions and led by subject leaders. Staff appraisal targets reflect subject leadership which ensures regular review. Phase leaders encourage and support teachers to plan engaging learning experiences across the curriculum. Planning regularly reviewed by phase leaders.	<p>Subject Leaders</p> <p>Class teachers</p> <p>Phase leaders</p>	Half termly
Ensure there is a wide range of opportunities in EYFS to support children's personal, social and emotional development.	All pupils will make good or better progress from their starting point across all areas of PSED.	Senior leaders and class teachers will monitor the provision in the environment, ensuring quality interactions between adults and children, so that any gaps are well managed. Adults within EYFS will be	<p>EYFS Leader</p> <p>SLT</p> <p>SENCO</p>	Half termly

		effective play partners to the children to model, support and scaffold development of social skills. Targeted support will be used to support key children who find the transition and settling in process difficult.	EYFS teachers	
Deliberate consideration of staff workload.	To enable staff to be able to deliver high quality teaching and learning.	Senior leaders to ensure that teachers feel able to identify and raise that they may require additional support regarding workload. Senior leaders carefully consider requirements of staff in terms of in class as well as subject leadership responsibility	Senior leaders Class teachers	Ongoing
Provision of EP support for staff to enable positive well-being and therefore support teachers to deliver high quality teaching.	To provide staff with the opportunity to have conversations and support which positively impacts on their well-being and enables them to deliver high quality teaching and learning.	Regular discussion with EP – meetings are confidential and EP follows up with staff individually	SENCo/Inclusion lead	Termly

<b>Targeted Support</b>				
Action	Intended outcome and success criteria	How will we make sure its implemented well?	Staff Lead	When will we review this?
Personalised interventions within EYFS according to children's individual needs which include: language and phonics support through School Start programme, fine motor and handwriting development, English language proficiency, number recognition.	To improve children's attention and listening, receptive and expressive language skills. To improve children's oracy and development of basic priority skills to enable them to make good or better progress in all prime areas. To ensure children can fully access the curriculum and are well equipped for the next stage in their learning.	Class teachers regularly review learning with teaching assistants which ensures that assessments inform both whole class planning and teaching as well as interventions. Interventions discussed at phase meetings, with EYFS leader and during pupil progress review meetings. EYFS leader to ensure distribution of additional support staff reflects cohort needs.	Teaching assistants Class teachers Phase lead SLT/SENCo	Half termly
Personalised interventions within KS1 according to children's individual needs which include: reading,	To close attainment gaps and accelerate progress for individual children within identified subject areas and relative to their starting points. To provide additional time to	Class teachers regularly review learning with teaching assistants which ensures that assessments inform both whole class planning and teaching as	Teaching assistants Class teachers	Half termly

writing, maths and fine motor development. Some interventions to take place before school.	support memory and fluency which will enable pupils to experience success with learning and make progress so they are ready for their next stage of learning. Opportunities for pre-teaching so that they are well prepared and able to follow curriculum.	well as interventions. Interventions discussed at phase meetings, with KS1 leader and during pupil progress review meetings. KS1 leader to ensure interventions are well planned within the school day and the classroom context.	Phase lead SLT/SENCo	
Mathematics Mastery Intervention within KS1 to specifically support lowest 20% pupils (specific number focus).	To close the attainment gap within mathematics for identified pupils. To ensure children have secure understanding of basic number skills. To provide additional time to support memory and fluency which will enable pupils to experience success with learning and make progress so that they are ready for their next stage of learning.	Clear assessment in place to identify needs – overseen by senior leader. Clear timetabled interventions in place. Senior leader carrying out interventions directly as well as overseeing additional interventions carried out by teaching assistants.	Maths subject leader (Senior leader)  Class teacher  Teaching assistants	Half termly
Retain staffing levels across the school to ensure that all classes have an appropriate level of teaching assistant support to maximise learning opportunities for those children who may require 1:1 or small group support.	Deploy teaching assistants according to their strengths and experiences to reflect cohort needs in order to maximise impact. Careful deployment of adult support to enhance relationships and positive attachments.	Clear timetabled interventions in place. Encourage teaching team to engage in reflective discussions with senior leaders which will allow for accurate decision making for any further deployment. Regular review of cohort needs at senior leader level.	All staff	Ongoing – at least half termly

<b>Wider Strategies</b>				
Action	Intended outcome and success criteria	How will we make sure its implemented well?	Staff Lead	When will we review this?
To achieve Attachment Awareness Award.	School goal identified: for all staff to increase their knowledge and deepen their understanding of the concept of attachment so that they are better able to engage with and support identified pupils with attachment difficulties, whilst creating a supportive and nurturing environment. To support children to re-establish relationships within school setting as part of recovery curriculum.	Staff will be confident and empowered in supporting children directly or providing an environment that is conducive to learning. Staff will feel that they have the tools and colleagues around them to manage a child's needs. Staff won't wait until it gets to crisis point before asking for support. Children will feel confident	Head Teacher and Deputy Head Teacher	Termly

		that when they need support, there is someone there who will invest time in them and help them to feel safe. Regular coaching sessions with EP.		
To widen current use of 'zones of regulation' to help all children to develop their self-regulation when returning to school.	Staff model co-regulation strategies to support children to develop their own self-regulation techniques. Children have better self-regulation to allow them to access learning. Staff and children to acknowledge and promote that 'It's ok to feel these feelings, it's how we deal with them that makes us the people we are'.	SENCo to re-visit and cascade resources and visuals to keep heightened awareness. Website promotes zones of regulations to share strategies with wider community.	SENCo	Half termly
Support the physical, mental and emotional well-being of children by adapting the curriculum to provide additional Jigsaw and mindfulness sessions.	Children are able to adjust back to the school routines and environment well so that they are ready and prepared to learn and make good progress.	Staff have autonomy to plan additional sessions where relevant and to support specific needs. Staff communicate effectively with parents as relevant. Review's will take place at pupil progress review meetings.	Class teachers Senior leaders	Termly
To maintain regular use of Google Classroom to ensure families maintain familiarity with the platform .	Families are familiar with the platform for learning and are able to fully utilise this should national or local lockdown take place or individuals need to self-isolate. To reduce any further gaps to children's learning by ensuring continuity of home education provision.	Phase leaders will ensure regular use of google classroom for home learning and resources. Class teachers will ensure that families are supported should they be self-isolating or experiencing lock down. Senior leaders monitor attendance daily and ensure provision is accessed. Those without technology or skills are supported by the school to have access.	Phase leaders Class teachers	Ongoing/weekly
Improved parental communication with weekly overviews for each year group.	Following home education and an increased involvement of families with learning, weekly overviews provide an enhanced level of communication which shares specifics about future learning. To strengthen families' awareness and ability to support children's learning from home. To encourage greater engagement in learning activities both at home and at school.	Head teacher will review weekly overviews which are completed by phase leaders.	Head teacher Phase leaders	Weekly
To offer parent workshops led by the EP with a focus	To equip families with an understanding and strategies to support children's social and	SENCo to arrange parent workshops – invitations and delivery with EP.	SENCo	Autumn term 2020

on children's anxiety and resilience.	emotional well-being having identified themes via parent feedback following children's return to school from lockdown			
Enhance communication of curriculum on website.	To ensure curriculum overview is easily accessible to families. Communication shows that curriculum has been incrementally planned and ensures knowledge is built upon to strengthen families' awareness of what the children need to know and be able to do so that they are ready for their next stage of learning. Staff refer families to curriculum mapping to support dialogue around assessment and progress.	Regular governor monitoring and feedback of website communication. Providing subject leaders with professional development time to ensure that the information on the website is relevant and kept up to date. Listen to parental feedback regarding website communication.	Governors Head teacher Subject leaders	Termly
To explore further home learning opportunities which enhances engagement.	To support all families with home learning through an effective, easy to use web based resource e.g. 'Learning with Parents'. To explore a tool which allows staff to 'set' appropriate home learning which enhances parental understanding of school curriculum.	KS1 phase lead to survey families using 'Maths at Home' which is currently being developed into 'Learning with Parents'. Identify strengths and disadvantages. Explore costings and next steps for September 2021.	KS1 Phase leader	Summer term 2021

