

# Foley Infant Academy

## Coronavirus Catch-up Premium Plan



Summary information					
School	Foley Infant Academy				
Academic Year	2020-21	Total Catch-Up Premium	£12,960 £1,300 PTA donations = £14,260	Number of pupils	162

Guidance
<p>Children and young people across the country have experienced 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 reception through to year 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> <p style="text-align: center;"><b>This document will be a working document that is added to over the course of the year as plans change and develop and impact is evidenced.</b></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 <a href="#">curriculum expectations for the next academic year</a>.</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 <a href="#">coronavirus (COVID-19) support guide for schools</a> 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"> <li>➤ Supporting great teaching</li> <li>➤ Pupil assessment and feedback</li> <li>➤ Transition support</li> </ul> <p>Targeted approaches</p> <ul style="list-style-type: none"> <li>➤ One to one and small group tuition</li> <li>➤ Intervention programmes</li> <li>➤ Extended school time</li> </ul> <p>Wider strategies</p>

- Supporting parent and carers
- Access to technology
- Summer support

## Identified impact of lockdown

All children at Foley Infant Academy have lost learning time as a result of lockdown. The younger the children are, the greater the proportion of their learning life has been impacted upon. Content has been missed in all subject areas and gaps in learning will need to be addressed. Children across the school have been most affected in their writing which is an area that parents found difficult to support at home due to the complexity of the subject compared to readily available practice opportunities in maths and reading.

The impact of lockdown has been varied across individual pupils and different groups of children; this is the result of a range of factors:

- As an infant school we were able to have the majority of children from our current year 2 and 1 back in school from the 1<sup>st</sup> of June 2020. These children received daily input from teaching and learning staff at Foley. As a result some children were in school for significant periods of time while others were not. This led to a disparity between those that were in school and those that were unable to attend.
- Engagement levels with home learning varied across the school
- Children coming into EYFS were unable to attend nursery/pre-school for a significant time period prior to attending Foley

As a result of the complex impact of these different factors, the pupil profile at Foley needs to be observed at an individual pupil. We have observed that some children who previously were low attaining has rigorously stuck to home learning provision and therefore improved greatly relative to some of their peers whilst other children who previously were higher attaining has not engaged as well and therefore have regressed relative to their peers.

<b>EYFS</b>	As a result of a lack of transition, an intensive transition programme was implemented during the first school week of September and the remainder of the month was given to the completion of baseline activities. Baseline outcomes are significantly lower across all areas of learning than previous years. Levels on entry in the prime areas of learning were low and the specific areas of reading and writing were extremely low compared to previous years. It was felt that that due to the lack of pre-school education children has missed out on a vast amount of learning opportunities and social interaction, communication and physical development.
<b>Year 1</b>	Around 50% of our children in Reception returned to school on the 1 <sup>st</sup> of June 2020. Gaps in learning across all subject areas varied on an individual pupil level. After a period of transition back into school, where the focus was upon getting children settled back into routines and boundaries of school life and ensuring that social and emotional regulation, baseline teacher assessments were completed in phonics, reading, writing and maths.
<b>Year 2</b>	Around 75% of our children in Year 1 returned to school on the 1 <sup>st</sup> of June 2020. Due to restrictions in place their experience in school was more formal than pre-lockdown and children that came into school got used to the restrictions in place ahead of those that were unable to attend. Gaps in learning across all subject areas varied on an individual pupil level. After a period of transition back into school, where the focus was upon getting children settled back into routines and boundaries of school life and ensuring that social and emotional regulation, baseline teacher assessments were completed in phonics, reading, writing and maths. We also conducted NTS assessments from the summer term in Year 1 in reading and maths.

**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**

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting teaching:</u></p> <p>A rigorous, progressive and comprehensive phonics/early reading approach that will support the teaching and development of early reading and phonics. Texts in school that are carefully and closely matched to the teaching and learning sequence to support accelerated early reading progress.</p> <p>Staff understanding of the new phonics approaches</p> <p>A spelling programme that supports the development of spelling in year 2 and builds upon the phonics programme.</p> <p><u>New Curriculum</u></p> <p>The new Foley Curriculum will be launched Summer Term 2021. Children are likely to have experienced a loss of rich reading opportunities during extended periods of lockdown. The new curriculum is underpinned by 'everything starts with a good read'. Children will need exposure to high quality reading books to close the gap.</p>	<p><b>Implementation of Floppy's Phonics programme across the school. Audit of current reading resources, mapping of texts across the school linked to teaching sequence/release points and use of catch up premium to add to school resources where required. (£3300)</b></p> <p><b>A further set of books has been ordered to fill gaps where the texts did not represent sufficient challenge, particularly with our older pupils (£2,086)</b></p> <p><b>Liaise with OUP regarding rigorous and comprehensive approaches to spelling that build upon Floppy's phonics provision. Decide upon approach to support, purchase resources and implement approach – Nelson Spelling Programme. (£150)</b></p> <p><b>Consider the future use of individual pupil workbooks for spelling.</b></p> <p><b>Purchase high quality books to underpin the new curriculum. and fill the gap felt by children where they have not had access to a print rich environment. (£2,000)</b></p>	<p>Floppy's phonics is now in place in EYFS and Year 1. EYFS has started from the very beginning and progress is on track.</p> <p>In Year 1 a catch up programme was implemented which saw Y1 catch up with the programme at the end of the Autumn term.</p> <p>Year 2 implemented a catch up and coverage programme with a view to ensure children had gaps covered and the best possible chance of passing the screen checks in Dec 2020.</p> <p>Texts have been mapped across the whole school linked to the phonics teaching sequence and release points.</p> <p>Nelson spelling scheme has been purchased for post phonics spelling provision</p> <p>Children will have access to a wide range of quality texts which underpin the launch of the new curriculum and fill the gap felt by children where they have not had access to a print rich environment.</p>	<p>FB SH LW</p> <p>FB SH LW</p>	<p>Spring 21</p> <p>Summer 21</p>
<p><u>Forest School</u></p> <p>We prioritise outdoor learning and the social and emotional skills these activities teach. Forest schools supports this learning and enhances the resilience children need in their learning. Skills have been negatively impacted on by COVID-19 and school closures / home learning. Forest school sessions will positively support closing the gaps in these areas.</p>	<p><b>Provision of Forest School Sessions and the resources required to establish this within the school grounds. (£540)</b></p>	<p>The gaps are closed caused by COVID-19 school closures.</p>	<p>FB</p>	<p>Summer 21</p> <p>Ongoing</p>

<p><u>Supporting SEND needs and those children who are vulnerable</u> The school needs a robust system to safeguard and track the needs of those children with SEND or those who are vulnerable. School needs to address gaps in systems where there is any possibility of children's needs being missed. School systems need to enhance teacher's ability to close the gap in learning for these children, including LAC children.</p>	<p><b>Purchase CPOMS</b>  <b>Purchase Communication in Print (£180)</b></p>	<p>Safeguarding the needs of the most vulnerable pupils will be robust and teachers will fully share information which will enable their catch up needs to be address with enhanced support to close the gap.</p>	<p>FB LW</p>	
<b>Total budgeted cost</b>				<b>£ 8,876</b>

<b>Targeted Approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Impact (once reviewed)</b>	<b>Staff lead</b>	<b>Review date?</b>
<p><u>1-to-1 and small group tuition</u> Effective support and improved stability for those children with complex SEND needs and those whose social and emotional well-being has been seriously affected</p>	<p><b>Additional release time for SENDCo to liaise with external agencies as required – Barnados' See, Hear, Respond programme and Educational Psychology, and applications made where applicable for EHCPs and additional educational needs funding</b>  <b>(£300)</b></p>	<p>EHCP request has been accepted for one new starter and Barnardos are working with another child who is making steady improvements over time from an extremely distressed start point</p>	<p>LW</p>	
<p><u>Intervention programme</u> Boost early language development for children in reception</p> <p>Support phonics development of those children that are not on track for passing the phonics screen check</p>	<p><b>Application to take part in the government funded Nuffield Early Language Intervention (NELI) programme which forms part of the government National Tutoring Programme and will enable us to access training, assessment and resources linked to this evidence. If successful this may require additional staffing to support the intervention and release time for training – this costs 4 hours of staff time per 5 children per week for 20 weeks.</b> <b>(£1200/5 children + Staff release for training and assessments – costs expected to be approximately £3000 for 10 pupils)</b></p> <p><b>Initial trial of Nessy Learning Programme until the end of the Autumn term. Purchasing on an individual basis for those children who have engaged well with the intervention. Over 25 children offered the trial.</b> <b>(£350 maximum)</b></p> <p><b>Additional staffing costs to run interventions</b> <b>(1,434)</b></p>	<p>We have been accepted onto the NELI programme and have been sent details about the pupil assessment. Staff are currently being trained.</p> <p>The gaps are closed caused by COVID-19 school closures.</p>	<p>FB/LW</p> <p>FB/SH</p> <p>FB</p>	<p>Initial review Jan 2021</p>

Carefully selected, school data evidence based interventions linked to specific pupils from Autumn / Spring data in core subject areas enable children to make accelerated progress and catch up with their peers.	<i>To be agreed following initial base lines on the children's return to school.</i>			
<b>Total budgeted cost</b>				<b>£5,084</b>

<b>Wider Strategies</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Impact (once reviewed)</b>	<b>Staff lead</b>	<b>Review date?</b>
<u>Supporting parents and carers</u>  Children will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home-learning.  Children have access to appropriate stationery and paper-based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning.	<b><i>Additional online learning resources will be purchased, such as Oxford Owl and Floppy's Phonics Online to support children with their academic development at home.</i></b>  <b><i>(already costed from the phonics spend above)</i></b>  <b><i>Packs are prepared for parents who cannot / prefer to have paper copies.</i></b>  <b><i>(£300)</i></b>	Additional Oxford Owl texts and access to Floppy's Phonics online have all been purchased and used as part of remote learning.  Feedback from parents on remote learning has been overwhelmingly positive.	KD   Teaching Staff	April 21   April 21
<u>Access to technology</u>	<b><i>30 free data SIMs ordered from Vodaphone to support the data expenditure of some of our families at school where the barrier to access is the data costs</i></b>			
<u>Summer Support</u>				
<b>Total budgeted cost</b>				<b>£300</b>
<b>Total Overall Cost</b>				<b>£8,876</b> <b>£5,084</b> <b>£300</b> <b>= £14,260</b>

	<b>Cost paid through Covid Catch-Up</b>	<b>£12,960</b>
	<b>Cost paid through donations (PTA)</b>	<b>£1300</b>
	<b>Total Spend</b>	<b>£14,260</b>