



Catch-Up Premium Plan

Trafalgar Community Infant School



Summary information

School	Trafalgar Community Infant School				
Academic Year	2020-21	Total Catch-Up Premium	£19,200	Number of pupils	230

Guidance

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.

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.

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.

Use of Funds

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](#).

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

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.

EEF Recommendations

The EEF advises the following:

Teaching and whole school strategies

- Supporting great teaching
- Pupil assessment and feedback
- Transition support

Targeted approaches

- One to one and small group tuition
- Intervention programmes
- Extended school time

Wider strategies

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

Identified impact of lockdown

Maths	<p>Specific content has been missed, leading to gaps in learning. Children also have gaps in using and applying and problem solving in different contexts. Children still seem to enjoy maths and lockdown has not affected their attitudes however they are quite simply, 'behind'. Recall of basic skills has suffered – children are not able to recall addition facts and have forgotten once taught calculation strategies. This is reflected in mathematics assessments. White Rose maths planning allows for 'recovery' within it.</p>
Writing	<p>Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. There are specific gaps in knowledge and poor fine motor skills, lack of accuracy in letter formation, spelling and punctuation, leading to a lack of fluency, independence and stamina in writing. Those who have maintained writing throughout lockdown are less affected, however those who evidently didn't write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.</p>
Reading	<p>Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. However, children are less fluent in their reading and the gap between those children that read widely and those children who don't is now increasingly wide. The bottom 20% of readers have been disproportionately affected. Even the children who read at home have also shown reduced comprehension skills.</p>
Non-core	<p>There are now significant gaps in knowledge – whole units of work have not been taught, meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips, visitors and creative curriculum moments.</p>

Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)

i. Teaching and whole-school strategies

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date
<p><u>Supporting quality first teaching:</u></p> <p>The curriculum will be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.</p> <p>Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, eg manipulatives are accessed regularly in Maths and this supports learning effectively</p>	<p><i>Additional time for teachers to research and plan for recovery. Release time and additional cover will be required to facilitate the additional PPA.</i></p> <p>(£500)</p> <p><i>Purchase additional manipulatives for EYFS/KS1 initially.</i></p> <p>(£1,000)</p> <p><u>Phonics support:</u> <i>Y2- cusp group (led by RB phonic lead) two mixed groups (TB & AB). CE to lead a EAL group RDC group that are learning to blend and segment. Y1 - In-class phonics will be delivered on a daily basis Lime class will begin Stage 2 Song of Sounds 4 children Stage 1 revision, during Early morning work with LAs. YR –Focussing on rhyming sounds in words, as the most significant gap.</i></p>			<p>Feb 21</p> <p>Feb 21</p>
<p><u>Teaching assessment and feedback</u></p> <p>Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.</p>	<p><i>Additional time for teachers to assess their children. Release time and additional cover will be required to facilitate the additional PPA.</i></p> <p>(£500)</p> <p><i>Y2 2018 Phonics test as a baseline assessment to identify gaps in phonics learning. Y1 to used end of Stage 1 Song of Sounds phonics assessment to identify gaps in phonics learning.</i></p>			<p>July 21</p>
<p><u>Transition support</u></p> <p>Children who are joining school from different settings or who are beginning their schooling with Trafalgar have an opportunity to become familiar and confident with the setting before they arrive.</p>	<p><i>A school video and virtual tour of Trafalgar CI School is on the school website and shared with all new-starters. Co-headteachers will present a video for the website for new parents.</i></p> <p>(£50)</p>			<p>Ongoing</p>
Total budgeted cost				£ 2,050

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date
<u>Intervention programme</u> Appropriate interventions, such as ELS (Early Literacy Support), First class@ Number, or Catch-Up Numeracy, which supports those identified children in reinforcing their understanding of basic maths skills and application of number.	<p><i>Interventions are identified and purchased. Staff are trained and they are able to deliver the intervention confidently (inclusive of entry and exit data).</i></p> <p><i>Y1 ELS for our literacy catch-up, 6 cusp children per class will receive 3x20 minute sessions per week.</i></p> <p><i>Additional up-and-running KS1 literacy interventions:</i> Jump ahead for motor skills (Y1 and Y2) Narrative for language and vocabulary (Y1 and Y2) Bucket time for listening and social communication skills (Y1) School start (Y1) Pre teach (EAL & SL) (Y2) Reading recovery (Y2)</p> <p><i>(£1,000)</i></p>			Feb 21
<u>Intervention delivery</u> Identified children will have significantly increased rates of reading fluency and comprehension. They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding. They will be confident readers and dips in reading attainment will be negated.	<p><i>LA, LSA, HLTA, teacher time to plan and deliver interventions.</i></p> <p><i>(£13,700)</i></p>			Feb 21
Total budgeted cost				£14,700

iii. Wider Strategies					
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date	
<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, enabling 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.	<p>Google classroom for parent communications: parent overviews, homework, reading comments and sharing learning between school and home. This will enable us to engage more effectively with parents whilst we cannot invite them into the classroom.</p> <p>Reading new decodable texts on order to fill the biggest gaps in our collection. Children to take books home 2x per week, allowing for quarantine time. Satellite libraries in class.</p> <p>English leaders create reading comprehension workshop for parents <i>(£1,000)</i></p> <p>Additional online learning resources will be purchased, such as Purple Mash, Oxford Owl to support children reading at home. <i>(£500)</i></p> <p>2-day home-learning paper packs printed and ready to distribute for children whose parents do not engage online, to take home when home-learning occurs eg self-isolation. <i>(£50)</i></p>			Feb 21	
<u>Access to technology</u> Teachers have iPads which allow the teachers to access school-based resources from home. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.	<p>iPads to access Google classroom for teaching staff. Children's iPads can also be leant to parents to support home-learning if needed if a child is self-isolating. <i>(£500)</i></p>			Feb 21	
<u>Resources to facilitate learning</u> Standing desk	<p>Standing desks for 2 children with SEND <i>(£400)</i></p>				
<u>Summer Support</u> NA					
Total budgeted cost					£2,450
Total cost					£19,200

Breakdown of spending

	Cost paid through Covid Catch-Up	£19,200
Reading books paid for by School Fund	Cost paid through charitable donations	£1,000
	Cost paid through school budget	