

Oaklands Infant School Catch - Up Provision

2020 - 21 and 2021 - 22



Information			
School	Oaklands Infant School	Catch - Up Premium Wellington Grant – Corvus	£13,600 £3,300
Number of Pupils	171	Total funding	£16,900

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>School's 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 school's baselines in calculating future years' finding 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 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 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><u>Teaching and whole school strategies</u></p> <ul style="list-style-type: none"> • Supporting teaching • Learning behaviours • Assessment • Effective remote learning <p><u>Targeted academic support</u></p> <ul style="list-style-type: none"> • Structured interventions, one to one or small group support • Supportive resources • Effective deployment of teaching assistants <p><u>Wider strategies</u></p> <ul style="list-style-type: none"> • Professional development • Sustaining parental engagement • Social and emotional support

Identified impact of lockdown	
<p>Our identified impact of lockdown:</p> <ul style="list-style-type: none"> • Gaps in curriculum coverage • Knowledge and skills have been forgotten during the lockdown period • Learning behaviours – attention, concentration, resilience, perseverance and independence skills were lacking on return to school • Pupils unaware of routines and structure and remembering how to be, in school. • Social interaction with their peers and with pupils across the infants 	
Foundation subjects	<ul style="list-style-type: none"> • There are significant gaps in knowledge and skills – whole units of work have not been taught meaning that pupils 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. • Pupils have also missed out on curriculum experiences such as trips, visitors and enrichment experiences.
Maths	<ul style="list-style-type: none"> • Specific content has been missed, leading to gaps in knowledge and sequencing of learning. • Recall of basic skills has suffered - pupils not able to recall basic number facts and forgotten previous learning and vocabulary. • Limited understanding and recall of place value.
Reading	<ul style="list-style-type: none"> • Pupils are less fluent in their reading and limited comprehension skills. • Phonics skills not embedded or forgotten.
Speaking and listening	<ul style="list-style-type: none"> • Communication skills have been significantly affected. The use of ambitious vocabulary in speaking is limited and they haven't had the opportunity to widen their vocabulary, which has impacted their writing. • Pupils have not experienced speaking or performing in front of larger audiences, such as class assemblies or plays.
Writing	<ul style="list-style-type: none"> • Pupils have lost the essential practicing of extended writing skills. Grammar and punctuation specific knowledge has suffered, leading to a lack of fluency in writing. • Spelling has been identified as a key area affected. • Handwriting, motivation and stamina has also suffered. Pupils have reverted to forming letters inaccurately, from the wrong starting points.

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Planned expenditure – headings below are grouped into the categories outlined in the EEF Coronavirus support guide for schools		
i. Teaching and whole-school strategies		
Desired Outcome	Chosen approach and anticipated cost	Impact
<p><u>Supporting teaching</u> Improve the variety of resources to support teaching and learning in maths.</p> <p>Increase range of reading resources available to pupils to enhance guided reading sessions and exposure them to different texts, to impact on reading progress.</p> <p><u>Learning behaviours</u> Re-teach school characters and learning behaviours for pupils to re-engage with their learning and school life.</p> <p><u>Assessment</u> Identify gaps in pupil's learning and adapt planning. Identify pupils for additional support.</p> <p><u>Effective remote learning</u> Pupils will have greater opportunities to access remote learning and have interactions with adults from school.</p>	<p>Twinkl package £1484.00</p> <p>Whole class reading units, Dandelion launchers, story books £1322.39</p> <p>All school staff promoting our six school characters and celebrating achievements in celebration assembly and notifying parents in newsletter. Staff teaching learning behaviours, routines and expectations.</p> <p>Staff continually evaluating lessons and assessing pupils e.g. PM Benchmarking for reading, frameworks.</p> <p>Support from IT technician in organising of class emails, Teams and website £1560.00 Purchase additional technology e.g. cameras, and tripods £378.36</p>	<p>A variety of resources used to support maths learning and pupil progress.</p> <p>Pupils exposed to different texts which supported engagement in reading and pupil progress. Reading books matched pupil's reading ability.</p> <p>School characters and learning behaviours enabled pupils to settle back into school life and they experienced positive recognition.</p> <p>Pupils assessed regularly and gaps identify which led to additional support/ provision put in place.</p> <p>Staff were upskilled in using IT and had access to the necessary equipment. Remote education was enhanced and regular contact with pupils and families was made.</p>
		Total budgeted cost £4,744.75

ii. Targeted academic support		
Desired Outcome	Chosen approach and anticipated cost	Impact
<p><u>Structured interventions either 1:1 or small group support</u> Support identified pupils to make progress in their writing and act upon feedback. Taught writing skills will be transferred when in class.</p> <p>School staff to increase working hours to provide additional support for identified pupils, to ensure gaps addressed and progress made.</p> <p><u>Supportive resources</u> Increase pupil's fine motor skills using a variety of resources and activities.</p> <p>Support pupil's handwriting skills and presentation.</p> <p><u>Effective deployment of teaching assistants</u> Teaching assistants supported to teach groups of pupils in school so remote education could be delivered by teachers, to those at home.</p>	<p>Primary English Lead from Corvus to provide small group support with identified Y2 pupils (Wellington Grant) £3300.00</p> <p>Additional adults time in school to take pupils either on a 1:1 basis or in a small group, during the school day and at lunchtimes £5146.55</p> <p>Purchase of fine motor skills resources £95.19</p> <p>Purchase of Penpals handwriting font £152.25</p> <p>Teachers spending time with support staff to share planning, resources and assessments.</p>	<p>Pupils taught writing skills which were applied during writing activities in their classes. Pupils were able to reflect on their work and make improvements. Pupils aware of their next targets.</p> <p>Pupils experienced 1:1 or small group support, targeting their identified needs or gaps. Pupils made progress in these areas e.g. reading, maths, writing, phonics.</p> <p>Pupil's fine motor skills developed and improved.</p> <p>Across the school, handwriting skills increased and presentation of work improved.</p> <p>Support staff kept informed and supported in their roles.</p>
		Total budgeted cost £8,693.99

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iii. Wider strategies			
Desired Outcome	Chosen approach and anticipated cost	Impact	
<p>Professional development Improve teaching of maths and upskilling teachers, along with providing variety of maths resources to support teaching</p> <p>Upskill staff in phonics and the teaching of phonics, for their own personal development and for pupil progress</p> <p>Inform and update key members of staff of the upcoming reforms to Early Years and observations, in preparation for the next academic year.</p>	<p>Maths courses £40.00 Purchase Numicon resources £230.00</p> <p>Organising virtual Phonics training with Lesley Clarke £522.78 Purchase downloadable phonics resources – Lesley Clarke £79.99</p> <p>Attend EYFS Reforms course £55.00 Attend Exploring Observations virtual course £60.00</p>	<p>Teachers upskilled in their maths teaching and resources available to support teaching and learning.</p> <p>Staff upskilled in their knowledge and understanding of phonics. Staff had a greater understanding of progression in phonics and resources to use to support their teaching.</p> <p>Staff fully informed of the EYFS reforms – this supported preparation for the next academic year.</p>	
<p>Sustaining parental engagement Provide additional reading resources for parents to access at home, to engage pupils in reading and support progress in reading.</p>	<p>Additional online resources purchased such as Oxford Owls £340.00.</p>	<p>At home, pupils engaged with this reading resource and supported progress, as they could access a variety of texts.</p>	
<p>Social and emotional support Support pupil's social interaction with their peers, especially at lunchtimes. Increase self-esteem and self-confidence. Help pupils learn to play together again and have a positive playtime.</p>	<p>Playtime training for x4 lunchtime controllers with Jenny Mosley £353.20</p>	<p>Lunchtime controllers learnt about supporting pupils at lunchtime, to ensure they experienced positive playtimes. This helped pupils with their social interactions, self-esteem and confidence.</p>	
		Total budgeted cost	£1,680.97
		Total budgeted in all areas	£15,119.71
		Carry forward	£1,780.29
This will be used to support the completion of baseline, initial assessments and transition, of the new pupils into EYFS.			