



# Catch-Up Premium Plan

## Crawley Ridge Infant School

Summary information					
<b>School</b>	Crawley Ridge Infant School				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£14,000 £14,320 Actual	<b>Number of pupils</b>	179

### 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	EEF Recommendations
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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.

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

<b>EYFS</b>	This cohort struggled to settle into their Reception Year and school life after the first national lockdown Summer 2020. Pre-schools were closed throughout this period, and families were isolated. This had a significant impact on children’s social skills, language development and emotional regulation. These trends have been reflected and reported both locally and nationally. In addition, we have a significant number of pupils in this cohort with additional needs (including SEND and family support).
<b>Maths</b>	We use White Rose and Primary Stars for KS1 Maths, and we were able to provide the links for their videos to those working at home. This was really helpful in supporting parents to deliver the Maths curriculum. In a few cases, where a particular strategy was being explored, parents lacked the knowledge and understanding of why we were promoting a particular method, despite explanations. Overall, standards in Maths were less affected than in Writing.
<b>Writing</b>	Writing tasks were provided for remote learning and relevant stimuli (eg videos) provided online. Children engaged with these tasks. However, we noted that children’s stamina for writing had diminished and we were not seeing the attention to detail (e.g. remembering basic punctuation in Year 1; application of taught graphemes and spelling rules in Year 2) and parents had not understood the depth of knowledge and skills we expect. The Head created a Powerpoint presentation to help parents understand the process for learning to write, and key skills expected at each stage, but we still found that there were gaps and the quality of writing in KS1 did not meet our expectations.
<b>Reading</b>	Parents were pro-active in supporting children with their reading during lockdown and we offered a “change your reading book” service during lockdown where parents could drop off books they had read and staff provided a selection to take away. Children made progress with their word-reading skills but parents working with children at home gave less focus to comprehension skills, and again, the depth of learning was compromised. Lack of parent volunteers to support reading in school over the last year & a half has had an impact on progress.
<b>Non-core subjects</b>	We offered lessons and activities across the curriculum, using Powerpoints, videos and other links to help give parents a basis. In some cases, families embraced the opportunity to explore some topics in depth, taking their research and learning further, whilst others felt that there was too much written work. Staff found it easier with the younger year groups to provide a greater range of activities (e.g. craft-based activities in Geography or History). It was lovely to be able to promote songs as part of our Music provision for those working remotely as we were unable to sing in school! We have not been able to offer off-site visits, and children have missed out on some valuable first-hand experiences.

**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><b>EYFS – areas of learning e.g. PSED</b></p> <p>We have worked extensively with different agencies to ensure the right support was in place. There are at least 4 pupils for whom 1:1 support has been recommended by our SENCo and local STIPS (Specialist Teachers for Inclusive Practice). We employed 2 additional LSAs in October who have helped implement strategies planned by our staff and those recommended by other agencies we have worked with.</p>	<p><b><u>Additional staffing (2 x LSAs) in Reception Classes to enable:</u></b></p> <p>Games to promote reciprocity &amp; sharing                      Alternative approaches to classroom organisation to meet the differing needs of the children (including those needing additional support)                      Support with intimate care (toileting)                      Support with communication needs (child with EAL)                      Additional small focused groups and individual support for learning (e.g. Phonics, Maths)                      ELSA time for 3 pupils (group work during play)</p>	<p>Strategies &amp; resources put into place as advised by STIPS and Family Support Workers. Whilst there have been challenges along the way, the children are now much more settled and are becoming more independent. Attention span is greater, allowing for appropriate input sessions, which is supporting good outcomes. While we have some children with significant additional needs, the broader picture is looking positive, and children have settled into their routines and expectations.</p>	<p>(AS leading)</p> <p><b>New temp LSAs appointed Oct 20</b>  <b>Jo Drye</b>  <b>Zoe Dove</b></p> <p><b>ELSA Helen Kirby</b></p> <p>Cost:                      £13,661.09                      (half HK time)</p>	<p>July 21</p>
<p><u>Supporting great teaching:</u></p> <p>Specific focus on comprehension in Reading through guided reading sessions and individual reading conferences.</p> <p>Non-negotiable approach to basic writing skills (e.g. basic punctuation); differentiated phonics lessons to ensure targeted provision; support in structuring and planning writing.</p> <p>Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, manipulatives are accessed regularly in Maths and this supports deeper understanding.</p>	<p>Quality First Teaching in Reading - Regular individual reading conferences each half term and guided reading sessions at least weekly.</p> <p>Quality First Teaching in Writing – revision of phonemes and graphemes already taught (programme informed by individual assessments to determine gaps) and streamed groups/ individual work to embed sounds which were not fully embedded.</p> <p>Continue to use White Rose/ Primary Stars Maths resources, manipulatives. Some aspects revisited to ensure no gaps in learning.</p>	<p>Children are developing greater stamina for writing and are developing their ability to apply skills they have been taught. Rapid Writing Scheme is having a positive impact</p> <p>Use of White Rose Maths &amp; Primary Stars Maths gave clear guidance to parents working remotely and kept pupils on the right trajectory. Teachers are continuing to use these resources to deliver the maths curriculum.</p>	<p>Class teachers/ TAs</p>	<p>July 21</p>
<p><u>Teaching assessment and feedback</u></p> <p>Teachers have a clear understanding of any gaps which remain in children's learning use this to plan lessons accordingly</p>	<p>Lessons have been planned to revise learning and to reinforce pupils' performance</p>	<p>Gaps in learning addressed and many pupils making expected or</p>	<p>Class teachers</p>	

		better than expected rate of progress		
<u>Transition support</u> Smooth transition for those pupils who are leaving CRIS moving up to their junior schools into KS1 in Sept and for all children moving up within our school	Children who are leaving CRIS supported by ELSA during Spring/ Summer Term, with extra visits to their junior schools arranged as appropriate for some.  Those pupils moving up to their new class within our school – ELSA support to prepare for “moving up day” in addition to work done in the classroom with class teachers	Pupils feel confident about transfer to their new junior schools	Class teachers/ TAs/ LSAs  Cost: £1,508.59	July 21
<b>Total budgeted cost</b>				<b>£15,169.67</b>

<b>ii. 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>
<u>1-to-1 and small group tuition</u> Identified children will have good recognition of Phase 2, 3 and 5 graphemes and grapheme-phoneme correspondence  Identified children will have significantly increased rates of reading fluency. 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.  Identified children will have a good understanding and fluency in number and basic calculations	1:1 sessions have been specifically targeted to meet the exact needs of each pupil (2 pupils one hour each per day for 4 days per week)  Individual guidance and targeted support for parents so they are clear on children’s next steps. “Literacy for All” 1:1 intervention pilot scheme – 2 TAs in Yr 1 and Yr 2. <b>Staff training sessions 4 hours claimed (AA/SC) as outside normal working hours</b>  “Rapid Writing” intervention scheme  Targeted phonics intervention for small groups/ individuals to embed Phase 3 and Phase 5 graphemes	1:1 sessions have been specifically targeted to meet the exact needs of each pupil (2 pupils – one hour each a day for 4 days pw)  The Literacy for All pilot scheme is having a huge positive impact on the children concerned, giving increased confidence in word-reading and also comprehension skills.  “Rapid Writing” has been purchased and is having a very positive impact on pupils whose	A Arnold  Literacy for All: S Cairns A Arnold  Rapid Writing: S Cairns M Hulland	July 2021

		achievement in writing was particularly low. They find the short tasks engaging and less daunting than lengthier tasks, and the tasks target the skills needed to write effectively and with ease. <b>Purchase of Rapid Writing books £69.66</b>	Cost: £12,716.24 + Resources (Rapid Writing Books £69.66)	
<u>Intervention programme</u> An appropriate numeracy intervention, such as Catch-Up Numeracy, supports those identified children in reinforcing their understanding of basic maths skills and application of number.	Use of Numicon Intervention Programme and Frist Class @ Number programme for a group (5 x 20 minutes pw)	Pupils concerned have a better understanding of the number system, using practical resources to support understanding. Outcomes in Maths showed that children's understanding in Maths had improved.	S Cairns 1hr 40 mins per week  Cost: £773.59	July 21
<u>Extended school time</u> N/A				
<b>Total budgeted cost</b>				<b>£13,559.49</b>

<b>iii. 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	Teachers/ TAs providing high quality learning resources and guidance online. Teachers available via Home Learning email addresses and/ or telephone to address any queries Parent Teacher Interviews carried out online (or in person – socially distanced where appropriate)	Remote Learning questionnaire sent out to parents early during lockdown enabled us to refine our provision. (E.g. Zoom assemblies/ Zoom meet & greet sessions; more teacher-made videos to guide learning). By the end of lockdown the vast majority of parents were happy with our provision.	Class teachers  EC	July 21  July 21

learning irrespective of ability of child/parent to navigate the online learning.	Home-learning paper packs printed and ready for collection by families who had no access to printing at home or who needed extra/ personalised support .  <b>Workbooks purchased</b> and distributed to children working remotely <b>£65.60</b>			
<u>Access to technology</u>  During lockdown children can access remote learning where they do not have adequate IT provision at home  Teachers have laptops that are equipped with webcams and 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.	Donation of 3 laptops from local councillors for families working remotely  Donation of 20 laptops to support pupils working remotely/ staff preparation for remote learning and for support sessions with pupils (eg STIPs Behaviour Support/ Speech & Language Therapy)	Our IT provider was unable to prepare the laptops for pupil use until schools were due to reopen.  However, this resource is now available to pupils in the event of further lockdowns and will be used to supplement our IT provision in the classrooms.	Class teachers  Class teachers/ TAs	July 21
<u>Summer Support</u> NA				£65.60
<b>Totalcost</b>				<b>£28,794.76</b>
		<b>Cost paid through Covid Catch-Up</b>		<b>£14,430</b>
		<b>Cost paid through charitable donations</b>		<b>-</b>
		<b>Cost paid through school budget</b>		<b>£14,474.76</b>