

**Catch-up Premium Strategy 2020-2021**

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| School's name | Combs Infant School | Date | September 2020 |
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| School's universal catch-up premium fund (total amount) | £3,120          |                                                      | Number                                                  | Percentage |
|---------------------------------------------------------|-----------------|------------------------------------------------------|---------------------------------------------------------|------------|
| Total number of pupils on roll                          | 37 + 14 Nursery | Pupils eligible for the pupil premium/ disadvantaged | 1                                                       | 0.37%      |
|                                                         |                 | Pupils eligible with SEND                            | 0                                                       | 0          |
|                                                         |                 | Pupils eligible who are LAC and/or PLAC              | 0                                                       | 0          |
| National Tutoring Programme                             |                 | Other Spend                                          | WhiteRose work booklets - £500<br>Laptops/IPads – £1000 |            |

| Barriers                                                                   |                                                                                                            |                                                                                                                                     |
|----------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| Academic                                                                   |                                                                                                            |                                                                                                                                     |
| 1.                                                                         | Due to lockdown, many children had gaps in their phonics and reading in Reception, Year 1 and Year 2.      |                                                                                                                                     |
| 2.                                                                         | Children have missed important maths concepts and have forgotten key mathematical skills, due to lockdown. |                                                                                                                                     |
| 3.                                                                         | Children have not progressed with their reading during lockdown.                                           |                                                                                                                                     |
| 4.                                                                         | Children have not progressed with their writing due to lockdown.                                           |                                                                                                                                     |
| Behaviour and Attitudes                                                    |                                                                                                            |                                                                                                                                     |
| 5.                                                                         | Covid-19, lockdown, isolation and trauma has resulted in a lack of resilience in some children.            |                                                                                                                                     |
| 6.                                                                         | Due to spending more time with parents, attachment issues arose with some children.                        |                                                                                                                                     |
| Personal development (including social and emotional health and wellbeing) |                                                                                                            |                                                                                                                                     |
| 7.                                                                         | Emotional wellbeing of children and staff due to Covid-19, lockdown and isolation.                         |                                                                                                                                     |
| Date(s) of review(s) and impact of catch-up premium funding:               |                                                                                                            | Autumn: Acting Head teacher and Governors<br>Spring: Acting Head teacher and Governors<br>Summer: Acting Head teacher and Governors |

**Catch-up Premium: Academic Objective 1: Due to lockdown, many children had gaps in their phonics and reading in Reception, Year 1 and Year 2**

**Reasons for the approaches taken:** Many children have missed a lot of their structured, daily phonics teaching and there are gaps in the identified classes. Initial assessments demonstrate a lack of progress in reading generally

**Success criteria** - what will tell you that you have overcome the barrier? Children will be successful during end of term assessments.

| Barrier |                                                                                                   | Desired outcome.<br>How it will be measured.                                                                                                                             | Actions                                                                                                                                                                                                                                                                              | Timescales (include milestones)<br>Person responsible                                                                                                                                                 | Monitoring and evaluation                                                                          | Amount of funding to be spent and from which source:<br>Universal fund<br>Tutor scheme/pillar<br>Academic mentor scheme/pillar |
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| 1       | All children have missed a period of phonics teaching due to lockdown. There are gaps throughout. | Termly assessment whether formative or summative. Most children will be in line with progress expectations within the class during end of term assessment opportunities. | <ul style="list-style-type: none"> <li>Good quality teaching</li> <li>Early phonic screening checks and then repeated</li> <li>Intervention timetabled</li> <li>Children's phonic SMART targets to be sent home to parents</li> <li>Parent phonic support evening offered</li> </ul> | Acting Head Teacher/KS1 Teacher<br>EYFS Class Teacher<br><br>Termly<br><br>AHT/Class Teacher/Intervention TA<br>Weekly<br><br>AHT/Class Teacher<br>Ongoing<br><br>AHT/Class Teacher<br>September 2020 | <ul style="list-style-type: none"> <li>Acting Head Teacher – Reported back to governors</li> </ul> | -Additional hours intervention support - £620                                                                                  |

Catch-up premium plan: **Academic Objective 2: To improve children's Maths throughout the school**

**Reasons for the approaches taken:** All children have missed a period of Maths teaching. Some children have done more than others at home during lockdown, but there are large gaps beginning to show in all classes - some basic skills need revisiting before moving forwards.

**Success criteria** - what will tell you that you have overcome the barrier? Most children will be in line with progress expectations within the class during end of term assessment opportunities.

| Barrier |                                                                                                                                                                                                                                              | Desired outcome.<br>How it will be measured.                                                                                | Actions                                                                                                           | Timescales (include milestones)<br>Person responsible.                                                                      | Monitoring and evaluation       | Amount of funding to be spent and from which source:<br>Universal fund<br>Tutor scheme/pillar<br>Academic mentor scheme/pillar |
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| 2       | <b>All children have missed a period of Maths teaching. Some children have done much more at home during lockdown, but there are large gaps beginning to show in all classes – some basic skills need revisiting before moving forwards.</b> | Termly assessment whether formative or summative. Most children will be in line with age related expectations in the class. | <ul style="list-style-type: none"> <li>Planning adapted so gaps are closed before learning is moved on</li> </ul> | AHT/KS1 Teacher<br>EYFS Class Teacher<br><br>Start autumn 1 and run throughout academic year<br><br>autumn 2020 then review | Acting Head Teacher/ Maths Lead | Teacher costs already factored in                                                                                              |

| Catch-up premium plan: <b>Academic</b> <b>Objective 3: To improve children's reading throughout the school</b>                                                                                                                                                                    |                                                                                                                                                    |                                                                            |                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                  |                           |                                                                                                                                |
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| <b>Reasons for the approaches taken:</b> many children have spent a period without formal reading teaching. Large gaps have been identified by class teachers throughout the school. Initial assessments have demonstrated very little forward progression in any reading levels. |                                                                                                                                                    |                                                                            |                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                  |                           |                                                                                                                                |
| <b>Success criteria</b> - what will tell you that you have overcome the barrier? Most children will be in line with progress expectations within the class.                                                                                                                       |                                                                                                                                                    |                                                                            |                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                  |                           |                                                                                                                                |
| Barrier                                                                                                                                                                                                                                                                           |                                                                                                                                                    | Desired outcome.<br>How it will be measured.                               | Actions                                                                                                                                                                                                                                                                                                                                                                         | Timescales<br>(include milestones)<br>Person responsible.                        | Monitoring and evaluation | Amount of funding to be spent and from which source:<br>Universal fund<br>Tutor scheme/pillar<br>Academic mentor scheme/pillar |
| 3                                                                                                                                                                                                                                                                                 | <b>Many children have spent a period without formal reading teaching. Large gaps have been identified by class teachers throughout the school.</b> | Most children will be in line with progress expectations within the class. | 1:1 reading timetable with class teacher and additional adults<br><br>Intervention highlights the less abled children which need more reading time – highlighted in weekly timetables<br><br>Reading books closely monitored<br><br>PM assessments<br><br>Teachers to read a wide range of texts to the whole class as an enjoyable experience at least once a day if possible. | AHT/KS1 Teacher<br>EYFS Class Teacher<br><br>Starting September 2020 and ongoing | Acting Head Teacher/      | No cost for reading besides time with current staff                                                                            |

Catch –up premium plan: **Behaviour and attitudes Objective 4: To improve children’s writing throughout the school**

**Reasons for the approaches taken: Teachers have identified significant gaps throughout the school. Many children have regressed during the lockdown period with basic skills forgotten**

**Success criteria** - what will tell you that you have overcome the barrier? Most children will be in line with progress expectations within the class

| Barrier |                                                                                                                                                  | Desired outcome.<br>How it will be measured.                               | Actions                                                            | Timescales<br>(include milestones)<br>Person responsible.                                          | Monitoring and evaluation                | Amount of funding to be spent and from which source:<br>Universal fund<br>Tutor scheme/pillar<br>Academic mentor scheme/pillar |
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| 4       | <b>Teachers have identified large gaps throughout the school. Many children have regressed during the lockdown period with skills forgotten.</b> | Most children will be in line with progress expectations within the class. | Writing everyday<br><br>Half term assessments<br><br>SMART Targets | AHT/KS1 Teacher<br>EYFS Class Teacher<br><br><br>September 2020<br><br><br>Autumn 2020 then review | By Acting Head Teacher and Class Teacher | Additional adults to help with writing interventions                                                                           |

Catch –up premium plan: **Behaviour and attitudes Objective 5: To improve the resilience of children (and staff) at Combs Infant School.**

**Reasons for the approaches taken:** Covid-19, lockdown, isolation and trauma have resulted in a lack of resilience for some children (and adults).

**Success criteria** - what will tell you that you have overcome the barrier? Children (and adults) will feel and develop more resilience and better strategies at school and at home.

| Barrier |                                             | Desired outcome.<br>How it will be measured.                                                                                  | Actions                                                                                                                                                                                                                                               | Timescales<br>(include milestones)<br>Person responsible.             | Monitoring and evaluation            | Amount of funding to be spent and from which source:<br>Universal fund<br>Tutor scheme/pillar<br>Academic mentor scheme/pillar |
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| 5       | Lack of resilience in children (and adults) | Children (and adults) will feel more resilient and have better strategies at school and at home.<br><br>Staff and pupil voice | Whole school safeguarding inset<br><br>All staff offered 1:1 with Acting Head Teacher for support<br><br>Weekly assemblies/safeguarding/feelings<br><br>Worry box<br><br>Additional PSHE lessons<br><br>Mindfulness for children and offered to staff | AHT<br>Ongoing staff training<br><br>Class Teachers and support staff | Head Teacher/<br>Acting Head Teacher | <i>Inset</i><br><br>Mindfulness Teacher - £1000                                                                                |
|         |                                             |                                                                                                                               |                                                                                                                                                                                                                                                       |                                                                       |                                      |                                                                                                                                |

**Catch-up premium plan: Personal development Objective 6: To improve children's attachment issues**

Reasons for the approaches taken: Spending so much time away from school and back with parents has resulted in some issues with attachment

**Success criteria** - what will tell you that you have overcome the barrier? Staff will report less incidents stemming from this issue.

| Barrier |                                                                               | Desired outcome.<br>How it will be measured.               | Actions                                                                                                                                                                                                                                                                                                 | Timescales<br>(include milestones)<br>Person responsible. | Monitoring and evaluation | Amount of funding to be spent and from which source:<br>Universal fund<br>Tutor scheme/pillar<br>Academic mentor scheme/pillar |
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| 6       | Spending so much time away from school has resulted in some attachment issues | Staff will report less incidents stemming from this issue. | <p>Teachers to work closely with parents</p> <p>Newsletter with advise and open door policy</p> <p>Both class teacher monitoring children's arrival in the morning and helping with transition in to school</p> <p>Whole school training</p> <p>Assemblies</p> <p>Bringing in a keep sake from home</p> | <p>AHT/KS1 teacher</p> <p>EYFS Class teacher</p>          | Acting Head teacher       |                                                                                                                                |

Catch-up premium plan: **Personal development Objective 7: To improve the mental wellbeing of children and staff.**

Reasons for the approaches taken: Lockdown and returning to school have affected the mental health and wellbeing of many in the community. In order for children to learn effectively, we are prioritising their mental wellbeing. This has been a whole school focus on the children's return with shared planning.

**Success criteria** - what will tell you that you have overcome the barrier? Children and staff will report improvements to their wellbeing.

| Barrier |                                                         | Desired outcome.<br>How it will be measured.                                                                                                         | Actions                                                                                                                                                                                                                                                                                                                                                                                           | Timescales<br>(include milestones)<br>Person responsible. | Monitoring and evaluation                                         | Amount of funding to be spent and from which source:<br>Universal fund<br>Tutor scheme/pillar<br>Academic mentor scheme/pillar |
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| 7       | The mental effects of lockdown and returning to school. | Staff and student voice<br><br>Visually in class with less challenges with things such as tears, breakdowns, refusing to do work, come in, behaviour | Timetable 1:1 time for children whose mental health has been affected<br><br>Worry Monster<br><br>PSHE lessons<br><br>Friendship time<br><br>Teachers to share own thoughts and feelings and take an honest, age appropriate approach to sharing concerns and worries – it's normal to worry.<br><br>Mindfulness lessons and 1:1/small groups additional support<br><br>Weekly Staff Meetings/1:1 | AHT/Class Teacher                                         | Regular evaluation points with staff in staff meetings and INSET. | Educational Psychologist<br><br>Mindfulness Teacher                                                                            |

The effect of this expenditure will be assessed through a combination of hard and soft data. The soft data will be teacher, teaching assistant and tutor professional observations, thoughts, ongoing assessment, pupil voice, work seen in books etc. The hard data will be the more formal assessment that takes place each term over the academic year.