



Catch-Up Premium Plan

Chalkwell Hall Infant School

Summary information					
School	Chalkwell Hall Infant School				
Academic Year	2020-21	Total Catch-Up Premium	£28,965	Number of pupils	362

Guidance

Children and young people across the country have experienced unprecedented disruption to their education as a result of school closures during the coronavirus (COVID-19) pandemic. 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 .	The EEF advises the following: Teaching and whole school strategies <ul style="list-style-type: none">☒ Supporting great teaching☒ Pupil assessment and feedback☒ Transition support
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<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 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>Targeted approaches</p> <ul style="list-style-type: none"> ☒ One to one and small group tuition ☒ Intervention programmes ☒ Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> ☒ Supporting parent and carers ☒ Access to technology ☒ Summer support
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Identified impact of lockdown	
Maths	<ul style="list-style-type: none"> ● Specific content has been missed, leading to gaps in learning. ● Recall of basic skills has suffered – children are not able to recall addition facts, counting in 2s, 5s, 10s. ● In particular in year 2 - multiplication and division facts and core learning as these weren't covered in school in year 1.
Writing	<ul style="list-style-type: none"> ● Writing stamina for those children who have not spent their home learning time doing extended pieces of writing ● Spelling has suffered due to missed application practise ● Handwriting modelling from home has meant that some children have altered their formation skills which are causing problems with fluency. ● 'Funky Fingers' sessions have been missed for those children previously in reception - hand, wrist and finger strength is poorer as a result
Reading	<ul style="list-style-type: none"> ● Phonics home learning was very successful at Chalkwell and reading in general was very accessible for children on 'bug club' our online reading hub. (Laptops were provided to those who did not have one at home to ensure all could access online reading materials) ● Written comprehension gaps for children in year 1

	<ul style="list-style-type: none"> • Red and green words not being routinely assessed/reviewed and precision grids not being provided has meant that children have lost learning from the previous year
EYFS	<ul style="list-style-type: none"> • For children starting with us in EYFS, exposure to the school environment and time to work on their learning behaviours will have consequences on their readiness to start school. The children as a consequence are struggling to follow instructions and follow the boundaries of school. • A lack of learning environment, particularly for disadvantaged children, has meant a lower starting point for their speaking and listening skills. These include: pronunciation, vocabulary, listening and attention and articulation. • PSED - Children in reception this year are finding it more difficult to form relationships and express their feelings. Their behaviour can be quite aggressive and the children seem to be lacking in empathy for each other.
Non-core	<ul style="list-style-type: none"> • 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. • Lack of continuous recap of past learning has caused facts and knowledge to slip from the long term memory • Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments. • External services that would have supported children with additional needs, for example speech and language, have been unable to take place

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	Review notes/Impact	Staff lead	Review date?
<p><u>Supporting great teaching:</u></p> <p>Core subjects will be planned for and taught considering the gaps in lost learning. Year groups will recap learning from the previous year and use a range of assessment strategies to identify gaps. Maths and English leaders will carefully track year groups to ensure all areas of need are met. SLT will monitor English and Maths planning, teaching and books.</p> <p>The foundation subjects planning will take into account the lost learning from the previous year and the recap time necessary. Long term plans will be developed in order to carefully plan the learning for the next year.</p> <p>Educational psychologist support to enhance the speaking and listening environment/provision for SEN in EYFS. Our EP will observe in school and attend EY year group meetings to support teachers where necessary.</p>	<p>Additional SLT/subject leaders meeting time for teachers to carefully plan and track core learning. Release time for any additional planning time needed.</p> <p>Additional staff meeting time for teachers to research and plan non-core subjects. Release time for any additional planning time needed.</p> <p>Educational Psychologist session x 1. Additional resources that need to be bought as a result.</p>	<ul style="list-style-type: none"> - The remote package continues to be reviewed and kept up to date by teaching staff ensuring that all core subjects and the sequence of teaching has impact. It has been re-reviewed following school opening in March 2021 - The EP programme in EY is proving a big support to the EY staff with their current cohort. Her advice is being implemented in the provision daily for children with SEN. 	<p>JM</p> <p>GD/CW</p>	<p>Feb 21</p> <p>Feb 21</p>

<p>Coaching will upskill leaders and teachers and give them specific target areas. Senior leaders will be trained by an external company to ensure coaching is effective.</p>	<p>External coaching company to train and coach SLT members who will subsequently coach teaching staff.</p>	<ul style="list-style-type: none"> - Coaching was paused in lockdown but has resumed in February 2021 		<p>Feb 21</p>
<p><u>Transition support</u></p> <p>Children who are joining school from different settings or who are beginning their schooling with Chalkwell Infants have an opportunity to become familiar and confident with the setting before they arrive. Parents are able to meet online before their start date if their children have additional needs. Parent/teacher settling sessions for EY will continue at a distance and with only two visitors at a time.</p> <p>Transitional support for children who are self isolating will support their wellbeing and home learning needs. School will keep in contact with the children during their time away and allow time for well being support on return. Work will be submitted and assessed using purple mash/email to ensure teachers can keep track of the child's home learning experience. For any children monitored by the pastoral team a member of staff will call home (at least) weekly, depending on their risk assessed needs.</p>	<p>An interactive virtual tour of the school is filmed and shared with all new-starters. Additional time is made to cover the teacher so that they can have a virtual meeting with their new starter if they have SEN. The first two weeks of EYFS are dedicated to parent teacher meetings and settling in sessions.</p> <p>Teachers' time will be used to send and assess learning and communicate with the child's home.</p>	<ul style="list-style-type: none"> - Transition for children in EYFS was successful. Stay and play, meet the teacher and stroy sessions meant that teachers were able to gain insight into the learners before joining. - The engagement document allowed the monitoring of all children's engagement to be followed up. Where necessary, the pastoral team were able to intervene and offer children a space in school enhancing their lockdown learning experience 	<p>GD</p>	<p>November 20</p> <p>Feb 21</p>
<p>Total budgeted cost</p>				<p>£ 2,925</p>

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Review notes/Impact	Staff lead	Review date?
<p><u>Interventions</u> After reflecting on the gaps in lost learning we have employed a new intervention teacher (Miss Greenwood) to facilitate the catch up learning for children in year 2 (as this is where we have identified the most need for this term). This member of staff is in addition to the 2 x HLTAs and 2 x qualified teachers currently doing interventions across KS1.</p> <p>Miss Greenwood will attend year group meetings to feedback to teachers weekly on children's progress and to review the impact of the interventions taking place. She will additionally attend staff meetings to ensure that she is up to date on the provision at Chalkwell. Miss Greenwood will have performance based targets and will meet with her appraiser to manage this progress throughout the year.</p> <p>Children will be assessed by their teacher and intervention teacher continuously to ensure the right children are in the groups. Teachers will give Miss Greenwood specific gaps to fill.</p>	<p><i>Employment of a qualified teacher to help fill the gaps in lost learning for children in year 2.</i></p>	<ul style="list-style-type: none"> - Progress due to Miss Greenwood's intervention was noted by all teachers before school closure in January. - Feb 21: Miss Greenwood's role has had to be reviewed due to staff illness. She is now doing 4.75 hours of year 2 intervention in year two. The remaining hours are being filled by Miss Stevens (2 afternoons) and HLTAs (up to 16 hours per week). 	CW	Ongoing

<p>SLT to read with children who have lost fluency due to lack of practice in lockdown.</p>	<p>SLT x 2 to read with year 1 children 3 x weekly.</p>	<ul style="list-style-type: none"> - This consistent reading experience has allowed children to improve in fluency and reading ability and will continue with school opening in March - JL is going to increase her hours for an extra morning to support catch up teaching for a group of year 2 children in the morning session. 		
<p><u>Intervention programme</u></p> <p>An appropriate speech and language intervention, such as talk boost, supports those identified children in their communication abilities.</p>	<p>Staff within EYFS are trained and they are able to deliver the intervention confidently. Children are screened at the beginning of the year to ensure we are supporting the most needy.</p>	<ul style="list-style-type: none"> - 2 x HLTAs in EYFS are delivering a range of speech interventions to support their biggest area of need. This needs to continue in March as not enough progress has yet been made. 	GD/CW	Feb 21
<p><u>Extended school time</u></p> <p>Identified children are able to access a weekly catch-up club (30 minutes per week). Within the school day it is difficult for us to fit in the adequate amount of nurture and learning</p>	<p>2 x interventions teachers will run the weekly group for year one children.</p>	<ul style="list-style-type: none"> - Care club provided a safe and nurturing space as well as developing emotional literacy skills. Miss Stevens is 	CW	Ongoing

<p>intervention without missing too much first quality teaching. Therefore, a 'care club' will be run for these children to support their emotional and self esteem needs.</p> <p>We have four qualified teachers/HLTAs who are going to be providing one to one tutoring online out of school hours for our year 1 children in need of covid catch up support starting in spring 2.</p>	<p>4 x staff members (3 teachers) to provide online tutoring out of school hours and on Saturday mornings.</p>	<p>going to continue care club in March.</p> <ul style="list-style-type: none"> - Online tutoring to support some groups of learners is now being investigated (Mar 21) 		
Total budgeted cost:				£28,209

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Review notes/Impact	Staff lead	Review date?
<p><u>Supporting parents and carers</u></p> <p>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.</p> <p>When returning to school children who school have identified as needing additional financial</p>	<p>Bug club subscription for the year</p>	<ul style="list-style-type: none"> - Uniform support was also accessed in Mar 21 so that returning 	<p>DH</p> <p>SC/VG</p>	<p>Jul 21</p> <p>Jul 21</p>

<p>support will be offered a uniform parcel from our local 'packed with smiles' charity.</p> <p>Food parcels and vouchers will be supplied to those families who are in need but do not currently access pupil premium funding.</p>	<p>Uniform package, Uniform + school shoes package, food parcels from packed with smiles (our local charity)</p>	<p>children can feel comfortable on their school return</p>		
<p><u>Access to technology</u></p> <p>During the catch-up extended school provision, children can access additional devices so that they can rotate through discrete teaching, reading fluency and independent online activities.</p> <p>Increase in a need for remote meetings/learning has highlighted a need for more technology throughout school.</p>	<p>School laptops delivered to children who need them during home learning. Vulnerable children are asked about access to technology during remote learning.</p> <p>Additional webcams bought for computers throughout the school</p>	<p>- Devices/school spaces were provided for all that needed it during school closure to ensure progress was still made</p>	<p>DH/SC/VG</p> <p>DH</p>	<p>Jul 21</p> <p>Jul 21</p>
<p><u>Summer Support</u></p> <p>To be considering in the summer term 21</p>				
Total budgeted cost:				£212
				£28,209
				£350
				£2,999
Total				£31,558
Left to spend in year 20/21				£756