 **Catch Up Premium and School Led Tutoring**

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| **Summary Information** | | | | | |
| **School** | Stoke Hill Infant & Nursery School | | | | |
| **Academic Year** | 2020-21 | **Catch-Up Premium**  **School Led Tutoring** | £20,720 | **Number of FS and KS1 Pupils (N not eligible)** | 259 |
| 2021-22 |  |  |  |

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| **Guidance** | |
| Children and young people across the country have experienced unprecedented disruption to their education as a result of the coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds are 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.  In 2020-21 the schools’ allocation was calculated on a per pupil basis, providing each mainstream school with a total of £80.00 for each pupil in years reception through to year 11.  In 2021-22 the schools’ allocation is based on funding being allocated for around 60% of PPG pupils for pupils in years 1-6. 75% of the cost of the national tutoring programme is subsidised in the academic year 2021/22. Schools need to fund the remaining 25% through other budgets e.g. PPG.  In 2022-23 the subsidy rate will be 60% and in 2023/24 it will be 25%. | |
| **Use of Funds** | **EEF Recommendations** |
| 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 advices the following:-  Teaching and whole school strategies:  Supporting quality first teaching  Ensuring assessment drives T&L  Targeted approaches:  One to one and small group tuition  Intervention programmes  Wider strategies  Supporting parent/carers  Access to resources and technology |

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| **Overview of the Identified impact of lockdown:**  Overall most parents/carers engaged with online learning, to a greater or lesser agree. There was definitely less engagement from our disadvantaged families and they undoubtedly benefitted from being targeted for a school place during the second lock down.  What is apparent is that no matter how incredible the online platform, nothing can duplicate the skills of the teacher/TA and the classroom environment. Children learn best as a community of learners inspiring and challenging one another, with skilled appropriate feedback and support. | |
| **Phonics** | Children engaged positively with teacher led, daily phonics sessions and many practised the new knowledge through online games. However despite this Y1 and Y2 children are at least one phase behind ARE. In part this can be attributed to the lack of opportunities to recap on new phonic knowledge and apply it to written tasks that arise in the classroom each day, so learning did not become embedded. |
| **Reading** | Children accessed reading through online reading programmes. However It was no substitute for group, guided reading sessions, where children are introduced to the new text, become familiar with the content and rehearse the application of new phonemes and key words. Similarly opportunities to assess comprehension and inference/deduction were not possible, once again learning remained at a surface level. |
| **Writing** | Children engaged positively with story based English learning at home but it was the domain least supported with respect to outcomes. Parents/carers feel ill equipped to support their young child with writing and often become fixated with handwriting, punctuation and spelling over genre and content. This disempowers children, making them reluctant to write. This attitudinal challenge and the lack of writing practise, present considerable challenges for teachers. |
| **Maths** | Children have significant gaps in their learning. Whilst there was a comprehensive programme of online maths learning and practise, it was simply not possible to provide the usual application through use of specific maths resources. Therefore learning did not become embedded. In addition teachers were not able to accurately assess and address misconceptions, so the foundations of new learning were not always secure. |
| **Foundation subjects** | Due to a reduced curriculum offer during 2020/21 children now have significant gaps in certain subjects. Whole units of learning were not taught, meaning that children have less secure or no foundations on which to build new concepts, knowledge, skills and understanding. Children have also missed out on the wider curriculum experiences e.g. educational visits and visitors and powerful shared experiences. |

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| **Planned expenditure** – The headings below are grouped into the categories outlined in the Education Endowment Foundation’s coronavirus support guide for schools | | | | |
| 1. **Teaching and whole-school strategies** | | | | |
| **Desired outcome** | **Chosen approach and anticipated costs** | **Impact (once reviewed)** | **Ongoing plans** | |
| Quality First Teaching in Writing  All children, but particularly lower attaining writers will be able to generate ideas independently for writing tasks. | Professional development (PD) - Talk for Writing  Refresh teacher pedagogy through x2 PD sessions led by an English advisor to ensure that the T4W stage is sufficiently well taught to support independent writing.  ***(£750)*** |  |  | |
| Assessment drives T&L in English and maths  Teacher’s to teach a reduced curriculum to provide time to address key misunderstandings and gaps in writing and number. | Increase non-contact assessment time  Teachers to have an additional half a day non-contact a half term to review attainment and identify key concepts, knowledge, skills and understanding for the half term ahead**.**  ***(£1980)*** |  |  | |
| Maximising use of the foundation subjects to provide key skill practise.  The number of children ‘not on track’ will be reduced. | Increase non-contact curriculum planning time  Teachers to have an additional half a day non-contact per half term to research and plan for foundation subjects, with a particular emphasis on application of key skills.  ***(£1980)*** |  |  | |
| **Sub total** | | | | **£4,710** |

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| 1. **Targeted approaches** | | | | |
| **Desired outcome** | **Chosen approach and anticipated costs** | **Impact (once reviewed)** | **Ongoing plans** | |
| Reduce the attainment gap in number and writing  All teachers deliver effective SGT.  All targeted children to be ‘on track’ by the end of the term or have achieved ARE by the end of the year. | 1 to 1 and small group tuition (SGT)  All teachers to have a high quality professional development session (led by the Numbers Count teacher) on how to lead effective SGT.  **(No additional costs, delivered**  **as part of the PD timetable.)**  Identified children will have a weekly, group tutoring session for writing or number with their class teacher to address misconceptions and gaps. The class will be covered by a cover teacher known to the school and familiar with the year group curriculum. ***(£14,157)*** |  |  | |
| Intervention programme  All children below ARE in phonics to receive phonic intervention to ensure they meet the Y1 Phonic Check. | Phonic Intervention  Small Group (SG)  Trained TAs deliver SG phonic intervention for Phases 2, 3 and 5, supervised by the English leader.  Precision Teaching (PT)  Trained TAs deliver 1:1 PT phonic intervention for Phases 2 and 3.  **(No additional costs, part of**  **Wave 2 Intervention)** |  |  | |
| **Sub total** | | | | **£14,157** |
| **Total** | | | | **£18,867** |