

# TELFORD INFANT SCHOOL

## COVID-19 Catch Up Premium Report

### September 2021 – July 2022



**Latest update 26.03.21**

#### 1. Summary information

<b>School</b>	Telford Infant School				
<b>Academic Year</b>	2020-21	<b>Amount received per pupil</b>	£80	<b>Total Catch Up Budget (based on October Census)</b>	£80 x 253 pupils = £20,240

#### 2. Context and Rationale

##### What is the COVID-19 Catch-Up Premium?

The government COVID-19 Catch-up Premium has been established to mitigate the effects of the disruption caused by COVID-19.

This funding includes:

- a one-off Catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time.
- a tutoring programme to provide additional, targeted support for those children and young people who need the most help, which includes an oral language intervention programme for reception aged children.

Link to gov.uk Catch Up Premium Guidance document: <https://www.gov.uk/government/publications/catch-up-premium-coronavirus-covid-19/catch-up-premium>

Department of Education statement: "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."

##### How much funding will the school receive?

The catch-up premium is funded on a per pupil basis at £80 per pupil based on the October 2020 school census. The funding is allocated to schools in three tranches – Autumn, Spring and Summer terms.

Telford Infant School has also been accepted on the funded Oral language Intervention programme, Nuffield Early Language Intervention (NELI), as mentioned above.

##### How does Telford Infant School plan to spend the grant?

Telford Infant School is committed in ensuring catch up funding is used effectively to make the greatest difference to children's outcomes due to disruption to their education caused by COVID-19 - socially and emotionally as well as academically. We recognise that there will have been an impact on all of our pupils regardless of age, academic ability or social background. This document outlines our plans to spend the grant, actual spend and the impact it has had. Whilst it is important to plan the school needs to be reactive to the as yet unknown needs of the children and the uncertainty around COVID-19 restrictions going forward. We therefore adapt our strategy according to ever changing needs.

Many factors are considered when deciding how to allocate and spend the Catch-Up Premium. We have also used the government recommended 'Covid19 Support Guide for Schools', published by the Education Endowment Foundation (EEF), to help identify the best strategies, based on long-term research, that will enable us to achieve the most positive outcomes for our pupils.

### **How does the school evaluate the impact of COVID-19 Catch-Up Funding?**

As with all government funding, school leaders and governors must be able to account for how the funding is being used. The overall effectiveness and impact of the funding is evaluated regularly at Senior Leadership Team meetings which involve the Headteacher, all Phase Leaders and the School Business Manager; during half termly Pupil Progress meetings which involve the Headteacher, Deputy Headteacher (Assessment Leader), SENDCo and class teachers. In addition, the impact and spending strategy for the Catch-up funding is also reviewed by governors. Data is formally shared with the Full Governing Board on a termly basis.

As part of Ofsted's routine inspections, they will make judgements about the quality of education being provided which will include how schools are using Catch-up funding to ensure it is having a positive impact on all pupils.

### **Context**

#### March to May 2020

During the first lockdown in Spring and early Summer 2020 only a very small number of keyworker and vulnerable children attended school, at that point the directive was to provide childcare rather than 'formal' learning. For the first 2 weeks the school uploaded learning for all children on the school website whilst also directing parents to various software packages that the school buys into, for example to support handwriting, to provide maths games. This was then replaced with Tapestry - a secure online platform where teachers can upload learning tasks and parents can respond and upload children's work. There were various levels of engagement in learning at this time.

#### June to July 2020

The government lifted some restrictions which resulted in greater numbers of keyworker children attending and receiving lessons in their year groups; Reception children (now Year 1) having the option to attend 2 days a week for 6 weeks and Year 1 children (now Year 2) having the option to come back to school for 4 mornings late in the summer term. The incoming Reception children were unable to attend the usual Summer term visits but Tapestry was used as a means of preparing them for school life.

#### Autumn term 2021

All children were expected to be in school fulltime. The school's remote learning plan was created:

<https://www.telford-inf.warwickshire.sch.uk/web/covid-19 - information links/541381>

#### January to 8<sup>th</sup> March 2021

The 3<sup>rd</sup> National Lockdown resulted in keyworker and vulnerable children attending school – however at Telford Infants this was 44% of children attending fulltime. All other children learnt at home remotely following the Remote Learning Plan. This also included live lessons for KS1 pupils. The hard work and training put in during the Autumn term meant that the school was able to provide high quality online learning with immediate effect.

### **Attendance**

The school has not (as of 26.03.21) had to close to a bubble of children and staff.

Staff absence rates have been very low generally and since September 2020 only two members of staff have had positive COVID-19 tests since that time, neither case was due to being infected at school.

However, children have had to spend time away from school due to self-isolation of household members or because they have contracted the virus themselves. The Deputy Head has analysed attendance rates and for a number of children their absences have been significant but unavoidable.

<b>3. Barriers to future attainment, progress and well being</b>	
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills, resilience, lack of access to Early Years provision)</i>	
<b>A.</b>	Children have not had a full year's access to the curriculum resulting in them falling behind where they were in terms of age related expectations and losing stamina, particularly for writing and reading.
<b>B.</b>	Language skills have not been developed – especially for younger children.
<b>C.</b>	Wellbeing. For children who have missed significant chunks of time in school social and emotional development will be hindered due to limited opportunities to socialise with other children and benefit from school life experiences. Some children may struggle to settle back into school life and class routines and may have a reduced concentration span.
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates, limited access to technology)</i>	
<b>D.</b>	Limited parental support, for a wide range of reasons, to access Remote Learning
<b>E.</b>	Lack of devices at home to access Remote Learning. No DfE laptops have been made available for Infant aged children.
<b>4. Desired outcomes</b>	
<b>A.</b>	<p>Appropriate intervention ensures that children make rapid progress and achieve at least standards that they were expected to achieve by year end in Reading, Writing, Phonics and Maths.</p> <p>Attainment for all children is at least in line with any national data available Summer 2021.</p> <p>Children show stamina and are able to read for an appropriate length of time and can write the quantity of writing expected of a child their age whilst also maintaining quality.</p>
<b>B.</b>	Children's speaking and listening skills are developed which in turn supports their social skills and has an impact on reading and writing.
<b>C.</b>	Children are happy, confident, resilient and are displaying positive behaviours for learning. They are able to concentrate for extended periods and are engaged in learning.
<b>D.</b>	When Remote Learning is necessary those children affected are engaged in remote learning. Parents are willing and able to support.
<b>E.</b>	Children have access to devices during periods of Remote Learning.

5. Planned expenditure				
Barrier	Actions	Desired Outcomes	Lead Staff	Approximate budgeted cost
A. Children have not had a full year's access to the curriculum resulting in them falling behind where they were in terms of age related expectations and losing stamina, particularly for writing and reading.	<p>Use baseline assessments to identify gaps in pupils' knowledge and skills.</p> <p>Phase Leaders to identify key areas of need and evaluate how best to support children needing additional intervention.</p> <p>Deploy teachers/TAs (Overtime and casual contracts) to provide appropriate catch up support.</p>	<p>Appropriate intervention ensures that children make rapid progress and achieve at least standards that they were expected to achieve by year end in Reading, Writing, Phonics and Maths.</p> <p>Attainment for all children is at least in line with any national data available Summer 2021.</p> <p>Children show stamina and are able to read for an appropriate length of time and can write the quantity of writing expected of a child their age whilst also maintaining quality.</p> <p><i>EEF:</i>  <i>'There is extensive evidence supporting the impact of high-quality 1:1 and small group tuition as a catch-up strategy.'</i></p> <p><i>'In order to support pupils who have fallen the behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary'.</i></p>	<p>Headteacher</p> <p>Phase Leaders</p>	<p>£15,000</p> <p>Covers staffing and a small amount for any resources needed.</p>

<p>B. Language skills have not been developed – especially for younger children.</p>	<p>EYFS Leader to apply for the school to participate.</p> <p>If application is accepted: Identify a TA to run the programme. EYFS Leader and TA to attend training. NELI used to screen pupils during the Spring term. NELI intervention to start in the Summer term – 5 afternoons a week for 20 weeks.</p>	<p>Children’s speaking and listening skills are developed which in turn supports their social skills and has an impact on reading and writing.</p> <p>Rapid progress made by lower attaining children in Reception and the gap between them and their peers is narrowed.</p> <p><i>EEF impact report shows pupils taking part in NELI gain 3 months in spoken language development and 2 months in early reading development.</i></p>	<p>Deputy Headteacher (EYFS Leader)</p> <p>NELI Teaching Assistant</p>	<p>NELI programme funded by DfE – no cost.</p> <p>£3,500 budgeted to cover a TA2 to access training and to deliver the scheme.</p>
<p>C. Wellbeing. For children who have missed significant chunks of time in school social and emotional development will be hindered due to limited opportunities to socialise with other children and benefit from school life experiences. Some children may struggle to settle back into school life and class routines and may have a reduced concentration span.</p>	<p>PSHE to be a key part of the curriculum across the whole school.</p> <p>PSHE Leader and other key staff to access appropriate training related to supporting children during and after COVID.</p> <p>Train a TA3 and employ her for additional hours one afternoon a week to deliver Drawing and Talking Therapy.</p>	<p>Children are happy, confident, resilient and are displaying positive behaviours for learning.</p> <p>They are able to concentrate for extended periods and are engaged in learning.</p>	<p>Headteacher</p> <p>SENDCo</p>	<p>Cost of training and employing a TA3 to deliver Drawing and Talking Therapy. £1,000.</p>
<p>D. Limited parental support, for a wide range of reasons, to access Remote Learning</p>	<p>A strong remote learning plan has been created which is designed to ensure children are able to access learning in a range of scenarios when they cannot attend school.</p> <p>Ensure that the Remote Learning Plan includes support for parents.</p>	<p>When Remote Learning is necessary those children affected are engaged in remote learning. Parents are willing and able to support.</p>	<p>Deputy Headteacher</p>	<p>No budget allocated at this stage.</p> <p>9 phones, one per class – cost not yet known. Will</p>

	<p>Actions will be dependent on parents' needs.</p> <p>In the event of whole school/bubble closure additional school phone lines or mobile phones (not smart phones) will be needed to ensure that Remote Learning Team staff can be available for conversations with parents.</p>	<p>EEF: <i>'Parents have played a key role in supporting children to learn at home and it is essential that schools and families continue to work together as pupils return to school.'</i></p>		be subsidised from main school budget if necessary.
E. Lack of devices at home to access Remote Learning. No DfE laptops have been made available for Infant aged children.	<p>Research alternative sources of free or low cost devices. Contact Consortia Remote Learning Champion for support.</p>	<p>Children have access to devices during periods of Remote Learning. No child is disadvantaged due to lack of technology.</p> <p>EEF <i>'Pupil's access to technology has been an important factor affecting whether they can learn at home.'</i></p>	Deputy Headteacher	<p>Update: WCC supplied laptops to schools – February 2021.</p> <p>No budget now needed for this priority.</p>

## 6. Actual expenditure by term

### Autumn Term 2020

Additional TA2 support	£568.50
Additional Teacher support	£4,089.12
Drawing and Talking Therapy – TA3 training and additional support	£132.10
Resources to support catch up interventions	£1,655.46
<b>Total</b>	<b>£6,445.18</b>
<b>Balance</b>	<b>£13,794.82</b>

### Spring Term 2021

Additional TA2 support (NELI)	£823.89
-------------------------------	---------

Additional Teacher support	£2,674.20
Drawing and Talking Therapy – TA3 additional support	£105.68
<b>Total</b>	<b>£3,603.77</b>
<b>Balance</b>	<b>£10,191.05</b>
<b>Summer Term 2021</b>	
<b>Total</b>	
<b>Balance</b>	