



Fetcham Village Infant School COVID-19 catch-up premium report

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION

Total number of pupils:	179	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£14,320		

STRATEGY STATEMENT

GUIDANCE

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 their funding the Department for Education (DFE) have published guidance. <https://www.gov.uk/government/publications/catch-up-premium-coronavirus-covid-19>

STRATEGY STATEMENT

Our strategic focus aims to support each pupil, being aware of what is needed to close gaps in attainment between disadvantaged pupils and their peers. We are focusing on providing interventions that are research-based so that we can make the best possible impact.

The government believes that the Coronavirus (COVID-19) catch-up premium grant, which is additional to main school funding, is the best way to address the current adverse effects caused by the period of school closures. 'School leaders and governing boards need to ensure that their school has deployed significant monitoring strategies to assess the impact of this strategy whilst also considering implementation of the strategies contained within'.

It is for the school to determine how best to use the funding - there is no prescription within allocations other than funding should not be simply added to the dedicated schools grant budget allocation in order to compensate for any recent financial cutbacks to schools.

School leaders and governing boards need to ensure that their school is publishing information to parents and carers about how Coronavirus (COVID-19) catch-up premium grant funding has been spent in its entirety and what the impact has been on learning, attainment and pupils wellbeing and/or pastoral care. In July 2020, Save the Children published a short report aimed at understanding children's experience of lockdown. They found that many children have been remarkably resilient. Their bonds with their families were strengthened, they had more time to play and they adapted well to virtual playdates with their friends. Of course, this was not the case for all children and their experiences were wholly determined by their home circumstances. We found that, for the majority of our children, lockdown was a positive experience, which led to different challenges when the children returned.

IMPACT OF LOCKDOWN	
Wellbeing	Fear, anxiety and confusion were common themes. Separated from their daily routines, their friends and their school without warning, they eventually adjusted to the new normal. Suddenly it changed again and they were plunged back into school. They expressed feelings of excitement, anticipation, anxiety and panic. They wanted to be at school and they wanted to be at home. It was a very confusing time for them.
Reading	Overall, the results show that reading had been a strength at home and children have continued to practice daily. Many children showed little sign of regression, and some had even made significant progress. Some however did find reading challenging. The gap between those that read fluently and those that are finding it more difficult is widening. The bottom 20% of readers have been disproportionately affected.

Writing	As expected, children missed essential writing practice over lockdown and as a result, their writing skills and stamina for writing was seriously affected. Those who did maintain writing made some progress but not as much as they would have done had they been in school. Grammar and punctuation specific knowledge also suffered. Those who have fallen behind have had to work hard on accurate grammar techniques, fluency, and stamina.
Maths	Specific content has been missed although the children followed the sequenced planning at home, assessment of independent learning was almost impossible. They have maintained their enthusiasm for maths and lockdown has not affected their attitude, they have quite simply fallen behind. Recall of basic skills have suffered which is reflected in the assessments made this term.

ADDITIONAL BARRIERS

Social/Emotional	Children returning to school displayed a wide range of emotions. Some were incredibly anxious while others were unable to express how they were feeling and cried. Some had attachment issues and did not want to come into school, some were so excited to be with their friends that concentration and listening became challenging.
Home School	The experiences of the children varied enormously from those who did little home learning to those who did a full school day every day. Parents were generally supportive and <i>almost</i> all children did something.

School	<p>Staff were being asked to teach both home and school learners and maintain high standards of education for both. This was extremely difficult and impacted staff wellbeing and work life balance. Children that were in school during lockdown were able to maintain some consistency in their learning but found the transition from small class to full class emotionally and socially difficult.</p>
Attendance	<p>Overall attendance over lockdown both at school and at home was exceptionally good. All our vulnerable children were in school along with children of key workers. However, some of our lowest ability children although invited to attend did not. Neither did they attend home learning and have fallen further behind as a result.</p>

Whole School Provision

Summer Term 2021

Pupil Premium
 SEND

 Both
 V = Vulnerable WT=Working Toward LE=Low Expected E=Emerging HE=High Expected

Year Group and Class	Intervention	Frequency	Spring Term Tracking	Summer Term Tracking	Notes
Year 2					
Badgers	Handwriting Booster Group	1 x 15 minutes weekly			
			WT		13 children
			WT		Names have been blacked out for obvious reasons
			LE		
			LE		
			WT		
			E		
			WT		
			LE		
			LE		
			E		
			WT		
			LE		
			LE		
Otters	Handwriting Booster Group	1 x 15 minutes weekly			
			WT		10 children
			WT		Names have been blacked out for obvious reasons
			WT		
			E		
			E		
			E		

Year Group and Class	Intervention	Frequency	E Spring Term Tracking	Summer Term Tracking	Notes
			LE		4 children
			E		Names have been blacked out for obvious reasons
			WT		
			LE		
Badgers	Whole class Handwriting Focus on particular children	Daily – 15 minutes			
			HE		6 children
			LE		Names have been blacked out for obvious reasons
			WT		
			WT		
			HE		
			LE		
Badgers	Phonics	1 x 15 minutes weekly			
			WT		6 children
			WT		Names have been blacked out for obvious reasons
			WT		
			WT		
			WT		
			E		
Otters	Phonics	1 x 15 minutes weekly			
			WT		8 children
			WT		Names have been blacked out for obvious reasons
			WT		
			LE		
Year Group and Class	Intervention	Frequency	Spring Term Tracking	Summer Term Tracking	Notes

			WT		
			WT		
			LE		
			LE		
Badgers	Number / Place value	2 x 30 minutes weekly			
			LE		12 children
			LE		Names have been blacked out for obvious reasons
			WT		
			LE		
			LE		
			WT		
			WT		
			WT		
			WT		
			WT		
			WT		
Otters	Number / Place value	2 x 30 minutes weekly			
			WT		8 children
			WT		Names have been blacked out for obvious reasons
			LE		
			E		
			E		
			E		
			WT		
			LE		
Year Group and Class	Intervention	Frequency	Spring Term Tracking	Summer Term Tracking	Notes
Badgers	Reasoning and problem solving	2 x 30 minutes weekly			
			HE		15 children
			HE		Names have been blacked out for obvious reasons
			HE		
			HE		
			HE		

			WT		Names have been blacked out for obvious reasons
			WT		
			WT		
YEAR 1					
Foxes	Letters and sounds	Daily input (20 minutes)			
			WT		7 children
			WT		Names have been blacked out for obvious reasons
			LE		
			WT		
			WT		
			E		
			E		
Year Group and Class	Intervention	Frequency	Spring Term Tracking	Summer Term Tracking	Notes
Hedgehogs	Letters and Sounds	Daily input (20 minutes)			
			E		5 children
			E		Names have been blacked out for obvious reasons
			WT		
			WT		
Foxes	Targeted handwriting	1 x 20 minutes weekly			
			LE		14 children
			E		Names have been blacked out for obvious reasons
			E		
			LE		
			LE		
			WT		
			LE		
			E		
			E		
			LE		

			WT		
			WT		
			LE		
			LE		
Hedgehogs	Targeted handwriting	1 x 20 minutes weekly			
			E		2 children
			WT		Names have been blacked out for obvious reasons
			WT		
Year Group and Class	Intervention	Frequency	Spring Term Tracking	Summer Term Tracking	Notes
Foxes	Colourful Semantics/Tricky Words	1 x 20 minutes weekly			
			LE		4 children
			E		Names have been blacked out for obvious reasons
			E		
			WT		
Hedgehogs	Colourful Semantics/Tricky Words	1 x 20 minutes weekly			
			WT		4 children
			E		Names have been blacked out for obvious reasons
			WT		
			E		
Foxes	Daily readers	Daily x 10 minutes			
			WT		6 children
			LE		Names have been blacked out for obvious reasons
			E		
			E		
			WT		
			WT		
Hedgehogs	Daily readers	Daily x 10 minutes			
			E		5 children
			E		Names have been blacked out for obvious reasons

			WT		
			WT		
Year Group and Class	Intervention	Frequency	Spring Term Tracking	Summer Term Tracking	Notes
Hedgehogs	Extended Reading Vocabulary				
			GD		1 child
					Names have been blacked out for obvious reasons
Hedgehogs	Concentration, listening activities	15 minutes 1 x weekly			
			E		3 children
			E		Names have been blacked out for obvious reasons
			WT		
Hedgehogs	Memory Activities	1 x 10 minutes weekly			
			E		3 children
			WT		Names have been blacked out for obvious reasons
			E		
Foxes	Maths pre teaching	4 x Daily lessons			
			E		6 children
			WT		Names have been blacked out for obvious reasons
			WT		
			LE		
			LE		
			WT		
Hedgehogs	Maths pre teaching	4 x Daily lessons			
			E		9 children
			E		Names have been blacked out for obvious reasons
			E		
			E		
Year Group	Intervention	Frequency	Spring	Summer	Notes

and Class			Term Tracking	Term Tracking	
			WT		
			WT		
			WT		
			E		
Foxes	Maths Extension Group	Daily when appropriate			
			GD		8 children
			GD		Names have been blacked out for obvious reasons
			GD		
			GD		
			GD		
			GD		
			GD		
			GD		
Hedgehogs	Maths Extension Group	Daily when appropriate			
			GD		5 children
			GD		Names have been blacked out for obvious reasons
			GD		
			GD		
			GD		
-ARE= Below JE= Just entering S = Secure E= Exceeding					
Year Group	Intervention	Frequency	Spring	Summer	Notes

			Tracking	Tracking	
Squirrels	Speaking and listening	2 x 20 minutes weekly			
			-ARE		6 children
			JE		Names have been blacked out for obvious reasons
			JE		
			JE		
			-ARE		
			-ARE		
Rabbits	Speaking and listening	2 x 20 minutes weekly			
					6 children
			S		Names have been blacked out for obvious reasons
			JE		
			JE		
			JE		
			JE		
Squirrels	NELI Language Intervention	4 x 15 minutes weekly			
					3 children
					Names have been blacked out for obvious reasons
Rabbits	NELI Language Intervention	4 x 15 minutes weekly			
					3 children
					Names have been blacked out for obvious reasons
Year Group and Class	Intervention	Frequency	Spring Term Tracking	Summer Term Tracking	Notes
Squirrels	Phonics 1	3 x 15 minutes weekly			
			-ARE		3 children
			-ARE		Names have been blacked out for obvious reasons
			-ARE		
Squirrels	Phonics 2	3 x 15 minutes weekly			
			JE		7 children

			-ARE		Names have been blacked out for obvious reasons
			JE		
			JE		
			-ARE		
			-ARE		
			-ARE		
Rabbits	Phonics	2 x 15 minutes weekly			
			JE		6 children
			JE		Names have been blacked out for obvious reasons
			JE		
			-ARE		
			JE		
			JE		
Squirrels	Number Group	2 x 20 minutes weekly			
			-ARE		4 children
			-ARE		Names have been blacked out for obvious reasons
			-ARE		
			-ARE		
Year Group and Class	Intervention	Frequency	Spring Term Tracking	Summer Term Tracking	Notes

Rabbits	Number Group	2 x 20 minutes weekly			
			JE		4 children
			JE		Names have been blacked out for obvious reasons
			JE		
			S		

EXPENDITURE

The catch-up premium is funded on a per pupil basis at £80 per pupil. This will be based on the previous year's census. Fetcham Village Infant School will be in receipt of £ (179 x £80). The spending of this money will be down to schools to allocate as they see best. To support schools to make the best use of this funding, the Education Endowment Foundation has published a support guide for schools with evidence-based approaches to catch up for all students.

Amount received £ 14, 320		Amount Spent £18,321	School Contribution £4001
All Staff Training	Specialist invention groups as detailed earlier in this document.		
Learning Platform	It was vital that we updated our remote learning package to include a learning platform for communication links with all stake holders		
Teacher Training	Teachers needed to be trained to use the new learning platform that allows for two-way communication between home and school		
ELSA Training	It became apparent very quickly that we needed more trained staff to help the number of children who needed emotional support.		
NELI Training (Nuffield Early Language Intervention)	This was a government funded 20-week program that we thought would be highly beneficial in tackling the impact of the Covid disruption on early language development. Staff needed to be sourced and trained to deliver it.		
Human Resources	TA's extra hours to support catch up curriculum		

SENCo	Extra hours to 'plan, do, and review' interventions
Parental Engagement	Extra hours for meetings and support
Additional Resources	This includes computer software, maths resources for home and school, mental health and emotional resources including mood bears, and phonics cards and text.