

# Hurst Green Infant School and Nursery Catch up Premium Funding



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### Summary Information

<b>School</b>	Hurst Green Infant School				
<b>Academic Year</b>	2020 - 2021	<b>Total Catch Up Premium Funding</b>	£7,040	<b>Number of Pupils</b>	86

### Guidance

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID - 19). Those from the most vulnerable and disadvantaged backgrounds will be among the 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 allocated 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
<p>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 guidance on curriculum expectations for the next academic year.</p> <p>Schools have 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 children. Schools should use this document to help them direct their additional funding in the most effective way.</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> <li>• Supporting great teaching</li> <li>• Pupil assessment and feedback</li> <li>• Transition support</li> </ul> <p>Targeted approaches</p> <ul style="list-style-type: none"> <li>• One to one and small group tuition</li> <li>• Intervention programmes</li> <li>• Extended school time</li> </ul> <p>Wider strategies</p> <ul style="list-style-type: none"> <li>• Supporting parents and carers</li> </ul>

	<ul style="list-style-type: none"> <li>• Access to technology</li> <li>• Summer support</li> </ul>
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Identified impact of lockdown	
Maths	<p>Specific content has been missed, leading to gaps in learning. Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind'.</p> <p>Recall of basic skills has suffered – children are not able to recall addition facts, use subtraction and recognise some basic numbers across KS1 and have forgotten once taught calculation strategies.</p>
Writing	<p>Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. Gaps specific knowledge has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected, however those who evidently didn't write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.</p>
Phonics	<p>Children have missed the systematic approach of the teaching of phonics and there are significant gaps in their learning. This will have an impact on both reading and writing. Although children accessed phonic learning during lockdown it did not have the rigour and systematic approach it would have if children were in school. Children across KS1 are significantly behind expectations.</p>
Reading	<p>Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. However, children are less fluent in their reading and the gap between those children that read widely and those children who don't is now increasingly wide.</p>
Non- Core	<p>There are now 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. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments.</p>

Planned expenditure					
Desired outcome	Chosen approach	Cost	Impact	Staff lead	Review date
<u>Supporting great teaching:</u>  All subjects will be planned with increasing detail and consideration for how pre requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.	Additional time for teachers to research and plan subjects. Using their assessments to identify gaps and plan accordingly for gaps to be reduced. Release time and additional cover will be required.	£800		SG	Feb 21
<u>Transition support</u>  Children who are joining school from different settings or who are beginning their schooling with Hurst Green will have the opportunity to become familiar and confident with the setting before they arrive.	A video tour of Hurst Green Infant School and Nursery is arranged and shared with all new starters. Additional time is made to cover a teacher so that they can have a meeting with their new starter if appropriate.	£300		SG	October 20 and ongoing
<u>Emotional Support</u>  Children have had different experiences at home during lockdown. PHSE membership will enable teachers to support all children in their emotional well-	Resources identified from association, staff are confident to deliver these confidently. ELSA support team are able to work 1:1 with identified children to	£150		SG/KF	July 21

being and those identified children to have a more targeted approach.	provide specific interventions both in class and out.				
<u>1 to 1</u> Identified children will have significantly increased rates or reading fluency and knowledge of phonics through targeted intervention. They will be able to comprehend reading better as a result of being able to read at pace and use phonic knowledge to aid with their reading. This will support the progress in reading and phonic attainment. Reading books will match with children's individual phonic stage.	RWI phonic intervention and support from RWI consultant. Extra consultant days to support staff to delivery intervention. Spotlight readers are identified and listened to by key members of staff. Support programmes Nessy and Reading Eggs have also been purchased.	£2000		JF	Feb 21
<u>Small Group Teaching</u> Identified groups will have significant gaps in maths, reading and writing. Additional teacher will work alongside a class teacher to provide small group provision in reinforcing and securing specific objectives	Identification of children within the class that require additional intervention to narrow gaps in learning and resilience as learners.	£2590		SG/RC	Feb 21

<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>Additional online learning resources will be purchased such as reading eggs and RWI phonics teaching videos to support children's reading and phonics at home. Nesy will also support with the foundational skills of phonic awareness.</p>	£600		SG/RC	Feb 21
<p><u>Access to Technology</u></p> <p>During the catch up school provisions, children can access additional devices so that they can rotate through discrete teaching, reading fluency and independent online activities.</p>	<p>Chrome books can now be used by children to support the curriculum. Five extra chrome books have been supplied through a grant scheme. Staff training for the use of chrome books and impact on the curriculum.</p>	£600		SG/MB	Feb 21
Total Budgeted cost		£ 7,040			