



Foxdell Infant School COVID-19 Catch-up Premium Spending: Summary

Summary Information			
Total number of pupils:	238 pupils	Amount of catch-up premium received per pupil:	£80.00
Total catch-up premium budget:	£19, 040	Estimated cost of catch-up Strategy:	£26906

Strategy Statement

The DfE will be providing all primary schools in England with an additional funding stream to support pupils in catching-up on aspects of the curriculum that they will have missed due to the Covid-19 lockdown.

This funding will be released in three phases:

Autumn / Spring total = £46.67 per pupil x 238 pupils = £4, 910.00

Summer total = £33.33 per pupil x 238 pupils = £6, 200.00

The school is 'Good' school but it is supporting it's partner school within Federation which is on a journey towards 'Good' following two Ofsted inspections resulting in a 'Requires Improvement' grading (July 2017, December 2019) and a monitoring visit in March 2021. **The whole school action plan lays out the detailed approach to improving teaching and learning across the school. DOES THIS EXIST FOR THE INFANT SCHOOL?** Below is a summary of the ways in which the funding is being allocated in order to raise the attainment of all pupils to close the gap exacerbated by COVID-19 school closures.

The EEF has identified three areas where schools may consider allocating spending:

- Small group tuition
- Additional teaching capacity
- Summer schools

As a school we have identified that during these challenging times, strengthening the leadership team is crucial to ensure the effective outcome of plans and feed into the three identified areas above.

Identified Impact of Lockdown and School Closure	
Maths	<ul style="list-style-type: none"> ● Missed coverage leading to gaps in learning and stalled sequencing of journeys ● Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten previously taught calculation strategies
Reading	<ul style="list-style-type: none"> ● Pupils are entering Reception with no knowledge of phonics as they have missed valuable input in Nursery settings ● Introductory Phonics is still required for a number of children throughout KS1 as they have missed time working on the first phonic sounds in Reception and Year 1 ● Children are less fluent in their reading and the gap between those children that read widely and those children who don't is now increasing
Writing	<ul style="list-style-type: none"> ● Missed opportunities and practice of writing - particularly evident in loss of fine motor skills and weak pencil grips ● Limited opportunities to apply any skills they had previously learnt so learning was not embedded ● Greater depth numbers have dipped significantly across the school
Non Academic	<ul style="list-style-type: none"> ● There is a large number of pupils in the school displaying challenging behaviour as they have not had the opportunity to learn to self regulate or cooperate with other pupils. For some Reception pupils, this is the first time they have come into contact with a group of children other than family members. This is also the first time a large number of these children have been in a learning environment and they do not understand the need to follow adult's instructions ● There are a high number of undiagnosed and unidentified SEND needs in the younger pupils in the school. Some of these needs would have been identified and support for the pupils (and families in how to manage it) would ordinarily have been put during their time in Nursery settings. This has not taken place due to the pandemic ● Stamina and concentration levels ● 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 memorable curriculum moments

Planned Expenditure for Current Academic Year

Quality of Teaching for All				
EEF Strategy	EEF Rationale	Implementation at FIS	Cost	Expected Impact
Support great teaching	<p>Expert teachers develop a broad array of teaching strategies that, combined with subject knowledge and knowledge of their pupils, positively impact upon learning</p> <p>Improving the quality of teaching—both the planning and implementation—is almost always supported by high-quality professional development.</p>	<p>Long term planning put in place for all year groups with increasing accuracy alongside SLT.</p> <p>Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, manipulatives are accessed regularly in Maths to support understanding.</p> <p>Appraisal meeting (March) to identify training needs of both teachers and support staff - schedule to then be put in place.</p> <p>Appraisal system put in place to rigorously ensure any previous CPD/areas for development are followed up and supported.</p> <p>NQTs/staff who require support to receive in school mentoring.</p>	<p>New reading books for the library. £472</p> <p>Purchase additional resources across the Maths curriculum £470</p> <p>NQT induction SK £1400.00</p> <p>Erzsebet - Maths Enigma 6 x ½ days @ £20 per hr = £360</p> <p>In house training on planning RN's time to prepare and deliver</p>	<p>Knowledge gaps will be identified and planning adapted to address these. This will ensure that attainment across the Curriculum is maintained and pupils attain inline with National Expectations.</p> <p>A personalised approach to CPD will ensure quality first teaching for all children. All teaching will be at least good.</p>

Teaching assessment and feedback	Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.	<p>Staff to receive high quality professional development on marking and feedback.</p> <p>Subject leaders to revisit progression grids to adjust curriculum map accordingly. Frequent low-stakes testing to ensure all students, and in particular disadvantaged students, experience success and celebrate the acquisition of knowledge.</p> <p>Assessment cycle to be revisited and Big Cat/White Rise Maths tests along with Target Tracker will be used to identify gaps.</p> <p>Analysis of data will inform the following term's planning. This will be monitored by the assessment lead.</p>	<p>Release time for teachers, subject leaders and YGLs to analyse assessment content and data. £240</p> <p>Whole school Target Tracker training 4.1.21 £180</p>	Ensuring effective feedback is given to pupils will enable them to identify areas for development and make improvements. Analyses of assessments will identify gaps and inform future planning. This approach will support in closing gaps in R/W/M - Data will evidence this.
Total budgeted cost: £3122				

Targeted Support				
EEF Strategy	EEF Rationale	Implementation at FIS	Cost	Expected Impact
1:1 and small group tuition	High quality teaching is supported by, and inextricably bound to, targeted academic support. Good assessment will reveal that some pupils have lost learning, misunderstood content, or made gains in their knowledge, during the extended period of Covid-19 partial school closures. This may require	SZ hired as a TA in order to act as class TA to release an HLTA to deliver 1:1 and group work - phonics and maths.	TA salary Nov 20 to Aug 21 £14,340	By increasing targeted time spent reading/supporting maths 1:1, data analysis will indicate gaps in reading/maths progress will close.

	<p>targeted one to one or small group tuition to address gaps. There is extensive evidence supporting the impact of high-quality 1:1 and small group tuition as a catch-up strategy.'</p> <p>Providing additional out-of-class support after lessons can help to close gaps and/or deepen understanding. It may again be useful to look back at previous years' steps to support this</p>			
Intervention programmes	<p>Generally, the use of TAs to deliver high quality interventions, which complement the work of the teacher, is a 'best bet' and could be a powerful way of mitigating any impacts of time away from school and see positive gains for pupils. We suggest schools should adopt one or two well-chosen, and well implemented, TA-led interventions, judiciously used to complement and extend class-based teaching and learning.</p> <p>In order to support pupils who have fallen the furthest behind, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary.</p> <p>Sessions are often brief (15-45 mins), occur regularly (e.g. 3-5 times per week) and are maintained over a sustained period of time (e.g. 8-20 weeks). Staff receive extensive training from experienced trainers or teachers.</p>	<p>Group phonics training delivered by Modupe.</p> <p>Fast Phonics 3+ times a week for pupils from all classes (TA run)</p> <p>Additional 1:1 reading for children who are assessed below national standards</p> <p>SALT (speech and language) targeted work for 6 children across the schools. 6 pupils x 30 mins sessions each week (Tracy Peak)</p> <p>Maths interventions one hour for each year group run by TAs each week.</p>	<p>TA time allocated to SALT targets, Maths interventions £2280 (38wksx6hrsx£10 for 1 TA)</p> <p>SLT capacity due to consult DHT at Juniors</p>	<p>By providing maths and reading catch-up interventions for identified children in the afternoons, data analysis will indicate gaps in maths and reading to close and progress to accelerate.</p>
Planning for pupils with Special Educational	<p>Creating a positive and supportive environment that promotes high standards and positive relationships can help ensure pupils can access the best</p>	<p>Regular SEND Reviews ensures teachers are fully aware of pupils and their individual needs. Personalised plans and the systematic approach of</p>	<p>NASENDCO course for SENDCo £1980</p>	<p>By ensuring a personalised approach to interventions and support given to those children with complex needs,</p>

<p>Needs and Disabilities (SEND)</p>	<p>possible teaching. Consistent routines are important for behaviour in school and this proactive approach to behaviour will support all pupils, including those with SEND.</p> <p>An important principle for teachers in managing behaviour is to get to know and understand each pupil, supporting them in the self-regulation of their behaviour. Self-regulated learners can see larger tasks as a series of smaller more manageable steps. Pupils will need teachers, teaching assistants or tutors to scaffold self regulation to support them in organising equipment, their time and remembering routines.</p>	<p>the SENDCo ensures provision is implemented and needs met.</p> <p>Within SEND Reviews, weekly inclusion meetings and pupil progress meetings, pupils and their needs are discussed. Targets are identified and strategies/support put in place to ensure the delivery is both efficient and effective. The provision map evidences pupils, their need, targets and the interventions/support planned. This document is then shared with all staff on a 'need to know basis.'</p> <p>The deployment of teaching assistants are reviewed regularly and redeployed on need. The deployment is reflective of need/provision map.</p> <p>Any additional support given post universal support is by adults who are familiar to the pupils and to ensure consistency, programs/interventions are delivered by the same adult. This allows relationships to be built up and trust to be gained.</p> <p>SEND training for staff provided by SB - 2 for teachers, 2 for TAs.</p> <p>Thrive training for teachers</p>	<p>Payment for the student's salary (NC) to release SB 1 day per wk £4800</p> <p>ELKLAN training for SENCO, £284 teacher + TA (10 week course) - commences Sept 21</p>	<p>analysis will evidence PIP targets will be achieved.</p>
<p>Total budgeted cost: £23684</p>				

Other Approaches

EEF Strategy	EEF Rationale	Implementation at FIS	Cost	Expected Impact
<p>Supporting pupils' social, emotional and behavioural needs</p>	<p>A large and often unrecognised part of teachers' work has always involved providing support for pupils' social, emotional and behavioural needs. Understandably, the impact of Covid-19 closures means many schools are revisiting their approach, to secure support in readiness for this new school year.</p> <p>As most children will change teachers in September, valuable transition information will need to be supplemented with a sustained focus on supporting and monitoring pupils' social, emotional and behavioural needs. Once more, meaningful and manageable assessment will be crucial.</p>	<p>Behaviour management training will be provided to all staff by an LBC specialist. (Hilborough Behaviour Provision)</p> <p>Ongoing CPD and support for staff from skilled SLT ensures staff have support to embed changes in their practice.</p> <p>Increased presence on gate – additional members of the Pastoral team will be on hand each morning to support any pupils with emotional need.</p> <p>The use of Thrive, the teaching of the learning behaviours, daily PATHs and weekly Jigsaw lessons will support pupils SEMH throughout the academic year</p> <p>INSET for RSE by LBC 13.4.21</p>		<p>Our approach will be holistic, supported by the physical environment which is aesthetically pleasing and calming to the eye.</p> <p>Visual cues in the classroom, such as a worry box per class, values displays, growth mindset prompts and Thrive strategies offer handy reminders for pupils and staff. We are well placed to manage pupils' return to school in the coming academic year.</p> <p>Data analysis will indicate pupils generally remain behaving positively and there will be a decrease in the number of red/yellow cards given out and behaviour plans implemented.</p>
<p>Supporting parents and carers</p>	<p>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.</p> <p>Providing additional books and educational resources to families, with support and guidance, may also be helpful – for example, offering advice about effective strategies for reading with children.</p>	<p>Parents have the opportunity to email all class-based teachers to communicate concerns.</p> <p>In addition to offering pupil SEMH support, parents will also be offered support. Pastoral team will remain in close contact with vulnerable parents and offer any advice/signposting as/when needed. The weekly newsletter will be shared via Parentmail and family support packages given to identified families. The support packages will include</p>	<p>English conversation course run by Adult Family Learning LBC Summer 2 - online or in person £100 (FW time)</p>	<p>By promoting a meaningful relationship between home and school, parents as partners will be encouraged.</p> <p>Parent questionnaires will indicate that parents will feel involved and more confident in being able to support their child's education.</p>

		<p>school uniform and food hampers. The pastoral team will also host informal coffee mornings once restrictions are removed and parent workshops. In the interim, parents will be invited to attend online workshops delivered in house/by specialist support agencies.</p> <p>We will ensure we invest in strong relationships with parents. This includes employing an Attendance Officer who maintain strong links between school and home.</p> <p>The purchase/production of resources for those who choose not to access online resources.</p>		
<p style="text-align: right;">Total budgeted cost: £100</p>				