



Southbourne Infant School COVID-19 Catch-up Premium Statement and Plan January 2021

Following the COVID-19 pandemic and subsequent closures of schools, we have all received an additional amount of money to provide catch-up support. Children across the country have experienced unprecedented disruption to their education; the most vulnerable and disadvantaged children will be amongst the hardest hit. This funding is to support these children and to close the gaps in their learning and social and emotional well-being. Schools have the flexibility to spend the funding in the best way for their cohort and individual school circumstances.

Each school has been allocated funding (per pupil) called Catch-up Funding; our school will receive a total of £13.920, which will be paid in 3 tranches. This funding must be used for specific activities to support children to catch up for lost teaching time over the previous months.

In order to use this funding in the best possible way, we have carefully considered the research and advice, provided by the Education Endowment Fund, and used assessments of our children's academic and personal development to inform our decisions. We will be using a tiered approach as a framework and have identified a number of priorities where we feel we can have the most impact.

Context of the school and rationale for the spending strategy

- Our proportion of disadvantaged children (those in receipt of free school meals) is relatively low compared to many schools, at 14%
- Many of our children engaged with our online learning during the first lockdown
- When we re-opened in September, our attendance was good; reception children were brought in (as usual) on a staggered basis to ease the transition into school, as summer term visits to school and home visits were not possible.
- Data from the previous year alongside assessments that have been carried out indicate to us where the gaps are in children's learning, knowledge and skills.
- We have assessed the Social and Emotional needs of our children as well as levels of well-being and as time has gone on, the need to support many children with social and emotional difficulties has become more apparent.

EYFS Specific gaps have been identified as the children started and following Baseline Assessments. These are probably because children did not attend pre-schools for the summer term, which meant that they missed the usual preparation for school.

- **Speaking**, children's language skills are generally low. This is particularly evident when they are playing with others, eg communicating with each other, negotiating, turn-taking, narrative during small world play etc
- **Play** children have been less willing/able to explore the learning environment and have needed a lot of support and modelling to access and play with resources; small world, construction etc

Identified Impact of Lockdown on teaching the curriculum

MATHS Specific content has been missed, leading to gaps in learning and interrupted sequencing of learning journeys. Children have not generally lost their enthusiasm for maths. Recall of basic skills has suffered; children are less able to recall addition facts, number bonds and calculation strategies.

WRITING Children have not missed 'units' of learning, in the same way as maths, however many have lost essential practising of writing skills. Phonics, handwriting and spelling knowledge has suffered, leading to a lack of fluency for many writers. Those who have maintained writing during Lockdown have been less affected, but those who don't seem to have written much have had to work on building up stamina and fluency in their writing.

READING Children accessed reading during Lockdown more than anything else, as this needed less teacher input and was generally more accessible to more families; however, we had some families that did not access Bug Club, and some children who did not read at all during Lockdown. The use of Bug Club supported the reading skills that many children had already gained, but overall did not develop them further. Even though many children have read during Lockdown, due to less emphasis by parents on comprehension skills, these skills need to be further developed.

FOUNDATION SUBJECTS There are now significant gaps in children's knowledge. As whole units of work have been missed, this may affect future learning, as in many cases it builds on previously gained knowledge and children make connections between what they already know and new information and knowledge. Children have also missed out on curriculum enrichment experiences, ie visits and visitors

PSHE On the return to school, it was noticed by staff that children's ability to listen attentively in a group had diminished significantly. Also, there was a marked difference in children's ability to be considerate, co-operate and solve their own friendship issues. Children's levels of resilience and stamina for problem solving and longer tasks lessened. Children were also less independent

| Teaching and Whole School Strategies | | |
|--|--|--|
| Desired Outcome | Chosen Approach, anticipated cost | Impact |
| <p>A stronger remote learning offer is in place</p> <p>For any children who are learning from home to be able to access home learning and communicate with school effectively.</p> <p>To increase the likelihood that parents can sustain support for their child's home learning,</p> | <ul style="list-style-type: none"> High quality remote learning; a new and improved platform (Tapestry) to be put in place across the school; staff to be trained in its use. Parents/carers to be made aware of the platform and how to access, register and use it. School pro-actively contacting parents who are not engaging Daily timetables suggested and '5 a Day' introduced across the school (both are to support parents to | <p>Parents feel better supported to be able to engage in their child's home learning, and teach planned work at home, minimizing the chance of their children falling behind during school closure. See Home/Remote Learning report to governors for parental feedback</p> <p>Clear explanations and scaffolding of learning mean that children's learning continues</p> |

| | | |
|---|---|---|
| <p>To sustain communication and parental engagement, based on strong relationships already built with parents</p> | <p>have a daily balance of activities and add structure to the day/learning)</p> <ul style="list-style-type: none"> • Videos of staff introducing lessons, with clear explanations that build on prior learning, use of BBC Bitesize, White Rose and Oak Academy Resources. • Regular feedback on Tapestry and phone calls to check wellbeing of parents and children • Printed packs available to families who cannot print at home • Subscriptions to online learning, both for children to access at home and for staff to use for their planning (eg Bug Club, Phonics Play.....) | <p>Parents are further supported, and have a better understanding of the learning and of our expectations. Also these keep the children at home more 'connected' with their teachers</p> <p>Parents are reassured by prompt responses to any issues or worries</p> <p>Home learning is accessible to many more families</p> |
| <p>Children's well-being is prioritised to ensure minimum impact of COVID and Lockdown</p> <p>Children's resilience increases</p> | <ul style="list-style-type: none"> • Wellbeing focus throughout the school • Newly introduced PSHE planning, (including 1Decision resources) implemented across the school • Identify and target for support children who have low levels of emotional well-being/concerns about returning to school • Forest School/Outdoor Learning, to improve mental health and well-being • Introduce Play Leaders (PALS) strategy | <p>Children are more able to express their emotions and to develop their self- awareness</p> <p>Children are supported to re-connect with their peers and re-establish learning behaviours and positive relationships</p> <p>Children re-engage with school, feeling safe and ready to learn</p> <p>There is an increase in children's resilience</p> |
| <p>Accelerated progress in Phonics (Year 2) to maintain/improve on 84% by the end of; Autumn Term (Year 2)</p> | <ul style="list-style-type: none"> • Phonics teaching is embedded into a rich literacy environment across the school | <p>Children have access to a wide range of books that are appropriately matched to their phonics ability, so accelerating their phonic and reading ability</p> |

| | | |
|---|---|---|
| Summer term (Year 1) | <ul style="list-style-type: none"> • Additional sets of phonics based reading books purchased • Effective grouping of children across year groups rather than classes (minimum of 6 ability groups per year group) | <p>Children’s learning is specifically tailored to their ability ensuring that progress is maximised</p> <p>Accelerated progress in Year 1 and 2 results in a phonics score of at least 84% at the end of autumn tem (Year 2) and summer term (Year 1)</p> |
| Total Cost; Tapestry £256, Phonics books £543.44, Bug Club £1399 | | |
| Targeted Approaches | | |
| Desired Outcome | Chosen Approach, anticipated cost | Impact |
| For children who have fallen behind the furthest to be supported to catch up with their peers | <ul style="list-style-type: none"> • Identify, across the school, these children and prioritise for intervention • High quality structured interventions to be delivered 1:1 or in a small group, to complement the work of the teachers • Reading support (regular, extra reads with retired Head) for children in Year 1 who need support to catch up | Effective and successful interventions (to be measured before and after) will ensure that the gaps will be closed for those children who have fallen behind |
| Children’s vocabulary, listening and narrative skills are developed | <ul style="list-style-type: none"> • NELI Programme introduced; scripted individual and small group language teaching sessions delivered by trained support staff • Staff trained and familiarised with the resources • Children assessed and prioritised for intervention; sessions timetabled then led by 2 trained TAs • Speech and Language training for all TAs, from WSCC S and L Service | <p>All children will be assessed at the start and end of the year to demonstrate accelerated progress for children taking part in the programme and accessing interventions</p> <p>Children’s skills will develop, to enable them to catch up with their peers and achieve the relevant Early Learning Goals by the end of Reception.</p> |

| | | |
|--|---|--|
| | <ul style="list-style-type: none"> Emotional Literacy Programme to continue to be delivered by support staff to children identified as in need | <p>Children are more able to express their emotions and to develop their self-awareness</p> <p>Children are supported to re-connect with their peers and re-establish learning behaviours and positive relationships</p> |
| Total Cost; Extra TA Support £8,405 | | |
| Wider Strategies | | |
| Desired Outcome | Chosen Approach, anticipated cost | Impact |
| <p>Children re-engage with school, feeling safe and ready to learn</p> <p>Children's well-being is prioritised to ensure minimum impact of COVID and Lockdown</p> <p>Children's resilience increases</p> | <ul style="list-style-type: none"> Yoga, for Year 1 and 2 initially, then all year groups Ballet, for Years 1 and 2 <p>Also see above</p> | <p>Children are able to have a place to be calm</p> <p>An increase in children's ability to manage their anxiety, improve their emotional regulation, boost self-esteem, improve core strength and co-ordination</p> <p>An increase in children's body awareness, concentration and memory, core strength and muscular strength, co-ordination, agility, balance and spatial awareness</p> |
| Total Cost; Yoga £1,080 Ballet £300 | | |
| Total cost so far; £11,983.44; £1936 remaining | | |