

Farncombe C of E Infant School Covid Catch up Premium 2020-2021

'As with all government funding, school leaders must be able to account for how this money is being used to achieve our central goal of schools getting back on track and teaching a normal curriculum as quickly as possible. Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors and trustees should scrutinise schools' approaches to catch-up from September, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities, and ensuring appropriate transparency for parents.'

Summary Information					
School	Farncombe C of E Infant School				
Academic Year	2020-2021	Total catchup premium	£11,820	Number of pupils	148
Rationale and Context					
<p>Following the 2020 lockdown due to the COVID-19 pandemic, Farncombe School received an additional amount of money to provide catch-up support for those pupils that require it. Those from the most vulnerable and disadvantaged backgrounds were among those hardest hit. This was despite every effort to bring those children back into school as soon as possible. Some vulnerable pupils missed the minimum amount of school (often just three weeks) but this still had an impact. Other vulnerable pupils were invited back on-site, but did not return until September.</p> <p>90% Reception returned in June and July 2020 after missing seven weeks of school. As infant schools were asked to prioritise this youngest year group, Reception had full time schooling through these two months. These children are currently in Year 1 and do not show significant gaps in their learning.</p> <p>95% Year 1 returned in June and July 2020 after missing seven weeks of school. They attended for 2.5 hours per day, to allow for the year group to form two bubbles. The children appeared to learn well but now they are in Year 2, there are visible gaps in their knowledge and skills. Although we were able to bring them back part-time, the aggregate impact of lost time in education was substantial, and the scale of our response must match the scale of the challenge.</p> <p>Current reception children were in Nursery during lockdown. They almost entirely missed the final term of their nursery education, focusing on preparation for school and transition activities. In September 2020 we found that while the older Reception Class appeared to be relatively unaffected by the pandemic, the younger Reception children were less able to focus on instruction for more than a few minutes, had less knowledge of basic rhymes and songs than previous years and were less independent with belongings, speech and personal care.</p> <p>The catch-up premium was designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19). At Farncombe School, in order to utilise this additional funding in the best possible way, we have considered closely the research and advice put forward by the EEF and used timely assessments of both children's academic and personal development needs to inform our decisions. The table below outlines our intentional spend with a rationale accompanying each decision.</p>					
Use of Funds			EEF Recommendations		
<p>(The green text are the areas within the "The EEF guide to supporting school planning" and the blue text are those areas detailed in the "Covid-19 support guide for schools.")</p> <ul style="list-style-type: none"> • Tier 1 - Teaching (High-quality for all, effective diagnostic assessment, supporting remote learning and focussing on professional development.) Teaching and whole school strategies (Supporting great teaching, Pupil assessment and feedback and Transition support) • Tier 2 - Targeted academic support (high quality one to one and small group tuition, teaching assistants and targeted support, academic tutoring, planning for pupils with SEND.) Targeted approaches (One to one and small group tuition, Intervention programmes and extended school time). • Tier 3 - Wider strategies (supporting pupils social, emotional and behavioural needs, planning carefully for adopting SEL (social and emotional learning) curriculum, supporting parents with pupils of different ages and successfully implementation in challenging times) Wider strategies (Supporting parent and carers, access to technology and summer support 					

The EEF advises the following:

- “The EEF guide to supporting school planning – A tiered approach to 2020-21”
https://educationendowmentfoundation.org.uk/public/files/Publications/Covid19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2020-21.pdf
 - “Covid-19 support guide for schools” https://educationendowmentfoundation.org.uk/public/files/Publications/Covid19_Resources/Covid-19_support_guide_for_schools.pdf **Teaching and whole school strategies**
- ❖ Supporting great teaching
 - ❖ Pupil assessment and feedback
 - ❖ Transition support

Targeted approaches

- ❖ One to one and small group tuition
- ❖ Intervention programmes
- ❖ Extended school time

Wider strategies

- ❖ Supporting parent and carers
- ❖ Access to technology
- ❖ Summer support

Maths	Specific content has been missed, leading to large gaps in learning and stalled sequencing of journeys. Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, ‘behind’. Recall of basic skills has suffered – children have not retained taught calculation strategies, addition and multiplication facts. This lack of fluency is reflected in daily teaching and learning sessions as well as arithmetic assessments. When compared directly to lessons from the same time last year, Year 2 introductions need to begin further ‘back’ and more time needs to be spent on the basics. This means that although there is every effort to teach the full Year 2 curriculum, lessons cannot go deep enough as time simply runs out. For example, when teaching time in Autumn 2019 the middle Year 2 Maths Group spent five minutes recapping o’clock and half past then the majority of the first lesson that week was spent on quarter to and quarter past. The second lesson in the week was devoted to consolidating this and moving onto five minute intervals. In Autumn 2020 the first full lesson had to be spent on o’clock and half past as the children were unsure of these measures. This meant that the second lesson was on quarter to and quarter past, leaving no time to address five minute intervals. This has been the pattern for all units in Maths; the children progress well within the lessons but the starting points need to be so far back that veering the full curriculum at an appropriate pace is impossible.
Writing	Children haven’t necessarily missed ‘units’ of learning in the same way as Maths. However, they have missed out on teacher led session that focused on the rehearsal of writing skills. Children are lacking a little fluency in writing due the loss of specific grammar and punctuation skills.
Reading	Children accessed reading during lockdown and the partial opening more than any other subject. This is something that was easily accessible for families and required less teacher input. There is a reduction of fluency and comprehension skill with most children. The gap between more secure readers and those who are still embedding a range of reading skills including fluency has increased. Current Year 1 children are not as secure in phase 2 and 3 phonics. This lack of security seen a loss of application of phonics knowledge when reading and writing. There are many more children still on 1.3 than would be the norm in Autumn. Children in Year 2, who are working towards the expected standard in reading and writing, are less secure with applying phase 4 skills and phase 5 knowledge. There are six children who are unlikely to reach the expected standard, compared to the usual three or four at Farncombe.
Foundation Subjects	There are now significant gaps in knowledge. Whole units of work have not been taught with in school, meaning that children are less able to access pre-requisite knowledge when learning something new. Teacher judgements have shown children are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences such as trips, visitors and ‘wow factors’. RE knowledge is lacking, particularly in Reception.

Area to Address	Action/Approach	Finance	Expected Impact
1. Teaching (Professional development programme - Supporting Early Career teachers - Assessment - Effective remote learning)			
<u>Supporting Great Teaching</u> Maths – Year 2	<ul style="list-style-type: none"> Year 2 Maths Groups 2 x weekly Mighty Maths in Lime increased to 3 x weekly Adaptations made to lesson introductions to allow for earlier starting points followed by rapid progress Early work to include mental maths and opportunities to rehearse existing skills A high focus on arithmetic recaps Google Classroom introduced to better consolidate work and provide motivating weekly homework 	£2000 for Maths Groups (all Year 2) £1500 for Google Classroom	<ul style="list-style-type: none"> Missed learning will have been covered and gaps in learning reduced/erased within two years. We are hopeful this will be reached with in one academic year. Those at risk of falling behind are identified swiftly. Quality first teaching alongside prompt/reactive interventions will support these learners. There is a further increase in the proportion and consistency of effective quality first teaching and learning across the school.
<u>Supporting Great Teaching</u> Writing – Year 2	<ul style="list-style-type: none"> Additional afternoon Phonics lessons in Lime 3 x weekly Additional task support for writing lessons Talk 4 Writing Training adapted Smaller size class enables more adult attention for supporting spelling, handwriting and sentence structure Increased frequency of handwriting lessons 	GLP funds £25 000 for additional teacher	<ul style="list-style-type: none"> Gaps in learning closed Fine and gross motor skills for all children to be within age related expectations Those at risk of falling behind identified through effective quality first teaching and in class intervention given.
<u>Supporting Great Teaching</u> Reading – Year 2	<ul style="list-style-type: none"> Additional afternoon Phonics lessons in Lime 3 x weekly Focus lessons in Apple to prepare for Year 2 phonic screening Individual additional reading for four Year 2 at risk of missing EXS Year 2 Storytime weekly 	£500	<ul style="list-style-type: none"> Reading skills will be embedded which will improve fluency, comprehension and inference skills. Regularity of reading re-established.
<u>Supporting Great Teaching</u> Reading – Year 1	<ul style="list-style-type: none"> Year 1 Reading Group established early and increased to 4 x weekly Year 1 Storytime weekly 	£2000	<ul style="list-style-type: none"> Reading skills will be embedded which will improve fluency, comprehension and inference skills.
<u>Supporting Great Teaching</u> Reading – Reception	<ul style="list-style-type: none"> Gap analysis and baseline data shows weaknesses in phase 1 and very little knowledge of phase 2 phonics, so additional phonics work in place. 		<ul style="list-style-type: none"> Children to develop listening skills to support segmenting and blending.
<u>Supporting Great Teaching</u> Foundation Subjects – all years	<ul style="list-style-type: none"> Fun Fridays to continue through Autumn 2020 helping to provide a broad and balanced curriculum. Stamina was identified as an issue, so lessons and events in early Autumn were arranged to build fitness and endurance. WSTs to resume in January Bible Stories to be taught on weekly basis, covering core themes 	£500	<ul style="list-style-type: none"> Children will be fully caught up and on track after two years Children will be effective learners who make links between experiences, pre-existing knowledge and new learning. Children will regain drive and stamina
<u>Teaching Assessment and</u>	<ul style="list-style-type: none"> Re-do all PM Benchmark in early and later Autumn 		<ul style="list-style-type: none"> Assessment strategies determine how to

<u>Feedback</u>	<ul style="list-style-type: none"> • Use Rising Stars and formative assessment in all classes • Meet with teachers to review early tracking • Produce targets for 2021 based on early data and review these in January 		<ul style="list-style-type: none"> • most effectively support pupils. Children are then taught missed concepts and move closer to expected levels. • Subject specific assessments – tailored and focussed have been used to identify particular areas where pupils have forgotten or misunderstood concepts. This ensures that new material being covered builds on secure foundations. • High quality feedback, building on an accurate assessment, impacts positively on progress.
<u>Transition and Admissions Support</u>	<ul style="list-style-type: none"> • Summer visits for all new Reception children after end of term • Baseline and assessment days in small groups in September • Virtual tours available on youtube for parents for 2021 • Zoom Q&A available for prospective parents • Website updated with increased information to make up for missed tours • Year group bubbles formed • New class created, meaning all pupils benefit from better ratios 	£25 000 (as before)	<ul style="list-style-type: none"> • Positive relationships established with families at an earlier stage. • Transition arrangements enable new starters as well as current pupils seamlessly integrate into school life as supportively as possible, developing more confidence and this in turn will mean children are more prepared to start to learn. • Strategies enable the school community to recover quickly from the impact of the pandemic and return to normal routines as soon as possible. • The wellbeing of the school community has been a priority. • School leaders have managed to maintain the school’s positive and supportive culture.
2. Targeted Academic Support (Structured interventions - Small group tuition - One to one support - Effective deployment of Teaching Assistants - Reading intervention)			
I: 1 and Interventions	<ul style="list-style-type: none"> • Identify children who will benefit from targeted interventions • Plan and deliver focused sessions which will close gaps in learning and build confidence and motivation • Deliver Let’s Play Language, Jump Ahead, Write Dance, additional reading • Engage private Speech and Language Therapy to support most needy 	£3500 £4000	<ul style="list-style-type: none"> • Children who were originally below expected standard are making better than expected progress each term. • By providing catch-up interventions we expect to close the gaps in phonics, reading, writing, and progress would be good. • Consistent adults running interventions will build positive relationships and impact effectively on confidence and progress.
Tuition	<ul style="list-style-type: none"> • Protocol engaged through National Tutoring Program to provide 15 hours of writing catch up for most need pupil premium in YR and Y1 	(Cost covered through PP)	<ul style="list-style-type: none"> • Confidence, enjoyment and ability in writing all boosted.

3. Wider Strategies (sustaining parental engagement – social and emotional learning – reinforcing behavior routines, wrap around care)			
Supporting Parents and Families	<ul style="list-style-type: none"> • Google Classroom arranged for Year 2 • Tapestry arranged for Reception • Purple Mash in use for YR and Y1 • Pupil Questionnaire to assess needs and help plan Autumn 2020 • Multiple Zoom accounts set up for pupils to access when self-isolating 	<p>£700 £1300</p>	<ul style="list-style-type: none"> • Children able to access learning despite isolation. • Parents able to increase understanding of curriculum
Access to Technology	<ul style="list-style-type: none"> • I pads purchased for all teachers, used to run Zoom sessions and allow for rapid communication via email • Individual checks on all Year 2 families to ensure engagement in remote learning during first two days of self-isolation in December 2020 	<p>£4500</p>	<ul style="list-style-type: none"> • By ensuring that children have access to quality home learning resources, supplementing the learning they are doing in school, with challenges and tasks set by the teacher at their level, we are expecting the impact to be accelerated progress in all areas. • Increased parental engagement • Technology adds to the elements of effective learning.
Re-establishing good behaviour	<ul style="list-style-type: none"> • Additional time spent on school values and rules to re-establish systems • Good behavior for learning seen in Y1 and Y2 • Attendance and Punctuality strictly monitored and supported with school procedures on a daily basis • Individual support where needed for behaviour and friendship issues 		<ul style="list-style-type: none"> • Children settled back into school routines quickly • Attendance was high in Autumn 2020, at 97.1% through Sep, Oct and Nov before a year group had to isolate • School and home work well together • Pastoral support impacts positively on progress by removing barriers
Fitness	<ul style="list-style-type: none"> • Use Fun Fridays, PE lessons and breaktimes to embed lifelong behaviours and positive attitudes towards physical activity. • Provide daily movement breaks in class through Go Noodle and similar • Purchase new outdoor toys to encourage physical development • Monitor stamina through recovery curriculum and encourage parental input through Christmas challenges 	<p>Several purchases funded through Sports Premium</p>	<ul style="list-style-type: none"> • Children will develop healthier life styles and this will in turn support emotional and mental health as well as academic progress. • Children to show improved stamina
PSHE and Wellbeing	<ul style="list-style-type: none"> • Recovery curriculum in each class to include increased PSHE • Wellbeing policy kept open through academic year for constant additions for staff and pupils (refer to policy for details) 		<ul style="list-style-type: none"> • All in school understand what has happened and how we can move on in strength • Greater resilience • Sense of achievement for all through joint projects and events

