



Covid Catch-Up Premium Plan & Review - Moss Hall Infant School

Summary information					
School	Moss Hall Infant School				
Academic Year	2020-21	Total Catch-Up Premium	£28,000	Number of pupils	350

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 those 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 calculated 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
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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 the guidance on [curriculum expectations for the next academic year](#). 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 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 students. Schools should use this document to help them direct their additional funding in the most effective way.

The EEF advises the following:

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

- Access to technology

Identified impact of lockdown

Reception	<p>Our baseline assessments show that the areas lockdown has had the most negative impact on for this cohort are Personal, Social and Emotional Development and Communication, Language and Literacy. The group of children affected most significantly is the disadvantaged group and we will ensure that these individual children and families are a focus for support.</p> <p>PSED – Many of our children have spent little time in Nursery settings and much time socially isolated and confined and therefore have had much less opportunity to navigate themselves in larger groups of children and develop the associated skills. They have spent more time with their parents/carers and as a result are very early on in their development of their sense of self and independent skills.</p>
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	<p>Compared with last year's cohort there has been an average increase of 44% of children starting Reception below their age related expectations across the 3 aspects of learning in PSED (Self Confidence and Self Awareness, Managing Feelings and Behaviour and Making Relationships).</p> <p>CLL – The children have had much less exposure to a school setting and an enriched learning environment full of opportunities for language and communication development than usual and as a result there has been a drop of an average of 9% in children starting reception at age related expectations or above in this area of learning. The most significant difference in this area is the % of children starting above age related expectations, which has dropped by an average of 19% across the three aspects of learning (Listening and Attention, Understanding and Speaking)</p> <p>Disadvantaged Group – 67% of our disadvantaged group are below age related expectations in all aspects of learning compared with 11% of our non-disadvantaged cohort. This group need to be a focus throughout the year as they will need additional support so that the gaps can be rapidly narrowed.</p>
<p>Reading</p>	<p>Phonics Year 1 initial phonics assessments show that missing a term of learning in Reception has left this cohort with significant gaps in their phonics knowledge and application skills and it is therefore important that this whole cohort are supported to make rapid progress.</p> <p>In Year 2 the children that were taught phonics in Rec and Y1 at MHI until lockdown were fairly successful in an early phonics screening test that took place in September 20 with 73% passing (to be repeated at the end of Autumn term). We have identified that 17% of children have significant gaps in their phonics knowledge and will need additional support</p> <p>Reading In Year 1 there is a significantly lower % of pupils working at and above in reading at this point in the year compared with previous cohorts. The extended period missed in Reception has left this cohort with significant gaps not only in their phonics knowledge but also in their ability to segment and blend words and read common exception words. They have also missed the rich, high quality text based learning that supports the development of key comprehension skills, familiarity with story and texts and the opportunity to talk about and discuss stories with their teacher and their class.</p> <p>In Year 2, although the children's phonic knowledge was not as significantly affected it is clear that there has been a negative impact on children's wider reading skills as a result of the lockdown. There has been a significant decrease in the % of children working at expectation at the start of Y2 compared with the % of children in the same cohort working at expectation at the end of EYFS. Initial assessments show that there are significant gaps in the children's knowledge of vocabulary, their understanding of different features of fiction and non-fiction texts and their ability to use inference. Although most children will have been reading books at home during lockdown it is very hard to replicate the teaching of these wider reading skills that the children develop at school during guided reading sessions and through immersion in the teaching sequences planned for English lessons based around a selection of high quality and carefully selected texts.</p>
<p>Writing</p>	<p>Year 1 – The cohort has had significantly less opportunity to develop their writing skills. There is a large proportion of children who have poor gross and fine motor skills and are therefore finding the physical process of writing very difficult – this may be due to lack of opportunity for physical activity during lockdown and the lack of support in developing the physical writing skills during this period. This cohort has also had much less structured support for applying their phonic knowledge to their writing.</p> <p>Year 2 – As in year 1 fine motor skills and handwriting have been highlighted as an area for development in order to improve presentation, writing fluency and stamina. Specific grammar and punctuation skills from year 1 have not been fully embedded and as a result 37% of children are now working below expectation compared with 19% of the previous cohort at the same time of the year. The children also have not been exposed to as many different examples of text structures as they should have been and had the experience of writing in different styles.</p>
<p>Maths</p>	<p>Year 1 – There is an increase of 24% of children who are working below age related expectations on entry to year 1 compared with last year's cohort. Overall missing a significant amount of Reception seems to have had the greatest negative impact across all the core subjects. Children's understanding of numbers to 20 is not yet consolidated and specific content from the Early Years Curriculum was not sufficiently covered particularly in Shape, Space and Measures.</p>

	<p>Year 2 - There has been less of a negative impact on maths attainment and progress during the lockdown particularly in the children's number and calculation skills and the majority of children are on track to make good progress from the end of EYFS assessments. The main negative impact has been on the progress of those who were exceeding at the end of Reception.</p> <p>The initial assessments also highlighted specific content from the Y1 curriculum that has been missed which has led to gaps in learning in Fractions, Measurement and Geometry.</p>
Non-core	<p>The children now have more significant gaps in knowledge across the new curriculum. They may be less able to access prerequisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum.</p>

Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)

i. Teaching and whole-school strategies

Desired outcome	Chosen approach and costs allocated to the Covid Catch Up Fund	Impact	Staff	Review date?
<p>Phonics Improve our phonics teaching programme across the school so that there is a cohesive approach that supports children making rapid progress from their lower starting points in order to achieve improved outcomes across the school</p>	<p>Implement the Read Write Inc Phonics programme across EYFS and KS1</p> <p><i>Training costs for all staff</i> <i>Purchase of resources to undertake the programme</i> <i>Purchase of additional books that can be decoded at each stage in RWI</i> <i>Leadership Time for preparation of resources ready for launch</i> <i>Secondment of RWI leader from local school</i> <i>License cost of Phonics Tracker Software and Espresso</i></p> <p style="text-align: right;">£7,320</p>	<p>EYFS: 75% Y1: 74% Y2: 95% Phonics pass / 100% of PP children</p> <p><i>(due to lockdown in Spring term, impact of Covid on staffing and isolations / bubble closures - the full programme could not be delivered)</i></p>	ST and KW	Jan 21 and on-going
<p>Assessment and Precision Planning for Progress Teachers have identified and are able to demonstrate a very clear understanding of gaps in knowledge for individuals and their classes across the AoLs in EYFS and core subjects in KS1, and use this to inform future planning so that gaps are successfully filled ensuring good progress can be made</p>	<p>Purchase and Tapestry an online learning journal for EYFS</p> <p><i>Training for all staff</i> <i>IT equipment purchase</i> <i>Licence fee for the software</i> <i>Leaders time to plan and run parent workshops</i> <i>Additional time for staff in EYFS to complete and upload assessments onto the system</i></p> <p style="text-align: right;">£900</p> <p>Purchase and implement the NFER Standardised Assessments for Year 1 and Year 2 in reading and maths</p> <p><i>Complete termly tests</i> <i>Record assessments on the NFER Data analysis suite</i> <i>Use the individual and cohort level analysis to support planning for closing gaps across the year group, in classes and for individuals</i></p> <p style="text-align: right;">£750</p>	<p>Assessments enabled us to precision teach in 2nd half of the year - small group interventions supported by families at home 75% children reading at ELG</p> <p>Year 1 and 2: Reading outcome - overall average / expected standard attainment for target group</p> <p>Maths outcome - overall working towards the expected standard</p>	HT SK/SR	Jan 21 and on-going Feb 20 and on-going
<p>The Wider Curriculum Foundation subjects will be carefully planned and regularly reviewed in year group teams so that gaps in the pre-requisite knowledge are identified and closed in order for new content to be successfully introduced and learnt</p>	<p>Narrowing knowledge gaps in the wider Curriculum</p> <p><i>Time for Year Group teams to regularly review each week's lessons and adjust planning accordingly</i> <i>Time for year group teams to review whole units of work</i> <i>Additional time for leaders and teachers to update the next units of work with detailed planning in non-core subjects</i></p> <p style="text-align: right;">£600</p>	<p>Pupil Book Study: impact as children become familiar with talking about their learning, what they can now do and remember. Staff trained to elicit information from children . Curriculum adapted accordingly</p>	YGLs and Subject Leads	Nov 20 and on-going
Total budgeted cost				£9,570

ii. Targeted approaches																																		
Desired outcome	Chosen action/approach	Impact (once reviewed)																																
<p>Early Years Foundation Stage A significant percentage of children make rapid progress in the areas of learning within:</p> <ul style="list-style-type: none"> - Personal Social and Emotional Development (PSED) and - Communication, Language and Literacy (CLL) <p>So that a significantly higher percentage meet or exceed these Early Learning Goals than the baseline assessments indicate will</p>	<p>Staff training and planning for direct teaching, adult led groups and other learning opportunities inside the classroom and in the learning garden has been driven by the children's needs within these areas.</p> <ul style="list-style-type: none"> - <i>Training for staff on building strong, trusting relationships through meaningful interactions that in turn lead to improved language development</i> - <i>Training for staff and resources to ensure a greater focus on modelling language (e.g. My turn, your turn, talk partners, STEM frames)</i> - <i>Additional adult support in Reception to ensure that there is a high level of support to focus and engage children in group activities which supports the development of basic play skills and language and also reinforce boundaries and routines.</i> <p style="text-align: right;">£3,900</p>	<p>Whole cohort - Attainment in PSED and CLL</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th></th> <th>Self-confidence & self-awareness</th> <th>Managing feelings & behaviour</th> <th>Making relationships</th> <th>Listening & attention</th> <th>Understanding</th> <th>Speaking</th> </tr> </thead> <tbody> <tr> <td>Below (up to 40-60S+)</td> <td>4%</td> <td>4%</td> <td>4%</td> <td>4%</td> <td>4%</td> <td>4%</td> </tr> <tr> <td>Emerging (ELG D or E)</td> <td>16%</td> <td>18%</td> <td>16%</td> <td>18%</td> <td>18%</td> <td>18%</td> </tr> <tr> <td>Exp and Exc</td> <td>73%</td> <td>71%</td> <td>73%</td> <td>70%</td> <td>71%</td> <td>71%</td> </tr> </tbody> </table> <p>planned intervention adjusted to the online environment. Children other than EHCP took up virtual and online interventions for phonics, speaking and listening.</p>						Self-confidence & self-awareness	Managing feelings & behaviour	Making relationships	Listening & attention	Understanding	Speaking	Below (up to 40-60S+)	4%	4%	4%	4%	4%	4%	Emerging (ELG D or E)	16%	18%	16%	18%	18%	18%	Exp and Exc	73%	71%	73%	70%	71%	71%
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<p><u>Intervention programmes</u></p> <p>Quality evidence-based interventions are carefully allocated to individuals and groups so that they are successfully supported to close the knowledge and skills gaps exacerbated by the Covid lockdown and make rapid progress this year and meet the challenging targets set for them particularly at the end of EYFS, the Phonics Screening Test and end of KS1 assessments</p>	<p>Interventions allocated to children for whom lockdown had the most negative impact on their progress. These interventions are regularly delivered by trained quality staff and the majority have clear entry and exit data so that progress can be evidenced</p> <p>Reading <i>Additional daily reading with an adult 1:1 for Read, Write Inc</i> <i>Small group tuition for reading in Y2</i> <i>1:1 RWIN - daily phonics for targeted pupils (dedicated Teacher intervention)</i></p> <p>Writing <i>Gross Motor Skills Group</i> <i>Write from the Start</i> <i>Sentence Builders</i> <i>WGD writing group with teacher</i></p> <p>Other <i>Pre-teach vocab session</i> <i>Talk Boost</i> nurture and fine/ gross motor development - targeted group support and intervention</p> <p style="text-align: right;">£12,800</p>	<p>Prior to , during and following the Spring term 21 lockdown, a range of planned interventions specific to each year group were offered and / or adapted. The impact of Covid on staffing was an issue as bringing in supply staff who also happened to be trained in the delivery of our phonics system and / or our interventions proved impossible. Nevertheless where possible Interventions were adapted from in person to virtual during Spring term lockdown and offered, before / after school or in other ways including virtually in the spring and summer term s</p> <p>As a result:</p> <p>Year 2 100% of children eligible for the Pupil Premium Grant achieved the Year 1 phonic score of 32 in June 21 100% of this group made expected + progress in Reading 89% of this group made expected + progress in Writing 78% of this group made expected +progress in Maths</p> <p>Year 1 94% of children eligible for the Pupil Premium Grant made expected + progress in Reading % of children eligible for the Pupil Premium Grant made expected + progress in writing 88% of children eligible for the Pupil Premium Grant made expected + progress in Maths</p> <p>Reception 100% of children* eligible for Pupil Premium Grant achieved School assessed GLD *English as First Language/ no SEN 40 % of remaining children in this group achieved ELG in reading ; 100% EAL beginner Summer Term</p>	<p>Various TAs and teachers</p>	<p>Jan 20 and on-going</p>
Total budgeted cost				£16,700

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>Home Learning in case of further lockdowns or enforced periods of isolation</u></p> <p>Moss Hall Infant School's GSuite for Education will be up and running and a greater number of children and parents will have the skills allowing them a greater opportunity to access live teaching and learning at home.</p> <p>Children have access to appropriate stationery and other essential learning equipment to take home if required so that all can access learning successfully</p>	<p>Complete the development of our GSuite for Learning ensuring that all children can access and use the online learning platform and make sure that other equipment is ready for the children to take home at very short notice</p> <ul style="list-style-type: none"> - Support from IT company for the initial development - Additional hours from the schools' ICT Support Service to develop and maintain the platform - Training for all staff on its use - Resources for Home-learning stationery and paper packs purchased and collated so that they are ready to distribute to any children who are instructed to self-isolate and learn from home <p>£1200</p>	<p>Investment in CPD, Chromebooks, time to work with the G suite designer and to train staff to work together to create new online teaching units was highly successful and appreciated by parents.</p> <p>The quality of engagement was high and attendance was good.</p> <p>With bubble closures/ class isolation during summer term 21, most children switched quickly to online learning.</p>	SK, SD and YGLs	After any further lockdowns
<p><u>Access to technology</u></p> <p>Children will be able to loan additional devices so that they can access home learning During any further lockdown or period of self-isolation</p> <p>Teachers have laptops that are equipped with webcams and allowing them to facilitate effective home-learning</p>	<p>Investment in technology for staff and children</p> <ul style="list-style-type: none"> - Chromebooks and associated kit purchased for school use and for loaning to pupils when necessary - Laptops purchased and set up for all teachers - Additional support bought from School ICT Service to set up and maintain laptops and Chromebooks <p>£2000</p> <p><i>(small contribution to overall cost – the rest of costs covered by MHSA donations, revenue budget and capital expenditure)</i></p>	<p>Investment meant that we could loan out the majority of the 20 Chrome books. Infant schools did not benefit from DFE laptop scheme so our investment ensured vulnerable children had access to learning if not in our Childcare provision.</p> <p>Infant staff trained by junior staff</p>	LW, SK and SD	
Total budgeted cost				£3200

Cost paid through Covid Catch-Up	£28,000
Cost paid through school budget	£1,470
	£29,470