



Gomer Infant School

Summary information

School	Gomer Infant School				
Academic Year	2020-21 Autumn and Spring Term	Total Catch-Up Premium	£8,360	Number of pupils	176

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
---------------------	----------------------------

<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 the guidance on curriculum expectations for the next academic year.</p> <p>Schools have the 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 students. 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"> ➤ Supporting great teaching ➤ Pupil assessment and feedback ➤ Transition support <p>Targeted approaches</p> <ul style="list-style-type: none"> ➤ One to one and small group tuition ➤ Intervention programmes ➤ Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> ➤ Supporting parent and carers ➤ Access to technology ➤ Summer support
--	--

Identified impact of lockdown	
Maths	<p>Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. There has been a mixed approach to support by parents within cohorts, particularly year 1. This has led to content being planned for but not always being covered. Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments.</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 in 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>
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	There are now significant 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.
-----------------	--

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 anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting great teaching:</u></p> <p>Curriculum planning and recovery curriculum planning time so that the gaps in the curriculum coverage that have appeared post lockdown can be planned for and developed through the new curriculum</p>	<p><i>Additional time for teachers to research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional PPA.</i></p> <p>(1500) percentage of HLTA wage directed towards catch up support</p>			
<p><u>Supporting great teaching:</u></p> <p>An additional teacher employed for the Autumn term+ spring term to support the teaching of phonics across years 1 and 2(5 hours per week)</p>	<p><i>Cost of 1x days teaching per week to support the teaching of phonics and catch up in KS1</i></p> <p>(1200)</p>			
<p><u>Whole school writing approach:</u></p> <p><u>Support for whole school approach to pedagogy for the teaching of writing through HS support</u></p>	<p>Ensuring that teams have the most up to date models and practice to enable them to close gaps and address areas of need</p> <p>£618</p>			

<p><u>Purchase of resources to support:</u></p> <p><u>Children to have access to high quality texts that can be used at home to support progression in reading</u></p> <p><u>Children to have access to appropriate resources to support the kinetic letter handwriting scheme so that handwriting can continue at home and quality will not lessen</u></p>	<p>Purchase of reading books- phonetically decodable to support reading at home</p> <p>(281)</p> <p>Purchase of kinetic letters handwriting support</p> <p>(200)</p>			
---	--	--	--	--

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?

<p><u>1-to-1 and small group tuition in KS1</u></p> <p>Identified children will make accelerated progress across reading, writing and maths and gaps will begin to close</p>	<p><i>Part time teachers known to the children will provide an extra 1x day teaching time throughout the week so 1:1 and small group support can be provided across 5 mornings to ensure catch up</i></p> <p>(3431)</p>			
<p><u>1:1 and small group tuition in EYFS</u></p> <p>Identified children will make accelerated progress across reading, writing and maths and gaps will begin to close</p>	<p>Extra TA hours provide for KS1 to enable teachers to provide small group intervention and support for targeted children and for TAs to run small groups.</p> <p>(700)</p>			

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Supporting parents and carers</u> Children have access to appropriate stationery and paper and resources to support learning at home.	Packs ready for distribution to include home learning resources for children to include kinetic letters prints to support writing, number squares, number lines Cost of printing and resourcing (500)			
		Cost paid through Covid Catch-Up		£8430
		Cost paid through school budget		70.00