



Donnington Wood Infant School & Nursery Catch-Up Funding Plan 2020-21

Summary information					
School	Donnington Wood Infant School and Nursery				v1 Oct20
Academic Year	2020-21	Total Catch-Up Premium	£10,500	Number of pupils	137

Guidance
<p>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.</p> <p>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.</p> <p>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.</p>

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>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	<ul style="list-style-type: none"> • Children are keen to learn using practical apparatus. Many children in KS1 have found recording or explaining their reasoning very challenging as they are 'out of practice'. • Specific content has been missed so there are gaps in learning for nearly all children. • Children in KS1 are not as fluent with recalling simple number facts eg number bonds which hinders some new learning.
Writing	<ul style="list-style-type: none"> • Children have returned to school with less stamina for writing and a lack of motivation to write. Handwriting has been impacted for many children as although they may have had opportunities to write, incorrect letter and number formation has often not been corrected. Younger children have not had as many opportunities to develop the fine motor skills needed to write. • Missed phonics learning has impacted on spellings for many children now in KS1. • Children in Year 2 have missed 'units' of learning relating to specific writing genres and grammar features.
Reading	<ul style="list-style-type: none"> • Some children accessed reading during lockdown more than any other subject but many children did not have regular opportunities to read or share books. • Most children have retained the phonic sounds they had previously learned but their fluency when reading whole words and sentences has declined. Most children are not at the expected point in learning phonics due to missed learning when not in school or nursery.
Non-core	<ul style="list-style-type: none"> • Children in EYFS have missed a wide range of opportunities for learning and exploration in the nursery setting. • Children in KS1 have missed whole units of work so there are gaps in knowledge, understanding and skills across the curriculum. They have also missed out on curriculum experiences eg trips, visitors designed to engage and enhance learning.

New curriculum planning for Maths (N – Y2), Phonics (all phases), Writing (school) and all other subjects (KS1) was introduced from September 2020. Assessment of prior learning and following a sequence of small steps which build on initial assessments are a fundamental part of every unit of work. This way of working supports the need for many children to 'catch-up' by identifying gaps or weaker areas and ensuring these are addressed swiftly. The introduction of rapid interventions and consolidation also support 'catch-up'. Each unit concludes with an assessment of learning to evidence progress. These assessments take many different forms and are not tests.

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	Cost	Lead	Review	Impact (once reviewed)
<p><u>Supporting great teaching:</u></p> <ul style="list-style-type: none"> Teaching follows a clear sequence, Gaps in learning are closed rapidly. All curriculum subjects will be planned, with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced. Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, concrete resources are accessed regularly in Maths and this supports implementation of the new planning 	<ul style="list-style-type: none"> Implementation of revised curriculum planning for phonics, writing, maths and all foundations subjects to ensure that all teaching is cohesively planned, accurately pitched and sequenced. All units of work clearly identify prior learning. SLT & Subject leader support for planning Purchase additional concrete maths resources for EYFS/KS1. 	<p>£8500 (Pupil Premium Funded)</p> <p>£500</p>	<p>CB AH SP</p> <p>AH</p>	<p>On-going</p> <p>On-going</p> <p>Dec 2020</p>	
<p><u>Teaching, assessment and feedback</u></p> <ul style="list-style-type: none"> Teachers have a clear knowledge and understanding of gaps in learning for the cohort, vulnerable groups, individuals and curriculum subjects. There are clear, agreed strategies for accelerating learning so that gaps are closed rapidly. 	<ul style="list-style-type: none"> Units of work in all curriculum areas will commence with an initial assessment (Cold piece) and will end with an assessment of learning (Hot piece). These brief teacher assessments will take into account missed and insecure learning from last year. Units of work will be adjusted to ensure gaps are closed rapidly. Regular phonics assessment, analysis and coaching for staff. All staff to access DfE accredited 'Letters and Sounds' training 'Back on Track' CPD for 2xKS1 teachers. CPD disseminated to all teaching staff. 'Back on Track' assessments used for all children (Oct & Dec) Introduction of rapid interventions and consolidation across school. 	<p>No cost</p> <p>£4700 (Pupil Premium funded)</p> <p>£460</p> <p>Core school & SEND funding</p>	<p>SP CB</p> <p>SP</p> <p>SP</p>	<p>Oct 2020</p> <p>Dec 2020</p> <p>Feb 2021</p> <p>April 2021</p> <p>June 2021</p>	

<p><u>Transition support</u></p> <ul style="list-style-type: none"> Children starting in Reception will have additional support to settle and close gaps across the EYFS curriculum. Children starting school will settle quickly and make rapid progress towards age related expectations. Children have access to paper-based home-learning activities for the summer holiday and to support readiness to return to school in September irrespective of ability of child/parent access to the internet 	<ul style="list-style-type: none"> An additional Teaching Assistant will work in Reception to support transition into school, baseline assessment and closing gaps for individuals and small groups. Replacement staffing needed in Nursery to facilitate this. Summer holiday printed activity pack provided for every child to support learning and return to school 	<p>£3000 (remainder Pupil Premium funded)</p> <p>£300</p>	<p>AH</p>	<p>Dec 2020</p>	
Total budgeted cost from Catch-Up		£ 4260			

ii. Targeted approaches					
Desired outcome	Chosen approach and anticipated cost	Cost	Lead	Review	Impact (once reviewed)
<p><u>Intervention programme</u></p> <ul style="list-style-type: none"> Identified children in Reception have improved language skills which support accelerated progress across the curriculum. As specific gaps / needs are identified in KS1 interventions will be implemented. 	<ul style="list-style-type: none"> One Teaching Assistant trained to implement Nuffield Early Language Intervention (NELI) in Reception (2 x 12 weeks) 	<p>£690 (Pupil Premium Funded)</p>	<p>AH</p> <p>SP</p>	<p>April 2021</p> <p>July 2021</p>	
<p><u>1-to-1 and small group tuition</u></p> <ul style="list-style-type: none"> Children will make rapid progress towards age related expectations through the swift identification of gaps and implementation of rapid interventions 	<ul style="list-style-type: none"> An additional Teaching Assistant will work in Reception to provide rapid intervention and consolidation to close gaps for individuals and small groups Teaching Assistants in Year1 will provide rapid intervention and consolidation to close gaps for individuals and small groups 	<p>Costed above</p> <p>Core funding</p>	<p>AH</p> <p>SP</p> <p>CB</p>	<p>Oct 2020</p> <p>Dec 2020</p> <p>Feb 2021</p> <p>April 2021</p>	

	<ul style="list-style-type: none"> An additional Teaching Assistant will work in Year 2 to support the provision of rapid intervention and consolidation to close gaps for individuals and small groups 	Core funding		June 2021	
Total budgeted cost from Catch-Up		£ 0			

iii. Wider Strategies					
Desired outcome	Chosen approach and anticipated cost	Cost	Lead	Review	Impact (once reviewed)
<u>Supporting parents and carers</u> <ul style="list-style-type: none"> Children and their families are supported by skilled staff who liaise with a range of school staff and external professionals to improve outcomes Children have access to appropriate stationery and paper-based home-learning when required so that all can access learning irrespective of ability of child/parent access to the internet 	Additional 'Pupil & Family Support' staffing to <ul style="list-style-type: none"> enable rapid access support, advice and guidance increase capacity for Designated Safeguarding staff (2 x additional days per week, Autumn Term)	£2100	CB RB	3 weekly CB, SP, RB	
	<ul style="list-style-type: none"> 10-day home learning paper packs (including basic stationery items) are ready to distribute for all children if a year group closes. Maths & Literacy learning is available for individual children who are self-isolating 	£500 £500	CB AH	On-going	
<u>Access to technology</u> <ul style="list-style-type: none"> Parents and teachers are able to communicate about learning in school and at home effectively and regardless of access to the internet 	<ul style="list-style-type: none"> Increase 'Tapestry' subscription to include all children in school. Encourage parents to sign up to the app so they can communicate with their child's teacher Purchase 7 mobile phones for teacher use to contact parents during year group closures and for parent – teacher meetings 	£200 £350	AH CB	On-going	
Total budgeted cost from Catch-Up		£ 3650			
TOTAL Catch-Up		£7910			

£2,590 remaining to be allocated following assessments in December 2020