



## Covid UNIVERSAL CATCH UP FUNDING STRATEGY 2020 – 2021

St Ives Infant & Nursery School

This funding is for schools to use on 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.

### Suggestions...

- Possible Teaching and TA additional hours above those already budgeted for 2020 2021.
- Staff Training for Personal Development to support curriculum planning.
- Focused training on effective use of technology.
- Training and Support to organisational and logistical aspects of school life.
- Pupil Assessments – materials and time to enable Teachers to assess pupil's wellbeing and learning needs.
- Curriculum Resources and Subscriptions.
- Transition Support to support pupils into school – dedicated transition events either remote or face to face.
- Targeted one to one support or small group tuition.
- Intervention programmes – one to one or small groups
- Investment in technology, either providing pupils with devices or improving facilities available in school.

### Useful links

[Gov guidance Catch up premium](#)

[The EEF guide to supporting school planning-A tiered approach to 2020-21.pdf](#)

[EEF support guide](#)

[EEF Teaching and Learning Toolkit](#)

[EEF Assessing and monitoring pupil progress](#)

[EEF Remote Learning Evidence Review](#)

## Section 1: Contextual information

School	St Ives Infant & Nursery School	Total pupil number	180 (including nursery) 162 school age (R-Y2)	Total catch up funding	£ 12, 640
Identified priorities for catch up (summarised from SDP)			Reason for selection of priority (summarised from SDP)		
A	<p>Speech, language and Communication:</p> <p>To develop general speech and language skills including appropriate volume, turn taking and speaking at appropriate times</p> <p>To develop specific speech articulation</p> <p>To develop vocabulary</p> <p>To develop appropriate speech and communication for our youngest children</p>		<p>Our existing children, who have identified S&amp;L needs, have had differing experiences over the period of lockdown due to varying degrees of engagement. They need more regular, focussed S&amp;L sessions to ensure they progressing</p> <p>Many of our children have demonstrated different ways of communicating after a long absence which does not consider the number of children in the class, the appropriate volume needed and an understanding of appropriate times to speak up. Listening skills also need to be developed.</p> <p>Our children have a variety of lived experiences to draw upon for writing during lockdown, they are lacking in imagination, content, vocabulary and language to write about.</p> <p>Our youngest children who have not been in school before have shown a lower than expected level of communication and language skills.</p>		
B	<p>Subject leadership developed to ensure a deeper understanding of what needs to be covered and how to monitor.</p>		<p>To develop subject leadership across all subjects to ensure children are receiving a full, engaging and relevantly challenging curriculum.</p>		
C	<p>Teaching and learning to ensure all children receive quality first teaching.</p>		<p>Staff meetings, key stage meetings, general conversations and monitoring has highlighted some areas for development needed in Year 1. Staff need to develop a clear understanding of what 'on track' looks like for their year group and how a sequential plan can help all children achieve this. The focus needs to be on how to break down expectations into achievable and measurable learning objectives for every lesson across all subjects. This will help to support assessment skills and changes to future planning. Assessment strategies need to be developed to ensure a secure understanding on what a 'Year group' piece of writing, maths etc looks like.</p> <p>Phonics teaching in school has improved but due to current circumstances it is very difficult to engage parents. The purchase of Phonics play will help support phonics delivery as homework to consolidate learning but also in case of further lockdowns or remote learning.</p>		
D	<p>Early Years:</p> <p>To ensure children have the best start possible to ensure a solid foundation.</p>		<p>Early Years staff, monitoring and a disparity amongst the Reception classes has highlighted the need for greater consistency, higher expectations, clear communication within EY, concise planning and purposeful assessment.</p>		

## Section 2: Detailed planning, review and evaluation

Priority A	Speech, language and communication to develop a supportive programme to meet a wide, variety of needs				TOTAL COST	£4310
INTENT	IMPLEMENTATION				IMPACT	
Desired outcomes (success criteria)	Action (by whom)	Reason for choice <i>e.g., EEF Supporting great teaching EEF Targeted support EEF Wider strategies</i>	Quality assurance of delivery	Cost	Final evaluation Date: July 2021	
Children will have age expected language, communication and understanding when leaving Reception.	Assistant Head /English Lead to oversee  Reception Class teachers to facilitate  RB (HLTA) to deliver	EEF: Targeted Support One to One and small group tuition	NELI Project Release funding for training £810 HLTA delivery 4 hours pw £1500 Tablets to support app £2000  To monitor using the NELI app, reviewing data at regular periods.	£4310	<ul style="list-style-type: none"> <li>8 children took part in Neli (all who qualified after assessment plus 2 further children)</li> <li>Having a dedicated individual to lead, ensured this took place as planned with almost all individual and group sessions taking place. She was able to assess the children, and use that assessment, to ensure both groups were evenly balanced to allow all children a voice.</li> <li>Children made significant progress specific to their individual need across vocabulary development, listening and narrative skills as well as phonological awareness and early letter sound knowledge.</li> <li>Progress in attention and listening was significantly improved due to the rigidity and structure of the programme, with all children being more engaged, attentive and being willing to participate in their classroom environment as well as the small group. 7/8 children met their end of year expectation.</li> </ul>	
Children will make progress and be closer to, if not at their age-related expectation	Leisa Farrar (Head)  (SENCO) to oversee  SC (TA) to deliver	EEF: Targeted Support One to One and small group tuition	'I can' Programme and/or SALT Programme delivered to identified children  Evaluate and assess against the specified programme.	Other funding	<ul style="list-style-type: none"> <li>Significant improvements in all aspects of speech and language across all who accessed support. Improvements were noted in composing and saying a sentence; clear understanding of words and improved range of vocabulary; wider range of verbs now routinely used in speech and written work; individual sounds pronounced correctly and clearly; listening and attention skills improved and noticeable in class; more confident speech; increased confidence when speaking 1 to 1, small group and whole class; slower, more precise pronunciation, development of full sentences.</li> </ul>	

Priority B	Subject leadership developed to ensure a deeper understanding of what needs to be covered and how to monitor.				TOTAL COST	£250
INTENT	IMPLEMENTATION				IMPACT	
Desired outcomes (success criteria)	Action (by whom)	Reason for choice <i>e.g., EEF Supporting great teaching EEF Targeted support EEF Wider strategies</i>	Quality assurance of delivery	Cost	Final evaluation Date: July 2021	
For all teachers to be confident in their subject coverage, delivery and assessment	All teachers to participate in training to inform their review of Subject action plans and next steps.	EEF Supporting great teaching EEF Targeted support	Subject leadership – an introduction to... £125/Subject leadership – deep dive £125  Action plans will be focussed and show impact. SL will have a greater understanding on what their subject looks like in our school and children attainment/progress.	£250	<ul style="list-style-type: none"> <li>Increased awareness of understanding the subject leader role and the impact of this on our curriculum</li> <li>Increasing confidence around subject leader action such as pupil voice, coverage, skills and knowledge</li> <li>Developing knowledge of subject's individuals lead</li> <li>Action plans developing to show key action points linked to our specific need, awareness of using focussed actions and ensuring impact is clearly shared rather than a list of actions (So What?)</li> <li>Teachers more aware of importance of subject leadership and the impact on planning, delivery, assessment and ultimately the impact of pupil progress.</li> </ul>	

Priority C	Teaching and learning to ensure all children receive quality first teaching				TOTAL COST	£3300
INTENT	IMPLEMENTATION				IMPACT	
Desired outcomes (success criteria)	Action (by whom)	Reason for choice <i>e.g., EEF Supporting great teaching EEF Targeted support EEF Wider strategies</i>	Quality assurance of delivery	Cost	Final evaluation Date: July 2021	
Teachers to feel more confident in their planning & assessment to meet the needs of all children.	Sarah Quinn (consultant)  Teachers to attend days, review current procedures and work with consultant to develop subject knowledge.	EEF Supporting great teaching EEF Targeted support	Consultant x 2 days Year 1  Clear, concise, sequential planning building on previous skills with a clear learning outcome. All needs met. Teachers to be confident in assessing work. To be monitored through book looks, drop ins and observation.	1300	<ul style="list-style-type: none"> <li>2 full days support delivered across 3 sessions to ensure work was guided, scaffolded and reviewed.</li> <li>Teachers found the process supportive and became reflective on their planning process</li> <li>Teacher confidence developed in understanding the link between end of year expectations and daily planning</li> <li>A deeper understanding was evident of need for a focussed objective and sequential, progressive planning</li> <li>English Texts were reviewed and chosen with more focus on the content linked to the objectives and final outcome.</li> </ul>	
Children to be more confident in understanding how they learn and take greater responsibility in being active learners.	All teachers to attend the course and utilise the strategies in every day teaching.	EEF Supporting great teaching EEF Targeted support	Metacognition & Questioning online training  Monitored through drop ins and pupil voice.	125	<ul style="list-style-type: none"> <li>Unable to access training during pandemic</li> <li>In house training hindered by staffing absences</li> </ul>	

Children to use the programme to consolidate learning in a fun way whilst having access to key learning during remote learning.	All classes to share with parents. Direct 'catch up work' to consolidate school learning. To be used for remote learning	EEF supporting parents and carers	Phonics Play  Monitor usage via parents and impact of phonics in the classroom.	60	<ul style="list-style-type: none"> <li>Increased level of engagement during remote learning using Phonics Play along with specific phonics sessions devised by English lead</li> <li>Phonics tracker assessments after lockdown 3 showed progress in phonics had been retained with few children falling behind.</li> </ul>
Children who have been identified as needed further catch-up work to make progress and gain improved attainment.	Class teachers responsible for identifying children and providing HLTA with specific guidance on LO for the sessions.	EEF Supporting great teaching EEF Targeted support EEF small group intervention	HLTA (RB) and TA (LS) to work with small groups across school  PPM and data drops	1875	<ul style="list-style-type: none"> <li>Use of KUNCU (Keep up not catch up) sessions helped children to develop their understanding of a key concept, on the day of learning, in focussed additional time. In turn, this allowed them to access learning the next day in the whole class input.</li> <li>Reduced ongoing interventions</li> <li>Improved progress of individuals</li> <li>Professionally developed HLTA &amp; TA</li> </ul>

Priority D	Early Years: To ensure children have the best start possible to ensure a solid foundation.				TOTAL COST	£4680
INTENT	IMPLEMENTATION				IMPACT	
Desired outcomes <i>(success criteria)</i>	Action (by whom)	Reason for choice <i>e.g., EEF Supporting great teaching EEF Targeted support EEF Wider strategies</i>	Quality assurance of delivery	Cost	Final evaluation Date: July 2021	
For Class teachers to plan to maximise learning opportunities in all areas of the EY curriculum, in teacher directed and child-initiated learning. Teachers to feel confident in planning to meet EOYE and	All Early Years teachers to attend days and review planning and wider environment	EEF Supporting great teaching EEF Targeted support	Consultant x 2 days Reception & Nursery  Consistency across R classes, AoP to provide range of learning opportunities and	£1620 (inc release cover)	<ul style="list-style-type: none"><li>Developing understanding of effective ways to support children reach their end of year expectations</li><li>Greater understanding of ‘child-initiated play’ and adults’ role within this</li></ul>	

how to set up AoP to support this.			planned teaching sessions to feed into meeting EOYE.		
Writing to be a visible priority in EY (Reception in particular). Writing to be taught daily with a wide range of opportunities for writing/prewriting skills to be developed across all AoP.	Reception teachers to attend course and implement ideas in all AoP/planning.	EEF Supporting great teaching EEF Targeted support	EY writer course + release for Teachers  Fine Motor resources  Writing opportunities across EY environment to be evident. Writing to be taught daily and impacting on children's writing - evidenced in LJ. PPM/DATA/LJ	£260  £300	<ul style="list-style-type: none"> <li>Developing adult knowledge in how children learn to write (development more of a focus rather than academic progress)</li> <li>Squiggle while you Wiggle course undertaken and planned in for September 2021</li> <li>Progression documents introduced for development of fine motor skills including pencil grip and writing to aid teachers planning and all adults understanding</li> <li>Writing opportunities developing in areas of provision</li> </ul>
All adults in EY to be confident in understanding the purpose of assessment and how to assess appropriately. All adults to develop their understanding of the framework. Adults to be aware how they can identify next steps and scaffold learning at the time to support children. Purposeful use of LJ to show the learning journey of children in all aspects of learning.		EEF teaching & whole school strategies – supporting great teaching; pupil assessment & feedback	Tapestry/2Simple App  In house training on purpose of assessment and practical workshop on writing observations.  Assessments will be purposeful and provide evidence of progress and attainment across all aspects of learning.	£1000	<ul style="list-style-type: none"> <li>Training for TA's developed understanding of need and process of assessment in Early Years</li> <li>Consultation with supporting adults highlighted further training and consistency was needed with teaching staff around use of areas of provision, role of the adult, purpose of assessment and how to ensure this is effective.</li> </ul>

Greater understanding for teachers of maths sequence of learning and links within the learning. Develop understanding of how EY feeds into Year 1 and what Year 1 ready means.		EEF teaching & whole school strategies – supporting great teaching; pupil assessment & feedback	Maths Hub for Nursery	£1550	<ul style="list-style-type: none"><li>Absence of Nursery teacher and absence of consistent cover for Nursery, meant we were unable to access the Maths hub.</li></ul>
---	--	---	-----------------------	-------	---



	Evaluation	2021- 2022 Action
<b>Priority A</b> Speech, language and Communication: To develop general speech and language skills including appropriate volume, turn taking and speaking at appropriate times To develop specific speech articulation To develop vocabulary To develop appropriate speech and communication for our youngest children	<b>NELI</b> <ul style="list-style-type: none"> <li>Noticeable progress for all children involved</li> <li>Knowledgeable, trained individual delivering which meant almost all sessions were delivered as planned with key adult assessment</li> <li>Time consuming for lead adult; group and individual sessions &amp; follow up work</li> <li>Limited to Reception children with no follow up for Yr1</li> </ul> <b>Speech and Language (I CAN)</b> <ul style="list-style-type: none"> <li>Significant improvement in all areas of communication for individuals involved</li> </ul>	<ul style="list-style-type: none"> <li>Infant Language purchased to identify specific need and follow a programme specific to each child through school</li> <li>Retain one adult full time to work lead on language &amp; communication including development of Makaton</li> <li>Identified record keeping agreed with regular meetings to discuss progress (SENCO, English Lead &amp; teachers)</li> <li>I CAN resources to be used more fully to support individual needs</li> </ul>
<b>Priority B</b> Subject leadership developed to ensure a deeper understanding of what needs to be covered and how to monitor.	<ul style="list-style-type: none"> <li>Increased understanding of subject leadership role and accountability</li> <li>Developing understanding around individual subjects and effective leadership of them</li> <li>Developing monitoring skills</li> </ul>	<ul style="list-style-type: none"> <li>Continued professional development around subject leadership role planned in to staff meetings including monitoring support</li> <li>Development of knowledge organisers</li> <li>Subject leaders to know what their subject looks like across school, ensure what is planned is taught (linking back to setting sails curriculum) and develop understanding of assessment</li> </ul>
<b>Priority C</b> Teaching and learning to ensure all children receive quality first teaching.	<ul style="list-style-type: none"> <li>Teaching &amp; learning is improving across school with a greater understanding of Quality First Teaching</li> <li>Individual or year group support has been delivered by an external consultant in addition to in house support</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing as part of School Development Plan</li> </ul>
<b>Priority D</b> Early Years: To ensure children have the best start possible to ensure a solid foundation.	<ul style="list-style-type: none"> <li>Specific programme in place to ensure writing is a focus in line with our sequence to support children meet end of year expectations. Key documents shared showing progression and development stages to aid progress</li> <li>Training accessed for all leaders and teachers around the Early Years Reforms</li> </ul>	<ul style="list-style-type: none"> <li>Assistant head to work closely with Early Years team around progression and consistency across new structure (Reception &amp; Nursery/Reception)</li> <li>Training for all related staff around the Early Years Reforms</li> <li>Assessment and record keeping being reviewed in light of reforms and workload balance</li> </ul>