

COVID-19 catch up premium strategy 2020-21

Name of school/academy: Winterbourne Nursery and Infants School

What catch-up funding is for:

The government announced £1 billion of funding to support children and young people to catch up lost time after school closure. This is especially important for the most vulnerable and disadvantaged backgrounds.

Funding allocations

School allocations will be calculated on a per pupil basis.

Mainstream school will get £80 for each pupil in from reception to year 11 inclusive

Special, AP and hospital schools will get £240 for each place for the 2020 to 2021 academic year

Date of strategy publication	Autumn	Review dates	Spring 1 Summer 1		
Total number of pupils:	224	Total catch-up premium budget	£17,940		
Disadvantaged pupils (%)	22%	Pupils with EHC plans (%)	2%	Pupils on SEND support (%)	14%

An assessment of pupils' starting points and addressing the gaps in their knowledge and skills.

Develop remote education so that it is integrated into school curriculum planning

Barriers to learning and achievement

Academic barriers

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| 1. | Speech and language / vocabulary & oral comprehension |
| 2. | Phonics skills – transposing into support with reading and then writing – developing teaching into consistently good or better in all areas |
| 3. | Maths – developing core skills and using and applying these evidenced in maths mastery |

Additional barriers (including external barriers such as access to home learning, attendance, etc.)

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| 1. | Access to home learning resources. |
| 2. | Movement of pupils in and out of school – home country and transient nature of pupil group |
| 3. | High numbers of families with EAL impacts on ability of parents and carers to support children in home learning. |

Catch-up premium strategy statement

School Context

At Winterbourne Nursery and Infant School (WNIS) we have 346 pupils on roll aged between 3 and 7. We are a large, 4 form entry School with an Enhanced Learning Provision [educating 12 pupils]. In addition, there is also a Children's Centre on the school site which is part of the North Collaboration.

As identified by our census in 2020, our school is rich in diversity. There are currently 40 different languages spoken by our pupils. 14% of our pupils have special educational needs and 22% of our children qualify for Pupil Premium Funding; which is significantly lower than would be expected for a school in this location. Many families have 'no recourse to public funding'. On average 72% - 77% of children transfer from the school's nursery to Reception year.

We have a fluid intake as we are one of the feeder schools for the immigration center in our community. We have a high proportion of families living in emergency accommodation. We have a full time Family Support worker who works closely with these families who have 'no recourse to public funding.' This work has increased during Covid. School is currently undertaking a deeper dive into this data to see how it impacts on tracking attainment and progress year on year.

Staffing structure includes: - Headteacher (absent) Deputy Head (currently Acting Head) Assistant Head, SENDCo (new to post Sept 2020) 13 full time teachers 16 support staff and 5 SEND 1-2-1/ small group support staff. The school has undergone significant staffing changes since 2017. Number of changes in the senior leadership team include the Headteacher, Deputy Headteacher, Assistant Headteacher and SENCO. The School has also been managing a significant turnover of teaching staff resulting in inconsistency of teaching.

The number of pupils on roll has decreased from 378 to 346 since the last inspection in December 2019. The governing body has undergone significant changes since the Ofsted inspection in 2017 and a new team of governors have been appointed, including the chair of governors.

The school has a ELP Provision. Our EYFS provision offer excellent standards of care, guidance and support and a high-quality learning environment indoors and outdoors to support all learners equally. This is reflected in our recent Ofsted where EYFS was deemed to be a good provision. Pupils across the school are offered a range of extra-curricular activities to widen their interests and try new experiences. We provide specialist coaching training for PE within the school day for all pupils. Our pupils engage enthusiastically in all the diverse sporting, artistic and cultural activities that we offer. Much of the provision has now stopped due to Covid but sports provision is delivered remotely in order to continue enriching PE lessons.

The aims of the strategy and key strategy approach.

We continue to have high expectations of all during this time and have reviewed our curriculum to ensure we provide relevant but suitably challenging learning opportunities, catch up programmes, booster classes to develop pupils skills, knowledge and confidence. We aim to continue to provide a range of Covid safe activities to support our children to improve their resilience, perseverance and independence as learners. We encourage all pupils, even our youngest children, to take risks and to be proud of their efforts in line with our previous aims. With provision in class, through our website and through homework packs, we aim to continue to support our pupils and cover the core curriculum areas supporting lost learning through carefully considered core learning and catch up provision.

The Catch up premium deployment aims to support teachers and pupils, identifying gaps in learning, lost learning and tackling misconceptions within learning – to support rapid progress and attainment.

The starting point is a deep analysis of data and a focused (but flexible) approach to meet the needs of groups and individuals. The plan consists of developing teaching, whole class booster and smaller group/ 1-12 focused rapid catchup/ booster sessions. It has been formulated to identify need and have rapid impact to support pupils to increase the rate of progress and fill any learning gaps.

Catch-up premium strategy statement

Catch up areas focus on:

- Increased phonics awareness and application/ transference of skills into Reading and Writing
- Development of vocabulary, spelling and handwriting.
- Oral and written sentence structure
- Writing stamina and awareness of year group expectations regarding quantity and quality of writing.
- Mathematics – understanding of core numerical skills and application in problem solving
- Social emotional development – supporting transition to another year group and lost social and learning skills development time (in a school context)
- Data tracking to support rapid diagnosis of gaps and strengths to support changes in planning and delivery – rapid response to meeting pupil needs

How the school intends to use the catch-up premium

Quality first teaching

Intended Outcomes	Actions	Success criteria	Dates	Lead	Review date	Cost
High-quality teaching for all	<p>Review of curriculum to ensure core skills are taught systematically in all curriculum areas</p> <p>Staff training to improve subject knowledge</p> <p>All teachers and subject leaders focus on the core skills to develop phonics, reading, writing and maths in all year groups - noted in planning and delivery.</p> <p>Focus on the development of phonics knowledge to improve reading and writing at all levels</p>	<p>Catch up curriculum plans in place based on pupil baseline/ gap analysis.</p> <p>Home based learning in place on website and programmes/ expectations shared with staff – evident in improved number of pupils engaging.</p> <p>Sustained impact on Quality of Teaching evidenced through observations, planning and pupil progress</p>	Autumn 1	<p>Subject leaders</p> <p>Assistant head</p> <p>Acting head teacher</p>	Half termly reviews linked to internal/external feedback reports and data trawls	£1500
Effective diagnostic assessment	<p>Identifying strengths and gaps through robust, yet supportive assessments – to base whole class teaching, differentiated, small group and 1-1 catch up work</p>	<p>Baseline data in place in all core areas and evidenced response in subject leader development planning and class teaching and delivery.</p> <p>Learning needs of pupils reflected in changes to planning</p> <p>Supported planning by core subject leaders taking place.</p> <p>Evidenced in pupil progress and appropriately targeted small group work.</p> <p>Individuals identified for catch up programmes</p>	Autumn 1	<p>Subject leaders</p> <p>Assistant head</p> <p>Acting head teacher</p>	Spring 2	

Supporting remote learning	<p>Improve and update website, Increased quality of activities on line.</p> <p>Paper based work for families with limited access to online learning.</p> <p>Purchase of tablets (There were no tablets during lockdown for home learning)</p> <p>Provide online training for parents to develop parental skill sin supporting children at home with remote learning</p>	<p>Teachers remote learning focusing in on identified needs</p> <p>Sentence structure</p> <p>Comprehension</p> <p>Spoken language</p> <p>Vocabulary development</p> <p>To increase the number of pupils in each year group reaching age related expectations – or progress from their starting points.</p> <p>To increase the number of pupils actively engaging in remote learning by ensuring they have access to technology</p>	Autumn 1	ICT lead Year group leads	Half termly reviews	£9,780 (48 chrome books for pupils)
Focusing on professional development	<p>Increased coaching to develop subject knowledge, thereby supporting staff to rapidly identify gaps and misconceptions for pupils.</p> <p>Coaching by core subject leaders to support planning and teaching</p>	<p>Subject leaders using time allocated to support phonics catch up, English and Maths - evidences core subject knowledge improvement for class teachers, impact on planning and improved progress for those who have fallen behind</p> <p>Teacher evidence developing knowledge and observations note tackling misconceptions at the point of delivery</p>	Autumn 1	Subject Leaders	Half termly reviews	£1500
Targeted academic support and intervention						

<p>High-quality one to one and small group tuition</p>	<p>Increased small group work based on diagnostic assessments and provision of targeted provision in core areas of speech phonics, reading, writing and maths</p> <p>Booster groups beyond the school day</p> <p>Targeting Able year 2 pupils</p> <p>After school boosters</p> <p>Deployment of the Slow Write programme</p> <p>Daily reading carousel – linked to quality letters and sounds phonics expectations</p>	<p>The students who benefit from this small group/1-1 work will make rapid progress in literacy and numeracy - seen in the termly assessment data, book reviews, pupil voice.</p> <p>Evidenced targeted work results in confident pupils using and applying back in class –</p> <p>Reading Carousel evidences targeted work through planning, focused questioning resulting in progress linked to work decoding and increased vocabulary – resulting in progress regarding comprehension</p>	<p>Autumn 1</p>	<p>English lead</p> <p>Trained teaching assistants</p> <p>Teachers</p>	<p>Half termly reviews</p>	<p>£1000</p>
<p>Teaching Assistants and targeted support</p>	<p>TA training</p> <p>SEND & SL time to observe, support, coach and monitor core subject areas</p> <p>TAs under taking pre teaching to support reading, questioning and comprehension</p> <p>Teaching assistants to receive training to upskill knowledge and specialist interventions</p>	<p>TA training for catch up programme completed.</p> <p>TAs evidence developing knowledge and observations note tackling misconceptions at the point of delivery</p> <p>Rapid progress of targeted pupil groups</p> <p>Evidence of pupils using learning in class.</p> <p>Links between TA booster and in class lessons and expectations evident</p>	<p>Autumn 1</p>	<p>SENCo</p> <p>Subject Leaders</p>	<p>Half termly reviews</p>	<p>£1200</p>
<p>Planning For pupils with Special Educational Needs and Disabilities (SEND)</p>	<p>Setting up of a extended intervention provision led by SENDco</p> <p>To source equipment needed for interventions</p>	<p>To ensure that extended interventions ensure that SEND pupils are fully supported to aid attainment and progress from their starting points.</p>	<p>Spring 1</p>	<p>SENCo</p>	<p>Half termly reviews</p>	<p>£700</p>
<p>Wider strategies</p>						

Supporting pupils' social, emotional and behavioural needs	Transitioning – support for year one pupils as they move out of reception.	Curricular strategy time, planning, expectations work evidences clear transition plan from EYFS structure to KS1 – pupils responding well to changes in structure and KS1 structure in place by Spring 1. Pupils evidencing independent learning, using and applying, increased focus and self-help. Deployment of learning strategies and progress in core subjects evident	Autumn 1	Year Lead	Half termly reviews	
Planning carefully for adopting a Social and Emotional Learning curriculum	Family support worker focusing on talking therapy Developing outdoor learning in garden area to aid with emotional well being and academic achievement (purchase equipment for garden area)	Identified pupils are happier in school – particularly around transitioning. More confident in class to tackle new learning. Talking therapy evidences impact resulting on clear application of skills in learning and social contexts in school.	Spring 1	Family support worker AHT	Half termly reviews	£1000
Communicating with and supporting parents	Tracking home learning Parental communication time. Audit of resources at home to increase remote learning availability	Clear picture of number of pupils with on line accessibility – leading to adjustments in planning and online/paper based home learning. Clear strategy in place regarding learning through Covid and homework policy following Covid in place	Autumn 1	Class teachers	Half termly reviews	
Supporting remote learning through improved homework facilities.	<ul style="list-style-type: none"> • Maths Jam • Reading bug • SATS books to support yr. 2 catch up 	Sentence structure, Comprehension, Spoken language, Vocabulary development Provide extended learning opportunities at home for both maths and reading	Spring 2		Half termly reviews	£2000
Total expenditure:						£18,680

Review of strategy: Summer 2

Date	Impact of actions taken