**Catch-Up Premium Plan** 

**Thorpe Acre Infant School**

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| **Summary information** |
| **School** | Thorpe Acre Infant School  |
| **Academic Year** | 2021-22 |

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| **Guidance** |
| Pupils and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (Covid19). Those from the most vulnerable and disadvantaged backgrounds are among those hardest hit. The aggregate impact of lost time in education is substantial, and the scale of our response must match the scale of the challenge.Schools’ allocations in 2020-21 were calculated on a per pupil basis. In 2020-21 we received £9,920. |
| **Use of Funds** | **EEF Recommendations** |
| 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](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-3-curriculum-behaviour-and-pastoral-support).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](https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/#nav-covid-19-support-guide-for-schools1) 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 * Supporting parent and carers
* Access to technology
* Summer support
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| **Identified impact of lockdown** |
| **Maths** | Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Pupils still appear to enjoy maths and lockdown has not affected their attitudes however they are quite simply, ‘behind’. Fluency and recall of basic skills has suffered – pupils are not able to recall addition facts, number bonds, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments. |
| **Writing** | Pupils haven’t necessarily missed ‘units’ of learning in the same way as Maths, however they have lost essential practising of letter formation and writing skills. GPS specific knowledge has suffered, leading to a lack of fluency in writing. Even those who have maintained some writing throughout lockdown appear to have been affected, however those who evidently didn’t write much are having to work additionally hard on writing stamina and improving their motivation due to the loss of skills and lack of fluency in their ability to write. |
| **Reading** | Pupils had access to a wealth of reading material during lockdown. This is something that was more accessible for families and required less teacher input. However, pupils are less fluent in their reading and have lost some phonic knowledge. The gap between those pupils that read for pleasure and those pupils who don’t, is now increasingly wide. The bottom 20% of readers have been disproportionately disadvantaged.  |
| **Non-core** | There are now significant gaps in knowledge – whole units of work have not been taught meaning that pupils 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. Pupils have also missed out on the curriculum experiences e.g. trips, visitors and enrichment.  |

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| **Planned expenditure -** The headings below are grouped into the categories outlined in the Education Endowment Foundation’s coronavirus support guide for schools) |
| 1. **Teaching and whole-school strategies**
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| **Desired outcome** | **Chosen approach**  | **Impact (once reviewed)** | **Staff lead** | **Review date** |
| Supporting great teaching:The foundation 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. | Curriculum leader release time PPA  | Gaps in pupils’ knowledge will be accurately identified.Plans to plug these will be delivered. Gaps will be plugged. Pupils will have caught up on lost learning. | Foundation curriculum leaders Monitored by SLT  | Mar ‘22 |
| Teaching assessment and feedbackTeachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning. | Implement assessments and record on Target Tracker to identify gaps and to track performance. | Gaps in pupils’ knowledge will be accurately identified.Plans to plug these will be delivered. Gaps will be plugged. Pupils will have caught up on lost learning. | CTs Monitored by SLT | July ‘22 |
| Transition supportPupils who are joining school from different settings have an opportunity to become familiar and confident with the setting before they arrive.  | A video of Thorpe Acre Infant School has been uploaded to the school website. New intakes are paired with a peer buddy Baseline assessments on arrival Survey new intakes and their families  | New intakes will feel well supported No learning time is lost  | CTs Monitored by SLT | July ‘22  |

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| 1. **Targeted approaches**
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| **Desired outcome** | **Chosen action/approach** | **Impact (once reviewed)** | **Staff lead** | **Review date?** |
| 1-to-1 and small group tuitionIdentified pupils will increase phonic knowledge. They will be able to decode by sounding out. They will become more confident readers and enjoy books.  | English curriculum lead will deliver CPD and support staff to deliver quality first teaching of reading Reading audit to be completed –using Reading FrameworkBook corners to be developed Subscription to Leics Library Service –including CPD package Increase number of books for the library  | Pupils will further develop phonic knowledge Attainment will be raised Progress will be accelerated LTP will be relevant, accurate and aligned to key learning objectives  | ECL Monitored by SLT  | Mar 22 |
| 1-to-1 and small group tuitionIdentified pupils will have support in reinforcing their understanding of basic maths skills and become more fluent. | Maths curriculum lead continues to attend Maths Mastery project Maths curriculum lead disseminates info to remainder of staff | Pupils will further develop skills in mastery Attainment will be raised Progress will be accelerated  | MCLMonitored by SLT  | July 22 |

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| 1. **Wider Strategies**
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| **Desired outcome** | **Chosen action/approach** | **Impact (once reviewed)** | **Staff lead** | **Review date?** |
| Supporting parents and carersPupils will have greater opportunities to access learning at home. Homework opportunities will reinforce recent learning; prepare for future learning and provide pupils greater independence.  | Continue to use on line learning as a method for any pupils who are absent due to Covid-19 and are asymptomaticBed time book bags with reading tips for parents  | Parents feel able to support with reading at home Homework supports class learning Pupils have the necessary resources Pupils keep up with the curriculum  |  | May ‘22 |
| Access to technology Pupils can access additional devices so that they can rotate through discrete teaching, reading fluency and independent online activities. Teachers facilitate effective homework with increased capacity to share resources and communicate learning to pupils. | Provide laptops to families who need them. | Use of technology is embedded in learning Teachers are confident to select the appropriate resource  |  | June ‘22 |

CT = Class Teachers

ECL = English Curriculum Lead

MCL = Maths Curriculum Lead

SLT = Senior Leadership Team