



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&L needs, have had differing experiences over the period of lockdown due to varying degrees of engagement. They need more regular, focussed S&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	Subject leadership developed to ensure a deeper understanding of what needs to be covered and how to monitor.	To develop subject leadership across all subjects to ensure children are receiving a full, engaging and relevantly challenging curriculum.			
C	Teaching and learning to ensure all children receive quality first teaching.	<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>	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.			

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 <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	Progress Review 1 Date:	Progress Review 2 Date:	Final evaluation <i>(against success criteria)</i> Date:
Children will have age expected language, communication and understanding when leaving Reception.	Emily Lewis (Assistant Head /English Lead) to oversee Amy Singh & Cat Lamb (Reception Class) to facilitate Rachel Bason (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			
Children will make progress and be closer to, if not at their age-related expectation	Leisa Farrar (Head) Leone Pulley (SENCO) to oversee Sandra Crocker (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			

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 <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	Progress Review 1 Date:	Progress Review 2 Date:	Final evaluation <i>(against success criteria)</i> Date:	
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				

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</i> EEF Supporting great teaching EEF Targeted support EEF Wider strategies	Quality assurance of delivery	Cost	Progress Review 1 Date:	Progress Review 2 Date:	Final evaluation (against success criteria) Date:
Teachers to feel more confident in their planning & assessment to meet the needs of all children.	Sarah Quinn (consultant) Leone Pulley & Julie Hicks 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			
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			

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			
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) to work with small groups across school PPM and data drops	1875			

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	Progress Review 1 Date:	Progress Review 2 Date:	Final evaluation <i>(against success criteria)</i> Date:
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	Amy Singh, Cat Lamb, Emily Sturges 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)			

<p>how to set up AoP to support this.</p>			<p>planned teaching sessions to feed into meeting EOYE.</p>				
<p>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.</p>	<p>Amy Singh & Cat Lamb to attend course and implement ideas in all AoP/planning.</p>	<p>EEF Supporting great teaching EEF Targeted support</p>	<p>EY writer course + release for Teachers</p> <p>Fine Motor resources</p> <p>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</p>	<p>£260</p> <p>£300</p>			
<p>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.</p>		<p>EEF teaching & whole school strategies – supporting great teaching; pupil assessment & feedback</p>	<p>Tapestry/2Simple App</p> <p>In house training on purpose of assessment and practical workshop on writing observations.</p> <p>Assessments will be purposeful and provide evidence of progress and attainment across all aspects of learning.</p>	<p>£1000</p>			

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 Reception	£1550			
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Intervention planning, review and evaluation 2020 – 2021

INDIVIDUAL INTERVENTION FRAME

OVERVIEW			
Covid catch Up Funding PRIORITY	A	Description from strategy	<i>Copy and paste</i>
Desired outcome (success criteria)	Action (by whom)	Reason for choice	Quality assurance of delivery
<i>Copy and paste</i>	<i>Copy and paste</i>	<i>Copy and paste</i>	<i>Copy and paste</i>

PLANNING			
Description of individual intervention	Practical arrangements e.g timings, number of sessions, dates		Staff
Pupil names	Year group	Relevant historical data	Additional info

REVIEW and EVALUATION

	Review 1 Date:	Review 2 Date:	Final evaluation against desired outcomes (success criteria in overview section) Date:
Planned Assessment approach			
Result			