

St Bede's Catholic Infant School COVID-19 Catch-up Premium Action Plan Impact Statement

Summary Information					
School		St. Bede's Catholic Infant School			
Academic Year	2020-2021	Number on roll	231	Catch up Premium (Funding to be adjusted in 2021-2022 budget)	£18 406

DfE Catch-up Premium Guidance

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.

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.

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.

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](#).

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.

Support strategies

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

<p>1. Barriers to future attainment and evidence of barriers</p> <p>National Priority (Crosses all internal and external barriers detailed below) Impact of absence from school due to COVID-19 Lockdown and phased return for the majority of children.</p> <p>All pupils return to school in September. The government has issued highly detailed guidance which the school will follow meticulously and rigorously matching the needs of the children.</p> <p>On return to school in September for all year groups our intention is that pupils will return to their normal rates of outstanding progress very quickly, supported by early assessment of needs and appropriate provision of support/intervention including Personal Health and Well-being and Basic skills in English and Mathematics. The focus in Reception will be on the prime areas of learning, including: communication and language, personal, social and emotional development and physical development. Gaps in language, early reading and mathematics, will also be assessed and addressed, particularly ensuring children's acquisition of phonic knowledge and extending their vocabulary</p> <p>Other priorities and our school curriculum (see website) demonstrate that this will be in the context of and continued commitment to an ambitious and broad curriculum. We must not compromise on the children's rights to this and their need to develop the cultural capital needed for their future success.</p> <p>When all children return, time and resources, including the deployment of staff will be allocated to support their transition, assessment and progress. Part time teacher's hours have been extended to provide proven teaching expertise, continuity and familiarity of staff for the children. The 'Catch-up Premium' will fund these additional hours.</p>
<p>Academic barriers</p> <p>Baseline and ongoing assessment over many years evidence that the main academic barriers to learning and achievement for our pupils are as follows.</p>
<p>In-school barriers (issues to be addressed in school)</p>
<p>A Language and communication skills-Historically on entry children are below age expected in language and communication skills with limited development in vocabulary and are undergoing or soon after admission undergo referral to speech and language specialist.</p>
<p>B Literacy skills- Historically on entry children are below age expected in reading and writing and most specifically phonic knowledge with a lack of access to and familiarity with books.</p> <p>School flags and targets (based on teacher assessment against National curriculum objectives) will be set in the first half term due to COVID-19 and return to school and will determine the % on entry to years 1 and 2 on track to be EXS/GDS.</p>
<p>External barriers (issues which also require action outside of school)</p>
<p>C Personal and social development-On entry to school an increasing number of children are demonstrating a lack of self-regulation and some a lack of boundaries limiting engagement. Our expectation is that this priority will grow in importance and will be extended well beyond the current year, Impacting upon as appropriate to need-self-esteem, readiness to learn, collaborative and critical skills for learning.</p>
<p>D Emotional Health and Well-being for some children due to a number of factors including Family issues, separation, bereavement, SEMH as part of SEND. Our expectation is that this priority will grow in importance and will be extended well beyond the current year,</p>
<p>E Physical health and well-being-link to Reception weights and measures data; link to PE and Sports Premium Strategy</p>
<p>F Need to extend opportunities outside school to develop cultural capital e.g. Arts including visits to museums, to the theatre, music and Art and outdoor learning (This will be in line with all Government guidance)</p>
<p>G Attendance</p> <p>Prior to return to school expectations will be shared around attendance and families will be supported in line with need.</p>

The following will need to be considered in response to Government guidance and in light of any school, local or national lockdowns when the Remote Education Policy and Plan will be implemented. (See school website)

2.		
Barrier	Desired outcomes	Success Criteria how they will be measured
A	Majority of children to achieve ELGs for Communication and Language (Speaking and Listening) children making accelerated progress from their starting points	<p>Monitoring, including planning and assessment records and pupil observations evidencing use of extended language and vocabulary and use of correct grammar/sentence structure orally impacting positively on confidence and on reading and writing outcomes.</p> <p>Monitoring demonstrating creative activities planned and delivered resulting in attentive/engaged listeners. (Cross reference to Monitoring activities in B)</p>
B	In Key Stage 1 to close the on entry gaps to be in line with individual children’s targets (potential) at EXS+ and GDS in reading and writing and maths (Targets will be set at the end of September using school flags)**	<p>All children achieving their potential as evidenced in achievement of or by exceeding individual targets set</p> <p>Monitoring and evaluation activities evidencing challenged progress</p> <p>End of KS1 attainment following historic trends at above/well above other children nationally at EXS+ and GDS in reading and writing and maths</p> <p>At least 85% of children in Year 1 and 90% of children in Year 2 to meet KS1expected phonics standard</p>
C, D, E	Continue and extend personal, social, emotional health and well-being programmes.	<p>Interventions focusing on individual needs including daily nurture interventions continuing personal, social, emotional health and well-being programmes as appropriate including:</p> <p>Adapted Silver SEAL and Time to Talk</p> <p>Sunbeams in place for those children with separation and loss issues impacting on self-esteem, relationships and ability to cope with situations in and out of school.</p>

		<p>P4C Small group programme impacting upon social and emotional well-being and learning. Children develop skills to form opinions and present them to others during discussions and debates.</p> <p>Monitoring and evaluation activities evidencing revision to schemes of work supporting pupil directed learning and differentiation across the curriculum</p> <p>All children achieving their potential as evidenced in achievement of or by exceeding individual targets set</p> <p>Monitoring and evaluation activities evidencing challenged progress</p>
C, D, E, F	The curriculum and extra-curricular offer for children is broad and enriched supporting the development of cultural capital, impacting upon aspirations and self-esteem supporting the achievement of individual potential and fulfilment as measured through engagement, parent and pupil feedback	<p>Themed weeks across the year including Emotional Health and Well-being week (October) Parliament/Anti-bullying/Multi-Faith Week (November) Arts/Awe and Wonder/Equalities Week and Community Saturday (March) Sports and Physical well-being week (June)</p> <p>Children's gifts and talents developed and interests and ambitions broadened through the wide range of activities.</p> <p>Children's learning and achievement celebrated e.g. Children's University</p>

3. Planned Expenditure					
Academic Year		2020-2021			
Quality of teaching for all					
Desired Outcome	Action	Evidence and rationale for this choice	How we will ensure it is implemented well	Staff Lead	Review Dates
On return to school in September for all year groups our intention is that pupils will return to their normal rates of outstanding progress very quickly	<p>All pupils return to school in September. The government has issued highly detailed guidance which the school will follow meticulously and rigorously matching the needs of the children.</p> <p>Early assessment of needs and appropriate provision of support/intervention including Personal Health and Well-being and attitudes to learning and Basic skills in English and Mathematics.</p> <p>As stated this will be in the context of our broad and ambitious curriculum (see other priorities and school website).</p>	<p>National Priority (Crosses all internal and external barriers) Impact of absence from school due to COVID-19 Lockdown and phased return for the majority of children.</p> <p>See EEF COVID-19 Support Guide for schools</p>	Cross reference to all monitoring activities below.	<p>Miss Parle Mrs Bird Mrs Jackson</p> <p>All staff</p>	<p>October 2020</p> <p>Half termly thereafter</p>

	<p>We must not compromise on the children's rights to this and their need to develop the cultural capital needed for their future success.</p> <p>Altogether 3 floating teachers will undertake these assessments and interventions This will include the extension of one of the part time teacher's hours. This strategy will ensure the provision of proven teaching expertise, continuity and familiarity of staff for the children. The 'Catch-up Premium' will fund the extension of part time additional hours.</p>				
<p>Total Budgeted Cost £18 406 (Funding to be adjusted in 2021-2022 budget. Cost of additional teacher hours £25 938. Difference to be met from LMS budget)</p>					

Targeted Support					
Desired Outcome	Action	Evidence and rationale for this choice	How we will ensure it is implemented well	Staff Lead	Review Dates
<p>A, B Majority of children to achieve ELGs for Communication and Language (Speaking and Listening)</p> <p>In Key Stage 1 to close the on entry gaps to be in line with individual children's targets (potential) at EXS+ and GDS in reading and writing and maths (Targets will be set at the end of September using school flags)**</p> <p>Children making accelerated progress from their starting points towards individual targets/potential</p>	<p>Timetabled and rapid and responsive flexible deployment of 3 floating teachers to assess children on return to school in September and identify needs alongside class teachers. Staff deployed to undertake interventions working with groups of children in line with need.</p>	<p>Historically proven strategy Flexible deployment allows for strategies to be redefined to ensure success Intensive tuition in small groups is highly effective. COVID-19 Support Guide for Schools. See also additional detail section below</p>	<p>Undertake following Monitoring and Evaluation Activities: Pupil progress reviews half-termly Refine intervention strategies/groups 30.9.20, 16.12.2020 10.2.2021, 31.3.2021 26.5.2021, 21.7.2021</p> <p>Pupil progress focus of staff appraisals Week Beginning 5.10.20, 8.2.21, 14.7.21/15.7.21</p> <p><u>Reading</u> Pupil Voice/ Planning and Assessment 12.10.20, 12.2.21, 30.4.21 Work Scrutiny 3.3.21</p> <p><u>Writing</u> Learning Walk/ Pupil Voice 19.3.21 Planning and Assessment 12.10.20, 12.2.21, 30.4.21</p> <p>Work Scrutiny 21.10.20, 2.12.20, 27.1.21, 24.3.21</p> <p><u>Mathematics</u> Lesson observations /Pupil Voice 19.1.21, 21.1.21</p>	<p>Miss Parle Mrs Bird (SENDCO) Mrs Jackson</p>	<p>December 2020 March 2021 July 2021 (Evaluation of outcomes and rationale for any gaps)</p>

			Planning and Assessment 7.10.20, 13.1.21, 10.3.21 Work Scrutiny/SM 21.10.20, 2.12.20, 27.1.20, 24.3.20 Case Studies 30.6.21		
C, D, E Focus: On return to school to continue to extend personal, social, emotional health and well-being programmes. The social, emotional, health and well-being of all children ensured impacting upon readiness to learn. Children supported to: work collaboratively, critically, creatively.	Early assessment of needs on return to school and appropriate provision of support/intervention including Personal Health and Well-being SENDCO, Floating teachers and Year group TAs delivering interventions focusing on individual needs including daily nurture interventions continuing personal, social, emotional health and well-being programmes as appropriate including: adapted Silver SEAL and Time to Talk; Sunbeams; P4C Continue wide variety of pupil steering groups	Historically effective strategies to be continued. In light of increasing need for nurture SENDCO to take on additional groups See also additional detail section below	Ongoing monitoring of implementation and impact including feedback from parents and pupils. Completion of SDQ well-being questionnaire on entry and exit to groups and Boxall Profile as appropriate Also see pupil progress monitoring timetabled above Monitoring and evaluation activities evidencing challenged progress	Mrs Bird (SENDCO) Miss Parle Mrs Jackson Year group TAs	Review half termly or on completion of groups

ii Other approaches					
Desired outcome	Action	Evidence and rationale for this choice	How we will ensure it is implemented well	Staff Lead	Review Dates
<p>C, D, E, F</p> <p>The curriculum and extra-curricular offer for all is broad and enriched supporting the development of cultural capital, impacting upon aspirations and self-esteem supporting the achievement of individual potential and fulfilment as measured through engagement, parent and pupil feedback</p> <p>Children's gifts and talents developed and interests and ambitions broadened through the wide range of activities in and outside of school. (In line with Government guidance)</p> <p>Children's learning and achievement celebrated e.g. Children's University Family celebration</p>	<p>Themed weeks across the year including Parliament/Anti-bullying/Multi-Faith Week (November)</p> <p>Emotional Health and Well-being week (November)</p> <p>Arts/Awe and Wonder/Equalities Week and Community Saturday (March)</p> <p>Sports and Physical well-being week (June)</p> <p>Offer a wide variety of extra-curricular activities including Art, Craft, Choir, Speaking Choir, Drama, Emotional Health and well-being, Tennis, Multi-sports, Gymnastics, Reading, Spanish (Focus Children's University Hours) (In line with Government guidance)</p> <p>Educational visits include focus on cultural experiences e.g The Philharmonic and outdoor learning e.g. Forest Explorers (in line with Government guidance)</p>	<p>Historically effective strategies to be continued and extended. See also additional detail section below</p>	<p>Staff, Parent and pupil feedback on the impact planned and incidental of themed weeks and Community Saturdays</p> <p>Staff, Parent and pupil feedback on the impact planned and incidental of educational visits</p> <p>Monitoring of attendance engagement through termly overview</p> <p>Produce termly overview of progress towards children's university hours and record of children's achievements and awards</p>	<p>Club leads</p>	

Desired outcome	Action	Evidence and rationale for this choice	How we will ensure it is implemented well	Staff Lead	Review Dates
All children return to school September 2020	<p>Specific focus on return to school and resumed expectations of attendance.</p> <p>Designated Lead Management time allocated to specifically support vulnerable families on return to school and those with anxieties</p> <p>Attendance lead monitor attendance of all and most especially vulnerable children/groups</p> <p>Work alongside EWO/Link Governor</p> <p>Engage parents through high focus on significant impact of good attendance from Induction and throughout the year at parents meetings, newsletters, prospectus.</p>	<p>Historically effective strategies to be continued.</p> <p>See also additional detail section below</p>	<p>Weekly analysis undertaken, analysed and evaluated</p> <p>Ongoing work alongside the EWO</p> <p>Family support role supporting return to school</p> <p>Feedback from families</p>	<p>Miss Scragg</p> <p>Mrs Faulkner (EWO)</p>	<p>As timetabled</p> <p>Ongoing</p>

Impact Statement

Assessments and Interventions

Time and resources, including the deployment of staff were allocated to support the children's transition, assessment and progress. Part time teacher's hours were extended to provide proven teaching expertise, continuity and familiarity of staff for the children. The 'Catch-up Premium' has funded these additional hours. This decision has proven to be invaluable in the ability to enable flexible deployment during full school opening but also during the unpredictable nature and impact of the ongoing Pandemic.

Communication with parents during each lockdown has enabled us to identify children who had been working at home and was used to decide which children were assessed as a priority on returning to school in September and March.

Observations and initial assessments on return in September 2020 and knowledge of engagement through Lockdown showed that the impact on our children up to that point had been mainly academic in taught skills such as phonics and number. Redressing this for Remote Education Plans was an action undertaken and implemented during the January Lockdown.

On return in both September and March, early assessment of phonics, reading and maths skills was undertaken. Assessments highlighted which children needed early intervention and this information was used to deliver appropriate support across the Autumn, Spring and Summer terms. This was repeated on return in the Spring. Phonics Assessment books were used to highlight any gaps and clear next steps were shared with all staff working in the year group. In Maths assessments were used to highlight groups of children who required support and the specific strand of maths that they needed support with (number recognition, addition, formation etc).

Through the remote Induction programme including transition meetings with pre-school staff and parents, children were identified who required speech and language support. On entry further assessments including the Welcomm Speech and Language Assessment were undertaken by the SENDCo and class teachers undertook Baseline Assessment. As a result a high number of children were identified as requiring language and communication support. The early assessment and identification of need enabled focused and tailored intervention to be put in place very early on in the first term. Personalised Learning Records further evidence the impact of interventions. Swift and focussed assessment on return from the lockdown enabled staff to identify gaps quickly and to put appropriate intervention in place.

Children's progress within each topic and each subject is assessed by the teacher and monitored by the subject lead, Curriculum Leads and head teacher.

The vast majority of children returned to their normal outstanding rates of progress. Those identified children who are continuing on their journey to reach their individual potential will be supported through provision of support/intervention as appropriate.

Due to COVID-19 all statutory assessment requirements for the year ending July 2021 were removed. Consequently there is no national and school end of year data to demonstrate attainment of children this year.

Schools remote education offer ensured accessible and appropriate activities were planned and delivered as appropriate for all children aligned to our creative and broad curriculum and schemes of work. A range of experiences were offered to the children including Zoom live sessions for classes, story times, music sessions. All children were provided with physical resources, including ICT equipment if needed, to use at home. Engagement was monitored through Purple Mash and regular phone calls and emails to families.

Monitoring and evaluation of activities supporting social and emotional development and nurture evidence the impact on children's identified individual needs. Sunbeams began during the Autumn Term and support was offered to children in small class groups using resources as required. P4C after school sessions did not go ahead due to staggered times. However some of the skills associated with P4C have been used in curriculum activities and shared as part of our well-being focus. Adapted SEAL has been available for small group interventions and has been used to support specific children through nurture

Other approaches

The 'Events and Celebrations' page on the school website is updated regularly and continues to celebrate our themed days and weeks in school. Photographs and responses from both parents and children who participated remotely in our Community Arts Days, Awe and Wonder Week and other events/performances have been enthusiastic, positive and celebratory.

Twitter has also been used to share ideas and activities and parents have shared examples of arts activities online.

Monitoring has evidenced confident, independent, motivated and purposeful pupils who can apply their knowledge (propositional-content and procedural-skills) in subjects across the curriculum. Monitoring shows the children's enjoyment and enthusiasm when participating in the wide range of engaging appropriately challenging discrete and cross-curricular activities offered.

Emotional Health & Well-being Week (October)

This week provided all children with a plethora of experiences to promote personal and social development. It was brought forward from the Autumn term to the Spring term to support the children's return to school in September.

Children once again engaged with a variety of different workshops within their own classes due to Class Bubbles. They got to enjoy and learn about a lot of different ways to help maintain positive mental health.

All classes had a session with LIFE Education facilitator which was held in the hall due to the children being unable to access the mobile classroom due to COVID restrictions. The children learnt about their bodies and how they function, different emotions they may feel and how to help others if they see them struggling with their emotions.

Parliament/British Values/Anti-bullying/Multi-Faith Week (November)

This week was once again a great success and enabled the children to engage in a wide variety of topics and initiatives. Being able to combine a number of national and international weeks ensured that children were able to access activities linked to each. A number of in class assemblies and curriculum and class activities were completed. We also held our Remembrance Service in classes. Important messages and information were shared during this week and everyone participated and enjoyed the week.

Arts Awe and Wonder Week (March)

This continued during the Spring Lockdown for those children in school and remotely as appropriate. The children were offered a wide range of creative activities covering all aspects of the arts (Art, Drama, Dance, Music, Design, Creative Writing) during remote learning. Children responded with great enthusiasm and their creative work including rainbow portraits was shared remotely with class teachers. Children celebrated everyday heroes during this week reflecting the current pandemic. World Book Day was incorporated into this week to celebrate stories and creative writing.

We held an 'Awe and Wonder Week Exhibition' for the children on Purple Mash and Twitter to celebrate the work produced at home.

Physical Health & Well-being week (June)

All children participated in the Halton Haven Rainbow Walk for our Sports Day covering one hundred laps of the playground/hall. Children also participated in class group activities supporting their physical health and well-being e.g. making a healthy snack.

Extra-curricular Activities

All extra-curricular activities and visits were unable to take place due to COVID restrictions, however all children were encouraged to participate in a range of competitions and activities to support their development.

Children's University

The Children's University Graduation took place remotely in class with all children listening to inspirational speakers through Zoom. All children in year two received a gift and certificate from Children's University which was awarded during the Year 2 Leavers Celebration.