

### Alverstone Infant School Coronavirus catch up premium plan

Summary Information					
Academic year	2020-21	Number on roll	177	Total catch up funding £80 per pupil	£14160

Identified impact of lockdown	
Parent surveys, teacher feedback and early assessments have identified areas of need.	
Early Years	<p>The majority of children did not attend pre-school or nursery from March 2020 until starting school. This meant that they did not participate in the type of activities which would normally have prepared them for school, and they were not accessing social situations outside of their home environment. The usual transition activities did not take place.</p> <p>Our EYFS practitioners have identified that for <b>some</b> children there are gaps in learning and development:</p> <ul style="list-style-type: none"> <li>• Poor phonological awareness, not yet able to discriminate sounds, not yet able to rhyme</li> <li>• Lack of social skills and experience of sharing, turn taking, co-operating</li> <li>• Poor hand-eye co-ordination and ability to hold a pencil and apply pressure</li> <li>• Weaker physical skills and stamina for sustained activity</li> </ul>
Reading	Children were encouraged to read from our online reading scheme during lockdown and some children made good progress during this time. For others, they did not read regularly at home meaning that they did not reach reading levels that we would normally expect for end of YR and Y1.
Phonics	<p>Y1 children did not take the phonic test last year. Y2 teachers have reported that around half the year group did not have the phonic skills to pass the test at the start of the year.</p> <p>Year R children were mostly back in school for part of the summer term, however they had to revise previously taught phonemes and consequently did not cover as much of SS3 as they would normally have done. A handful of children did not return to school until September and had bigger gaps in learning.</p>
Writing	During home learning, parents often had lower expectations of how much children should write and at the start of term teachers reported a lack of stamina in writing, as well as weaker grammar and spelling knowledge.
Maths	Although some of the domains were not covered in as much detail over lockdown, parents seemed more confident to support remote learning in maths and consequently most children continued to make good progress in maths skills. There are a few children who have gaps in mathematical knowledge, and these have been identified through assessments.

Foundation subjects	Some topics covering foundation subjects were missed due to lockdown, meaning that there will be gaps in progression of knowledge and understanding (for example in History and Geography) and in acquisition of skills (for example in Art and DT).
Social and emotional/Personal development learning	Many children have shown themselves to be fairly resilient and came back to school with a positive attitude, a willingness to engage in all school activities and the ability to foster old and new friendships. For a small number of children, lockdown has caused some anxiety and these pupils will need additional nurture support.

*To support schools to make the best use of catch up funding, the Education Endowment Foundation (EEF) have published a coronavirus support guide for schools with evidence-based approaches to catch up for students. Our catch up plan has been based on these recommendations.*

<b>Planned strategies and expenditure</b>			
<b>Desired outcome</b>	<b>Strategy or approach</b>	<b>Anticipated cost</b>	<b>Staff lead/review date</b>
To overcome lack of phonological skills in Year R –targeted at all children.	New phonics scheme was purchased this year to provide more rigour to the teaching of phonics and reading.	£3000	KD/first review Dec 2020, then March and July. Target tracker will be used to compare attainment levels to previous years.
To support year R children with developing social skills and communication –targeted at all children.	Toys and resources purchased to set up new lunchtime play area.	£200	SWh/Dec 2020 to evaluate lunchtime provision. July 2020 to measure PSED attainment.
To accelerate progress in reading –targeted at all children.	New range of purely phonic based reading books for home reading.	£3000	As above
To fill gaps in phonics and word recognition – targeted at individual children.	LSA employed for Aut term to deliver interventions (mainly precision teaching).	(£10.74 per hour) £2100 over Aut term Similar amount likely for Spring and summer terms	SWh to collect progress data for individual children in order to take them on/off the programme.
Nurture and ELSA sessions for individual children displaying high anxiety.	One to one ELSA sessions once a week. Small group nurture sessions twice a week.	(£15.33 per hour)	Child and Family support worker to track ELSA sessions

		£430 over Autumn term.	and monitor impact on pupils' well-being.
Year 1 and Year 2 cohorts to accelerate programme of teaching in order to be on track with the normal curriculum by Summer term 2021.	HIAS catch up curriculum in English and maths.	None	SLT/Data monitoring in Nov, March and July.
Children with poor gross motor skills and/or poor fitness and stamina will show improvements in physical skills.	Physical intervention for small groups of identified children twice a week with SNA planned by PE specialist teacher.	None – SNA already employed in school.	
Teaching will be adapted for pupils who show poor working memory, poor processing speed and/or attention difficulties.	Teachers to read latest research in cognitive load and other theories in order to adapt teaching to meet needs of all learners. INSET day training will be followed by non-contact time and peer review sessions.	£210 supply costs per teacher £1680 total	Staff meeting sessions in Spring and summer term to evaluate new strategies and share successful developments.
Teachers to have a two day remote learning plan which can be rapidly sent out to parents via Google classroom and/or on hard copy in the event of a bubble having to close.	All teachers to have a half day release time to forward plan remote learning activities.	£210 supply costs per teacher £840 total	See home learning protocol for evaluations.
Total budgeted cost		<b>£15,450</b>	