



Field Place
INFANT SCHOOL

COVID-19 catch-up premium report – Spring 2021

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	246	Amount of catch-up premium received per pupil:	£26.67
Total catch-up premium budget:	£7280.91		



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STRATEGY STATEMENT

The EEF has provided research showing the negative effect of school closures on children's reading. Through a comparison of standardised tests in 2017 and 2020 they found that the 2020 year 2 children's reading is significantly lower than those in 2017. This has influenced our decision at Field Place Infants to prioritise bridging the gap in children's phonics and reading fluency. A teacher has been employed to work with children who have been assessed to be at a lower level than expected having previously been on track and had left Reception at GLD. For three days a week they will work one to one and in small groups with children. The overall aim of our strategy is to close the gap in reading and phonics, which had been created by COVID-19 school closures and non-attendance during June and July of 2020. This will then ensure children will be in better stead when transitioning to Junior School and throughout their lives. Evidence has been taken from the Education Endowment Foundation's publications to support the rationale behind our decisions.

Spring: The focus for this term will be on the children who had lower attainment prior to lockdown, these children will have made limited progress as they would have missed out on vital teacher time and interventions. These children include those who had left reception at GLD as well as those who did not. Children who did not make the expected level of progress from the teacher intervention last term will also be included in this group of children.



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Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	48% of children chosen for teacher support this term were not GLD on leaving reception and therefore had low attainment prior to the first lockdown.
B	
C	

ADDITIONAL BARRIERS

External barriers:

D	Lockdown and school closures due to the COVID-19 pandemic.
E	52% of children chosen for teacher support were GLD on leaving reception. Of these children 63% did not return in June once schools were reopened. Due to lack of engagement with home learning these children's learning suffered.
F	26% of the children chosen for this term had low attendance prior to lockdown.
G	19% of children did not pass the phonics test.



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Planned expenditure for current academic year

Targeted support					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	Impact
Year 2 Children will make accelerated progress in their reading fluency to compensate for learning loss.	<p>By increasing targeted children's time spent reading 1:1 to an adult, we expect to close gaps in reading progress.</p> <p>Children will move up at least one book band by half term.</p>	"In order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary."	<p>JG will follow the RWI fast tutoring structure.</p> <p>Children will review core words daily in group times and in passing through the day.</p> <p>JG to work with child's teachers ensuring they are aware of strategies being used and progress made.</p> <p>Children will read appropriate level books daily.</p>	<p>JG x 3 days a week.</p> <p>15 minutes one to one and small group work.</p>	



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<p>Year 2 Children will use phonics strategies when reading.</p>	<p>Children will be able to identify 'special friends' in green words.</p> <p>Children will read multisyllabic words.</p> <p>Children can read WT1.5-1.7 as 'slap downs'</p> <p>Children will know set 2 and set 3 special friends.</p>	<p>"Evidence from 2020 suggests that the disruption to schooling has had the greatest effect on children who are still at the early stages of learning to read. This pattern was the same for disadvantaged and non-disadvantaged children."</p>	<p>JG will follow the RWI fast tutoring.</p> <p>RWI strategies revisited for blending.</p> <p>Sounds to be revisited, retaught and assessed weekly.</p>	<p>JG x 3 days a week.</p> <p>Targeted one to one and small group work,</p>	
<p>Create home learning resources to encourage children to read and empower parents to help their children's reading.</p>	<p>Create simple resources personalised to each child/ each focus group to take home.</p> <p>Regular communication with parents about progress and videos to support home learning.</p> <p>Send home quality books for pupils to share with parents.</p>	<p>'Parents have played a key role in supporting children to learn at home and it is essential that schools and families continue to work together as pupils return to school. Providing additional books and educational resources to families, with support and guidance, may also be helpful – for example, offering advice about effective strategies for reading with children.'</p>	<p>JG to create personalised packs for children/ group to take home and use.</p> <p>JG to help children choose quality books as well as banded books at the appropriate level.</p>	<p>Individualised weekly packs will go out with children.</p>	



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<p>Small group work with Autumn term support children and those on blue/ green book band books.</p>	<p>Children who have reached books bands green and orange will work 2–3-week times a week in a small group.</p> <p>Children who have reached blue book band level, will work in smaller groups or pairs 3 times a week for the first 3 weeks of term to help them move through the book bands quicker.</p>	<p>“There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy.”</p> <p>To ensure continued progress, children who did not reach the target in autumn will continue to work with JG as part of a small group.</p>	<p>JG to take small groups and look at multisyllabic words, trigraphs and split digraphs.</p> <p>Books read during each group session.</p> <p>Review core words.</p>	<p>JG group time 2-3 times a week- small group work.</p>	
Total budgeted cost:					£7930

ADDITIONAL INFORMATION

Autumn focus group to help catch up children (94% who were GLD), who had fallen behind due to the lockdown, lack of engagement in home learning and not returning to school in June 2020. One to one tutoring and small group interventions:

The impact of last terms one to one interventions:

60% children have reached the target of moving up to high green/ orange book band where it had been 0% before.

87% children have made progress, moving to a new book band over the half term they received the intervention.

In October 80% of children were 1w/1w+, 7% 1b and 13% 40-60 w/s

In December 80% of children were 1s/1s+, 7% were 1w, 13% 1b/b+