

## Antingham and Southrepps Covid Catch Up Premium Plan

<b>Academic Year</b>	<b>2020-21 &amp; 2021-22</b>	<b>Total Catch Up Funding 20/21</b>	<b>£4240</b>	<b>Numbers on Roll</b>	<b>53</b>
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<b>GUIDANCE</b>	
<p>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.</p> <p>Schools' allocations will be calculated on per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to Y6</p> <p>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.</p>	
<b>Use of Funds</b>	<b>EEF recommendations</b>
<p>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 guidance on <a href="#">curriculum expectations for the next academic year</a>.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>To support schools to make the best use of this funding, the Education Endowment Foundation (EEF), has published a <a href="#">coronavirus (COVID-19) support guide for schools</a> 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.</p>	<p>The EEF advises the following:</p> <p><b>Teaching and whole school strategies</b> Supporting great teaching Pupil assessment and feedback Transition support</p> <p><b>Targeted approaches</b> One to one and small group tuition Intervention programmes Extended school time</p> <p><b>Wider strategies</b> Supporting parents and carers Access to technology Summer support</p>

### Unequal experiences - Amanda Speilman HMCI

“Although many children have continued to learn well, and will bounce back straight into their studies, it’s a sad fact that children will have had very unequal experiences at home. Not every child will have had a quiet place to work, a supportive adult on hand to help, or access to technology; many will have become demotivated, even with all of these. For some, catching up on lost learning won’t be easy. Schools will be thinking hard about how to help the children who need it most, while taking into account the health restrictions, finite resources, staff and space. But children are resilient, as are schools and teachers. I have every confidence that with clear guidance and careful planning, schools will get pupils where they need to be.”

How can our school support children to:

- Readjust and reconnect with schools, re-establishing consistent routines, expectations and a sense of belonging?

- Recover - using the Rs: resilience, responsibility, reflect, respect, resourceful, responsible
- So that children are READY to learn.

### **The Learning Rainforest - Tom Sherrington**

#### **Emotional Support:**

- create a classroom climate that is positive and welcoming; fosters respect, enjoyment and enthusiasm;
- teachers and support staff will be sensitive to pupil needs - all children will be supported and encouraged so that they know what they can achieve/aspire;
- teachers and support staff will have regard for pupils' perspectives and experiences.

#### **Classroom Organisation:**

- positive behaviour management;
- productivity – time management, maximising opportunity to learn;
- instructional learning formats – activities that maximise engagement.

#### **Instructional Support:**

- effective modelling – so that children know how to apply the taught knowledge and skills;
- quality of feedback - children know what and how to improve and can develop their skills & knowledge;
- deliberate practice – children, through effective modelling and explanations have the opportunity to do for themselves supported as required – in our school this is defined as practice that is purposeful and systematic; language modelling – expanding, use of vocabulary; questioning – challenge children to think - breadth, depth & accurate work; concept development – focus on higher order thinking.

#### **Re-adjust**

#### **Recover**

#### **Be Ready**

#### **What is Social and Emotional Learning?**

Social and Emotional Learning refers to the process through which children learn to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

There are a range of other terms that schools use that overlap with SEL (though have different emphases), including: supporting children's mental health and wellbeing; character education; development of children's resilience; bullying prevention; life skills; behaviour management; personal development; and Spiritual, Moral, Social and Cultural Development.

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Core competency	Definition	Associated skills
Self-awareness	The ability to accurately recognise one's own emotions, thoughts and values and how they influence behaviour. The ability to accurately assess one's strengths and limitations with a well-grounded sense of confidence and optimism.	<ul style="list-style-type: none"> <li>Identifying emotions</li> <li>Accurate self-perception</li> <li>Recognising strengths</li> <li>Self-confidence</li> <li>Self-efficacy</li> </ul>
Self-management	The ability to successfully regulate one's emotions, thoughts and behaviours in different situations – effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work towards personal and academic goals.	<ul style="list-style-type: none"> <li>Impulse control</li> <li>Stress management</li> <li>Self-discipline</li> <li>Self-motivation</li> <li>Goal setting</li> <li>Organisational skills</li> </ul>
Social awareness	The ability to take the perspective of and empathise with others. The ability to understand social and ethical norms for behaviour and to recognise family, school and community resources and supports.	<ul style="list-style-type: none"> <li>Understanding emotions</li> <li>Empathy/sympathy</li> <li>Appreciating diversity</li> <li>Respect for others</li> </ul>
Relationship skills	The ability to establish and maintain healthy relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively and seek and offer help when needed.	<ul style="list-style-type: none"> <li>Communication</li> <li>Social engagement</li> <li>Relationship building</li> <li>Teamwork</li> </ul>
Responsible decision making	The ability to make constructive choices about personal behaviour and social interactions. The realistic evaluation of consequences of various actions and a consideration of the wellbeing of oneself and others.	<ul style="list-style-type: none"> <li>Identifying problems</li> <li>Analyzing solutions</li> <li>Solving problems</li> <li>Evaluating</li> <li>Reflecting</li> <li>Ethical responsibility</li> </ul>

Identified impact of lockdown on our school	
Emotional	Many children have experienced a great deal of loss through: <ul style="list-style-type: none"> <li>Lack of daily routines</li> <li>Low feelings of self-worth</li> </ul>

	<ul style="list-style-type: none"> <li>• Lack of social interactions</li> <li>• Loss of freedom – leading to low self-image, self-esteem, self-concept and self-efficacy Anxiety (both their own and absorbing adult anxiety around them)</li> <li>• Trauma and bereavement</li> </ul> <p>Children had lost their sense of belonging to school and their class. Many children and their families were worried about the return being safe. More often than not, our children had lost routines that had provided them security and safety. Some children have struggled with new routines and procedures in place.</p>
Writing	<p>Children haven't necessarily missed units of learning but they have lost essential practising of writing skills. GAPS specific knowledge has suffered, leading to a lack of fluency in writing. Many children have lost stamina as long pieces of writing has been difficult to maintain whilst the children were at home. Their writing was often not completed which has led to de-motivation too.</p> <p>Attitudes towards writing – purpose or reasons for writing Stamina Resilience Grammar, Punctuation and Spelling Presentation</p>
Reading	<p>Children accessed reading more than most other subjects. A wide variety of online and paper reading activities and books were made available. Daily phonics sessions were also made available – there remains gaps in Phase 5 phonics e.g. split digraphs. The children are generally less fluent in their reading and the gap between those children that read often and those who didn't, has widened.</p>
Maths	<p>Specific content has been missed, leading to gaps in learning and stalled learning journeys. Children still have an appetite for maths and lockdown has not affected their attitudes however, they are quite simply, 'behind'.</p> <p>Recall of basic skills and number has suffered – children are not able to recall number facts, times tables and have forgotten taught calculation strategies. This is reflected in baseline assessments and checkpoint tests.</p>
Other	<p>There are now significant gaps in knowledge – whole units of work have not been taught and as result the children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes across the curriculum. Children have also missed out on curriculum experiences e.g. trips, residential, visitors and powerful and WOW curriculum moments.</p>

## Expenditure 2020-21

Desired outcomes	Approaches	Cost and staff lead	Impact
<b>Teaching and whole school strategies</b>			
	Walkthrus - High quality CPD:	SP lead	

<p><b><u>Supporting great teaching</u></b></p> <p>SIDP Priority 1 &amp; 2</p>	<p>Feedback</p> <ul style="list-style-type: none"> <li>• Establishing expectations</li> <li>• Sequencing concepts in small steps</li> <li>• Checking for understanding</li> <li>• Quizzing</li> <li>• Weekly, monthly – reviews or checkpoints</li> </ul> <p>Literacy Shed subscriptions for KS2 Reading Comprehension and whole class reading approach</p>	<p>£70 for half a day supply in KS2 class</p> <p>£50</p>	
<p><b><u>Pupil assessment and feedback</u></b></p> <p>Teachers have a clear understanding of the emotional needs of individuals in their classes so that support can be put in place if needed.</p> <p>Teachers are able to provide personalised feedback whilst maintaining social distancing</p>	<p>On entry assessments – academic and emotional needs identified on returning to school in September.</p> <p>Following the Synergy planned schedule of assessments twice yearly using NFER.</p> <p>Greater TA support for those pupils with emotional needs. TA's highlighted are DS, EO and KO</p> <p>New feedback and marking policy in place.</p>	<p>None</p> <p>£110 for NFER test packs</p> <p>Cover for those TA's identified as and when needed</p> <p>£120 extra hours and purchase of Lego for KH to run a weekly lunchtime Lego club</p>	
<p>Introduction of The Right Stuff to develop writing across the school</p>	<p>Staff are trained in the new writing approach from The Write Stuff</p>	<p>£250</p>	
<p><b>Targeted Support</b></p>			
<p><b>Desired outcomes</b></p>	<p><b>Approaches</b></p>	<p><b>Cost and staff lead</b></p>	<p><b>Impact</b></p>
<p>Implementation of Read write Inc across the school – staff training and purchase of new books and resources.</p>	<p>Staff and teacher trained to ensure they deliver high quality SPP on a daily basis.</p>	<p>£2800</p>	

<p>Extended school time Identified children are offered club before school and/or a club after.</p> <p>Children start school calmly. The attendance and attainment of those pupils improves and effect of lockdown is negated. Parents are supportive of this club.</p>	<p>Vulnerable children and families have access to free or subsidised B&amp;A Club.</p>	<p>£100</p>	
<b>Wider Strategies</b>			
<b>Targeted Support</b>	<b>Approaches</b>	<b>Cost and staff lead</b>	<b>Impact</b>
<p>Supporting parents and carers</p> <p>Keeping parents updated with COVID arrangements including reassuring parents of best practice and RA's.</p> <p>Supporting parents with home learning</p> <p>Identified children are offered club before and/or after school. Children start school calmly. The attendance and attainment of those pupils improves and effect of lockdown is negated. Parents are supportive of this club.</p>	<p>Regular newsletters (twice monthly)</p> <p>Term on a page sent home at the beginning of each new half term</p> <p>Knowledge organisers sent home</p> <p>Support parents who need it with attendance and developing stronger systems and routines at home</p> <p>Tapestry for EYFS, website and Teams</p>	<p>£0</p>	
<p>Access to technology</p> <p>All teachers to have the basis resources and equipment necessary to offer remote learning.</p> <p>Teams introduced to staff and pupils.</p>	<p>Ask James King (IT) to look at our current IT provision.</p> <p>Purchase more chrome books or laptops from the DfE when they become available.</p> <p>TEAMS training for staff and then pupils via teachers.</p>		

Website updated to reflect new technologies and APPS  Look at getting better internet connection in and around school as well as internet in the Art Studio.	Website updated – from April 2021 and relaunched – September 2021  Ask IT how we can go about getting better wifi across the school and installing this into the Art Studio.		
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Balance carried forward 2020-21	£740
Total Catch Up funding received 2021-22	£1016
Total for 2021-22	£1756

<b>Expenditure 2021-22</b>			
<b>Desired outcomes</b>	<b>Approaches</b>	<b>Cost and staff lead</b>	<b>Impact</b>
<b>Teaching and whole school strategies</b>			
Read Write Inc Spelling programme introduced across the school  Staff continue to be trained and monitored in using Read Write Inc  Purchase of KAPOW wellbeing package and 1Decision for PSHE teaching	Spelling programme is rolled out from Reception to Year 6 to support gaps in writing and spelling.  Training is ongoing to ensure the high quality of training already undertaken does not stop. English lead to regularly monitor RWI sessions and offers support as and when needed.  Wellbeing introduced to support our PSHE curriculum.	£160  £150 supply cover for English lead to monitor RWI sessions  £185 for Kapow £300 for 1Decision	