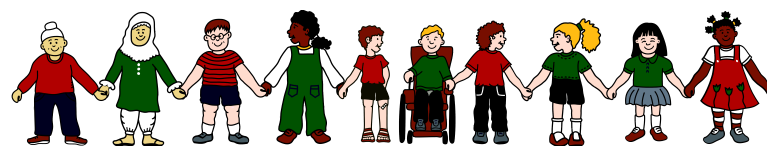


THE
GILES NURSERY
AND



INFANTS' SCHOOL

The Giles Nursery and Infants' School Catch-Up Premium Strategy

Strategy Statement

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. The government has announced £1 billion of funding to support children and young people to catch up. This includes a one-off universal £650 million catch-up premium for the 2020-2021 academic year, to ensure that schools have the support they need to help all pupils make up for lost teaching time. Although, all children have had their education disrupted by the coronavirus (COVID-19) outbreak, it is likely that disadvantaged and vulnerable groups will have been most affected. The funding is provided for children from Reception to Year 2.

To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a support guide for schools with evidence-based approaches to catch for all pupils. The school has used this document to help inform their additional funding in the most effective way.

Summary Information

Academic Year	2020-21	Catch-Up Funding Received 2020-21 25% to be paid on 30 September 2020 Two further instalments to follow based on census figures from October 2020	£19840 (£80.00 per Reception, Year 1 or Year 2 pupil.)
Total number of pupils whole school	310 – Whole school 248 – Reception – Year 2	% Disadvantaged Pupils	21%

Contextual Information

Disadvantaged PPG: 64 including EYPP (21%)

There is 1 child looked after in the school and 2 previously looked after. (1%)

SEND : 81 (26%)

EAL: 63 (20%)

EHCP: 6 pupils in the Speech, Language and Communication Base and 3 in mainstream. 3 applications in progress (4%)

The number of children/ families registered with a social worker: 5 (1.6%)

Schools should set out how they will allocate additional funding to support curriculum recovery for 2020-21. The Education Endowment Foundation (EEF) guidance suggests a 3-tiered approach:

Summary:

Main expenditure	<p>Three additional members of staff have been employed as Catch Up Champions. One of these is a teacher who works for three days each week leading this process. This involves assessing all children, identifying gaps in learning and then working with class teachers to establish a range of strategies in order to address issues. Strategies include actions undertaken by the teacher themselves including: re-teaching of subject areas missed because of closure; pre-teaching; double-teaching or increased teaching (as with double phonics lessons) and work with individuals or groups. Strategies also include the setting up of interventions by the Catch Up teacher in conjunction with class teachers. Teachers then work with the Catch Up Champions to deliver these effectively to pupils.</p> <p>Our projected Income is £19840 based on 248 pupils (R - Y2). The total for the cost of staff is £19064. Any remaining money will be spent on resources as outlined in the following plan.</p>
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1. Teaching	<ul style="list-style-type: none"> ○ High-quality teaching for all ○ Effective diagnostic assessment ○ Supporting remote learning ○ Focusing on professional development
2. Targeted academic support	<ul style="list-style-type: none"> ○ High-quality one to one and small group tuition ○ Teaching Assistants and targeted support ○ Academic tutoring ○ Planning for pupils with Special Educational Needs and Disabilities (SEND)
3. Wider strategies	<ul style="list-style-type: none"> ○ Supporting pupils' social, emotional and behavioural needs ○ Planning carefully for adopting a Social and Emotional Learning curriculum ○ Communicating with and supporting parents ○ Supporting parents with pupils of different ages ○ Successful implementation in challenging times

Catch up curriculum priorities at the Giles Nursery and Infants' School <i>(related to overcoming challenges for pupils catching up on lost learning)</i>		Intended outcomes
1 Teaching	<p>To ensure that the recovery curriculum is planned, delivered and assessed in such a way that all children are provided with quality first teaching, with the opportunity to 'catch up,' with any lost learning due to Covid-19, whilst ensuring that they also receive a broad and balanced curriculum that is appropriate to their age and /or ability.</p> <p>To ensure that all pupils are attending school regularly and are emotionally supported and ready to re-access formal learning.</p> <p>To ensure that mental health and wellbeing of all pupils is appropriately supported and developed.</p>	<p>By end of Spring term children should, with quality first teaching and support where required, have regained academic confidence to resume their learning at their expected key stage/level. Any children identified as not meeting this expectation receive further targeted intervention.</p> <p>Children relish returning to school, settling back into new routines and following behavioural expectations with immediate effect.</p> <p>Positive impact of strategies implemented to support children's mental health, well-being, personal, social and emotional development.</p>

2 Targeted academic support	<p>To ensure quality targeted provision (1:1 and or small group) is planned, delivered and assessed in such a way that identified children make accelerated progress.</p>	<p>Targeted provision (1:1 and or small group) will have greatest impact on accelerating the progress of identified children.</p> <p>Children in Year 1 and 2 who will be expected to undertake statutory assessments will be supported to close any gaps that have occurred in their phonics, reading, writing and mathematics skills to ensure they are ready to approach their testing with confidence. The school expects, over the course of the year, to be able to guide the children to a point where outcomes are broadly in line with previous years.</p>
3 Wider strategies	<p>To ensure that the school continues to work closely with external agencies to access the support for pupils/ families.</p> <p>To ensure parents / families are well supported and pupils are able to attend school regularly and access their learning.</p>	<p>The school will continue to receive effective support from different agencies/ services so that pupils and families are successfully supported.</p> <p>Pupils' social, emotional and behavioural needs will be met and they will feel equipped to engage with their learning.</p>

PRIORITY 1: QUALITY FIRST TEACHING

Action	Strategy	Education Endowment Foundation rationale	Which pupils have been targeted for this strategy? Who will benefit?	Intended outcomes and success criteria	Staff lead and monitoring:
Effective transition supports Recovery Curriculum	<p>Thorough face-to-face handover between teachers with all pupils invited into school to meet their new teachers prior to September.</p> <p>Meetings / phone calls from INCo team to parents of pupils needing support. Plans in place for individuals.</p> <p>Wide range of support materials for parents and pupils; e.g. introductory class videos; year group introductory talks via Zoom; individual transition booklets; materials posted on school website.</p> <p>Purchase of resources and furniture to enhance the layout of classrooms, support needs and delivery of the curriculum- especially in Y1 where EYFS provision will need to be continued.</p>	<p>'All pupils will need support to transition back to school. However, there are particular challenges for pupils starting a new school after the disruptions caused by COVID-19'.</p>	<p>All classes All pupils – including individuals requiring additional support</p>	<p>Effective transition will support pupils in settling into their new classes, enabling them to make a successful start.</p> <p>Trusting relationships between children and staff build quickly and children settle happily and are ready for learning.</p>	<p>SLT and all teaching staff Staff meeting surgery sessions HT learning walks, Attendance tracking Year group discussions with staff to ensure every child has settled into school quickly. Ensure plans are in place for individual children requiring further support/ individualised plans</p>

	<p>Engage in County EYFS transition project to identify and support the needs of pupils transitioning into our EYFS setting.</p> <p>Early parents consultations to discuss settling in and needs arising – Additional learning support pack to be given to out.</p>				
<p>Teachers are supported to deliver outstanding teaching in light of Covid-19 adaptations</p>	<p>Continue robust schedule of monitoring already in place.</p> <p>Continue high quality CPD / training for staff, either remotely or lead by SLT in accordance with social distancing guidance.</p> <p>Curriculum leaders to keep up-to-date with guidance / research in their curriculum areas and disseminate to staff.</p> <p>Purchase new resources to allow the curriculum to be delivered effectively in each year group as a result of 'lost learning' and Covid-19 adaptations.</p> <p>KS1 teachers to have PPA in year groups to assess, plan and ensure consistency of curriculum content across the classes in a year group.</p>	<p>'Great teaching is the most important lever schools have to improve outcomes for their pupils. Ensuring every teacher is supported and prepared for the new year is essential to achieving the best outcomes for pupils.'</p>	<p>All classes All pupils – including individuals requiring additional support</p>	<p>SLT and curriculum leaders will be able to monitor curriculum content, see the quality of teaching / learning taking place and observe the progress of the children.</p> <p>All staff are aware of new processes and changes to core subject delivery and curriculum implementation - 'back to basics.'</p> <p>There is consistency and continuity of curriculum content and delivery across all classes in each year group.</p>	<p>HT SLT Year group leaders Curriculum leaders Monitoring schedule in place and shared with all staff. Learning walks and observations recorded Support in place where required</p>
<p>Adaptations are made to the school's intended curriculum and implementation supports pupils in making rapid progress and getting their learning 'back on track'.</p>	<p>Year group leaders meet to identify missed curriculum coverage and key vocabulary; adjustments made in curriculum content and delivery for each year group.</p> <p>Whole school 'Growth and Well-being Week' planned for the autumn term to address missed summer term science curriculum and support well-being needs.</p> <p>Review HfL's maths and English 'Back on Track.' and missed coverage.</p> <p>Diagnostic assessment: Baseline assessments and continuing 'Assessment for Learning' (use of formative assessment) to expose and address gaps in children's</p>	<p>'Assessment can help teachers determine how to most effectively support their pupils. Every pupil will have been affected differently by COVID-19. Setting aside time to enable teachers to assess pupils' well-being and learning needs is likely to make it easier for teachers and other</p>	<p>All classes All pupils – including individuals requiring additional support</p>	<p>Children will 'catch up' learning missed without missing expectations of their current year group.</p> <p>Robust assessment will identify gaps in their learning. They will be addressed in teachers' planning to allow 'Catch Up.' Assessment is an ongoing process and ensures that children's progress continues and they meet age-related expectations.</p>	<p>Subject leaders - maths English Monitoring (book scrutiny, moderation, pupil voice) in place and shared with all staff. Feedback Meetings where support is required with actions and review date set.</p>

	<p>learning and support planning for next steps and revising teaching.</p> <p>Adopter school for NFER EYFS Baseline – use outcomes to identify gaps in knowledge and skills and adapt planning accordingly.</p> <p>Employ a support teacher 3 days per week to work with pupils to undertake assessments, identify gaps in learning and work with teachers to plan a support and evidence based intervention package – small group / 1:1.</p>	<p>school staff to provide effective support.’</p>			
<p>Ensure there is a wide range of opportunities to support children’s personal, social and emotional development</p>	<p>Further develop high quality learning environment and resources to promote quality interactions between adults and children, allowing opportunities to share and reflect on their feelings, e.g. Protective Behaviours.</p> <p>Prioritise PSHCE and community cohesion during the first half of autumn term. Embed Jigsaw PSHCE programme across the school with a mindfulness approach to learning – purchase additional Jigsaw support resources.</p> <p>School’s family support worker to increase casework to provide bespoke support for individual pupils and families, including for attachment and bereavement.</p> <p>School ‘Growth and Well-being Week’ planned for autumn term, including mindfulness and yoga workshops.</p> <p>Purchase additional furniture and resources to provide break out spaces and individual learning stations for pupils requiring this support.</p> <p>Increase opportunities for physical activity, including yoga sessions and extra-curricular sports clubs.</p>	<p>‘There is a great deal of evidence which suggests that non-cognitive skills are as important as cognitive skills in determining academic results, and that children from poorer backgrounds tend to have weaker non-cognitive skills than their better-off peers. A recent meta-analysis suggested that programmes aimed at promoting pupils’ resilience and wellbeing could have a significant impact on academic achievement.’</p>	<p>All classes Individuals requiring additional support</p>	<p>Children’s individual social, emotional, mental health needs will be addressed/supported, enabling them to learn successfully.</p>	<p>SLT Monitoring schedule in place. Positive results from pupil voice Discussions with staff/families before, during and after intervention to measure progress/improvements Provision mapping Record Case studies .</p>

	Re-assess opportunities for outdoor learning and Forest School provision -. Update resources, including playground markings, canopies and equipment.				
Contingency planning for school / bubble closure or individuals / groups isolating.	<p>Support children’s learning through a blended approach combining a mixture of remote online learning and differentiated activity booklets.</p> <p>Investigate online learning platforms as a staff to see which offers the best opportunity for providing clear explanations, scaffolding, differentiation and quality feedback. Purchase access to chosen online remote learning platform and provide training for staff. Send logins to parents and ensure parents and pupils are able to access and use.</p> <p>Publish a remote learning contingency plan/ policy and ensure safe usage is addressed with parents and children.</p> <p>Curriculum leaders to review curriculum content to ensure high quality is maintained.</p>	‘Research shows that pupils learn best through remote teaching when the elements of effective teaching are present – for example clear explanations, scaffolding and feedback – is more important than how or when they are provided.’	All pupils	<p>Pupils will continue to access a high quality education through the delivery of broad, balanced, well-sequenced and progressive curriculum that matches that being taught in school. Staff provide feedback which parents are able to access and provide support.</p> <p>Pupils continue to make strong progress and gaps in learning continue to narrow.</p>	<p>SLT Computing curriculum leader As part of monitoring cycle Staff meetings SLT meetings Pupil voice Pupil progress and attainment meetings Quality of work completed - sampling</p>

PRIORITY 2: TARGETED PROVISION AND SUPPORT

Action	Strategy	Education Endowment Foundation rationale	Which pupils have been targeted for this strategy? Who will benefit?	Intended outcomes and success criteria	Staff lead and monitoring:
Use school data and Baseline assessments to identify children not on track to make expected progress from prior attainment starting points	<p>HT / DHT to undertake HfL –‘Assessment – Where are we Now?’ training and disseminate to staff.</p> <p>Update AM7 with HfL ‘Easy Tracking system’ and train staff.</p> <p>Use pupil progress and attainment meetings to consider the gaps in children’s learning and identify appropriate interventions and support strategies.</p>	‘Assessment can help teachers determine how to most effectively support their pupils. Every pupil will have been affected differently by COVID-19. Setting aside time to enable teachers to assess pupils’ wellbeing and learning needs is likely to make it easier for	All classes vulnerable and targeted pupils	<p>Summative assessments and spring term pupil progress and attainment meeting records accurately identify those working at, above or below an age-related expectation at the point of school closure and support the process of tracking progress.</p> <p>‘Assessment for Learning’ (use of formative assessment) is used</p>	<p>SLT Each term Initial pupil progress meetings during and end of autumn term with DHT AM7 reports</p>

		teachers and other school staff to provide effective support.'		to expose and address gaps in pupils' learning. The curriculum is adjusted to match pupils' needs and accelerated progress is made.	
Small group/1-1 Targeted Provision during school day	<p>Employ a support teacher 3 days per week to work with pupils to undertake assessments, identify gaps in learning and work with teachers to plan a support and evidence based intervention package – small group / 1:1.</p> <p>Interventions focused on identified, specific needs; support delivered by appropriately trained staff, including Catch Up Champions; timely monitoring of intervention programmes to track progress.</p>	<p>'There is extensive evidence supporting the impact of high-quality 1:1 and small group tuition as a catch-up strategy.'</p> <p>'In order to support pupils who have fallen behind the furthest, structured interventions, which may also be delivered on to one or in small groups, are likely to be necessary.'</p>	Children across the school identified requiring support in phonics, English and maths.	<p>Targeted support addresses misconceptions and narrows/ closes gaps as a result of school closures; pupils make rapid progress.</p> <p>Referrals to outside agencies: Work closely with external SEND professionals so that all children and families are successfully supported.</p>	<p>SLT</p> <p>Year Group leaders</p> <p>Lucy Dean</p> <p>PPG Champions</p> <p>Summative and formative assessment</p> <p>Moderation</p> <p>Work in class/books to show application</p> <p>Pupil progress and attainment meetings</p> <p>Learning walks/observations</p> <p>Tracking of interventions</p>
EYFS – To provide additional speech, language and communication support in EYFS	<p>Undertake Wellcomm assessment with all new pupils to EYFS and those causing concern.</p> <p>Run targeted language support interventions to bridge gaps and develop vocabulary, language and comprehension skills.</p>	<p>'Studies show that on average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year. All pupils appear to benefit from oral language interventions, but some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds (up to six months' additional progress).'</p>	Children in EYFS identified as requiring language support.	Pupils develop their language skills rapidly – including pupils with EAL.	<p>Early years teachers</p> <p>EYFS leader</p> <p>Wellcomm assessment records</p> <p>Pupil progress meetings</p> <p>Liaise with class teacher</p> <p>Learning walks/observations</p>
KS1 – To provide additional phonics teaching in Year 1 and to support children unlikely to reach the	<p>Baseline phonics assessment</p> <p>1x extended daily phonics session or 2 x shorter daily sessions in Y1 (all autumn term) and Y2 (second half of autumn term)</p>	'Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an	Children across Year Two cohort identified requiring	Nearly all Year One and Two, children achieve the pass mark for the phonics screening test, by the end of Summer term 2021.	<p>Y2 class teachers</p> <p>Phonics Leader</p> <p>Moderation</p> <p>Work in class/books to show application</p>

<p>expected standard in the Y2 phonics screening in November</p>	<p>Additional targeted phonics intervention small group/1-1 delivered by trained staff. Phonics Leader to liaise with Y2 class teachers to plan additional phonics teaching to support pupils to consolidate and secure phonic knowledge and skills.</p> <p>Purchase resources to enable successful intervention.</p>	<p>average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. '</p>	<p>support in phonics</p>		<p>Pupil progress meetings Liaise with class teacher Learning walks/observations Phonics tracker in place Tracking of interventions</p>
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PRIORITY 3: WIDER STRATEGIES

Action	Strategy	Education Endowment Foundation rationale	Which pupils have been targeted for this strategy? Who will benefit?	Intended outcomes and success criteria	Staff lead and monitoring:
<p>Attendance - Support for parents where attendance issues / concerns arise</p>	<p>Continue with robust monitoring and tracking systems in place. DHT to monitor and target persistent absentees (90% or below attendance). Telephone parents to ascertain reason for absence. Individual support for parents put in place as required. Draw on support from County Attendance team for support with individual cases.</p>	<p>'A pupil cannot benefit from a lesson if they are not present in the classroom, engaged in the lesson, and behaving appropriately for learning.'</p>	<p>Persist absentees i.e., attendance which is 90% or below</p>	<p>High attendance will ensure access to learning and facilitate strong progress.</p>	<p>DHT Regular tracking of attendance. HT/ DHT meet to discuss and agree actions Continue with systems and process already in place</p>
<p>Access effective support from different agencies/ services</p>	<p>The school will continue to receive effective support from different agencies/ services so that pupils and families are successfully supported, e.g. Speech and Language Therapist, autism advisors to support identified children.</p> <p>Continue with remote speech therapy for pupils with EHC plans for speech and language needs if face-to-face support cannot be facilitated.</p> <p>Increase contact with disadvantaged/ vulnerable families.</p>	<p>Utilising external support provides access a wide range of expertise.</p>	<p>Children and families across the school identified requiring support</p>	<p>Support from different agencies/ services is effective so that the needs of children and families are successfully met.</p>	<p>INCo team Work in class/books to show application Pupil progress meetings Liaise with class teacher Learning walks/observations Tracking of interventions</p>

<p>Improve behaviour and establish routines and boundaries</p>	<p>Steps (therapeutic behaviour management) Refresher training / full training delivered to all staff.</p> <p>SENCo and family support worker to undertake Steps 'train the trainer' training in autumn term to increase Steps expertise in school.</p> <p>Individual pupils supported by behaviour risk management plans. SENCo to provide support and family support worker to increase casework to support individuals.</p> <p>Increased capacity for 1:1 support.</p>	<p>'Evidence from research makes it clear that reducing challenging behaviour in schools can have a direct and lasting effect on pupils' learning.'</p>	<p>Children and families across the school where challenges with behaviour form a barrier to learning</p>	<p>Behaviour across the school is good and adjustments made to support individuals enable them to access their learning and make progress.</p>	<p>DHT INCo team 1:1 support assistants Behaviour records Walks around school / informal observations in class Case studies Liaise with class teachers</p>
<p>Logins for educational resources for home use (already used in school)</p>	<p>Parents to be sent their child's logins to ensure access can be gained at home to enhance and consolidate learning. Staff to ensure every child has logins and parental access where required.</p>		<p>All year groups</p>	<p>Parents able to assist their child/ren to access and support with home learning.</p>	<p>Year group leaders Class teachers Monitor parental sign up and engagement Seesaw At parent consultation ensure children have access to resources and parents asked how often it is used. Monitor engagement with resources, monitoring of home learning completed</p>