



Coronavirus (COVID-19) Catch Up Premium Plan

Oakley Infant School

Summary Information

School	Oakley Infant School				
Academic Year	2020-2021	Total Catch-Up Premium	£13,680	Number of pupils	171

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. Though funding has been calculated on a per pupil or per place basis, schools should use the sum available to them as a single total from which to prioritise support for pupils according to their need. This funding will be provided in 3 tranches.

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.

Use of Funds

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.

Identified Impact of lockdown	
Reading	Children had access to reading throughout lockdown through Bug Club and Education City. When school opened more widely in June everyone had access to a reading trolley with a selection of books available daily for those in school and out of school. However, children are less fluent in their reading and the gap between those children who were already wide readers and those children who were not is now much wider. Initial assessment suggests over 1/3 of children in Key Stage 1 are not reading at a standard we would expect at this stage.
Writing	While writing activities were offered to parents during lockdown this was the area they found children were more reluctant to complete and they found it harder to motivate the children. Children have lost opportunities to practise writing skills There is now a lack of fluency in writing and a lack of stamina when writing at length and some poor letter formation.
Maths	Specific content has been missed, leading to gaps in learning and stalled sequences of journeys. Children are still enthusiastic about maths but are further behind than they would usually be. Recall of basic facts has suffered- children find it difficult to recall addition facts, times tables and have forgotten some taught calculation strategies.

EEF Recommended strategy	EEF Rationale	Specific Intervention at Oakley Infant School	Cost	Impact
Intervention Programmes including one to one and small group tuition	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.	Release of SEN TAs to deliver writing and maths interventions targeted at small groups of identified children. Target reading to be delivered individually in Key Stage 1	TAs time- 1.5 £120 per week x39 weeks £4,680+£2340 TA time 4x afternoons a week £2000	Increased fluency in maths and writing skills. Increased confidence in spelling skills Reading fluency improved Reviewed termly
Access to Technology	As all pupils return to schools, technology could also be valuable; for example, by facilitating access to online tuition or support.	Purchase of Numbots as a platform for the children access at home to develop fluency in number skills.	£96.00	Increased fluency in basic number skills.
Wellbeing	Yoga impacts on children's wellbeing allowing time for	Y1 specific Yoga focus	£400 per half term x2	Children are able to control their emotions and find moments for stillness and calm.

	calm and space from one another.			Reviewed half termly
Phonics	Teaching phonics is more effective than other approaches to early reading.	Whole class phonic sessions in Year 1 Increase phonic reading resources for Year R	None- class teaching time for extra sessions. Purchase of books £700	Maintain high level of achievement in the phonic screening test- 88 % pass rate- 2019 Enable more practise at the beginning of children's phonic journey. Review termly
Gross motor skills	Gross motor skills enable children to gain strength and confidence in their body allowing them to complete more complex skills in future.	Development of gross motor skills and the core for children in Y1 and Y2	TA time 2x afternoons a week x39 £1000	To ensure children have developed gross motor skills to enable the fine motor skills develop more easily. Review termly
				Total- £11,616

Further Spending

As a school we will be looking to purchase resources for the classroom to ensure children have access to the concrete apparatus required for good levels of achievement in maths.

All targeted intervention is to be reviewed for effectiveness at regular intervals and alternatives may be required to enable children to progress at a variety of rates.