



Shinfield Infant and Nursery School COVID-19 Catch Up Strategy 2020-21

SUMMARY INFORMATION

Total number of pupils:	270	Academic Year:	2020-21
Total catch-up premium budget:	£21,600	Number of pupils:	29

INTRODUCTION

In June 2020, a £1 billion fund for education was announced by the Government to enable pupils in schools to catch up on learning that they have missed throughout the school closures due to the COVID-19 pandemic. Schools have the option to use their funding in different ways but the core purpose of the funding is to provide additional, targeted support for pupils who have fallen behind (including a specific focus upon pupils from disadvantaged and vulnerable groups).

The total amount of funding allocated to Shinfield Infant and Nursery School is £21,600. This does not include Nursery.

USE OF CATCH UP PREMIUM AT SHINFIELD INFANT AND NURSERY SCHOOL

The school has employed a full time experienced Level 3 teaching assistant from Monday to Friday:

- To provide an additional teaching group so children can work in smaller groups with more adult support
- To cover classes to enable teachers to work with individual children and small groups
- To carry out targeted interventions with individual children and small groups

In addition, the school has employed Level 2 teaching assistants for additional hours to support the NELI programme in Foundation Stage. Teachers and teaching assistants are also providing additional 1:1 support for identified children before and after school to build confidence.

STRATEGY STATEMENT AND AIMS

The school is committed to providing the best possible education for every child, regardless of their background, to enable each child to achieve his or her best. Our COVID Catch Up Strategy aims are to:

- Reduce the attainment gap between disadvantaged pupils and their peers in our school
- Raise the attainment of all pupils to close the gap created by COVID-19 school closures

BARRIERS TO FUTURE ATTAINMENT

- Delayed speech and language skills, especially in Early Years
- Learning skills – listening, self-organization, independence, willingness to try new things, working well in a group and coping with transition
- Adverse childhood experiences - Social and emotional factors impacting on children’s ability to learn

ADDITIONAL BARRIERS

- Poor attendance and punctuality
- Limited access to many enrichment activities and resources for children especially during the pandemic
- Low expectations of future attainment
- Lack of access for parents to services such as SALT during the pandemic causing delay in diagnosis of speech and language needs

TARGETED SUPPORT

Action	Intended outcome	Rationale	Success criteria	Staff leads	Review
School staff to provide individual and small group catch-up interventions and support.	All disadvantaged pupils to make expected progress from their levels at the point of lockdown in March 2020 to the end of the year.	Based on evidence that targeted support has a positive impact on pupil outcomes: EEF’s COVID-19 support guide for schools	The planned interventions are closely matched to the needs of the children and effectively close the gaps. Children regain confidence and are motivated to learn. Ongoing assessments demonstrate positive impact of interventions on progress.	SLT	July 2021
					Total budgeted cost: £21,600

ELIGIBILITY FOR CATCH-UP SUPPORT

Children may be classified as disadvantaged because they:

- Are eligible for Pupil Premium
- Have SEND
- Are vulnerable
- Are working at levels significantly below expected for their year group

ARRANGEMENTS

Interventions will be carried out in separate areas away from the classrooms, or as part of group work in classrooms. They will be frequent and short. They will be carried out by staff who are familiar to the children and who can adapt their teaching approach to meet each child's needs. Staff will liaise with parents to ensure that they understand the gaps in their child's learning, and can support their child with practising skills such as reading at home.