



I will bless you with a future filled with hope – a future of success, not of suffering. – Jeremiah 29:11

Love God, Love Others – Let Your Light Shine

## BLUE COAT C.E. (A) INFANT SCHOOL

### Primary Coronavirus (COVID-19) Catch-up Funding Action Plan

#### Rationale

Children 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.

Following the 2020 lockdown due to the COVID-19 pandemic, schools have received an additional amount of money to provide catch-up support for those pupils that require it. At Blue Coat Infant School, in order to utilise this additional funding in the best possible way, we have considered closely the research and advice put forward by the EEF and used timely assessments of both children's academic and personal development needs to inform our decisions. The table below outlines our intentional spend with a rationale accompanying each decision.

We will receive a total of £80 per pupil (for reception through to Year 2), as follows:

- In 3 instalments - in autumn 2020, 'early 2021' and summer 2021
- You should have received the first payment
- You'll get a total of £46.67 per pupil split across payments 1 and 2
- You'll get £33.33 per pupil for payment 3

Your governors or trustees will scrutinise your plans for and use of catch-up funding.

**Amount of funding:** £15,360 this academic year (£20,480 to be split over 4 terms)

## Background

305 children on role

37 Children on the SEND register **12%**

77 disadvantaged children **25%**

End of Year results	Baseline 2020 (Sept)	Non- disadvantaged	Disadvantaged Entry 2020	2019 Data	2018 Data
The percentage of children entering Year 1 who started with a Good Level of Development (Wellcomm Data)	<b>29%</b> 25/85	<b>31%</b> 20/64	<b>21%</b> 5/24	67%	65.9%
The percentage of children entering Year 2 who were on track to pass the phonic screening test (bases on RWI Entry)	<b>49%</b> 42/86	<b>53%</b> 27/51	<b>42%</b> 15/35	86%	81.1%
The percentage of children working at the age related expectation for Reading (standardised score >100):	<b>41%</b> 35/85	<b>50%</b> 27/54	<b>25%</b> 8/31	59%	75.6%
The percentage of children working at the age related expectation for Writing	<b>10%</b> 9/87	<b>9%</b> 5/55	<b>13%</b> 4/31	52%	70%
The percentage of children working at the age related expectation for maths (standardised score >100):	<b>49%</b> 42/86	<b>57%</b> 31/54	<b>34%</b> 11/32	76%	70%

All of the strategies described are aimed at accelerating the progress of these pupils so that attainment at the end of will be more closely aligned to their peers. Evidence of impact will be measured mainly through termly tracking data, together with other measures outlined.

Key achievements:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>Majority of children are emotionally settled and demonstrate that they feel secure in school.</li> <li>The mental health needs of pupils are met and supported by the school.</li> <li>Blended learning has become a part of the school ethos and children know how to access work if they are unable to attend school</li> <li>Work packs have been created for children who may need time off</li> <li>Incredible team spirit, flexibility and willingness of staff</li> <li>Support with uniforms and parents with financial difficulties</li> </ul>	<ul style="list-style-type: none"> <li>Ensuring that attendance remains as high as possible</li> <li>Training for staff on how to make adjusting to planning particularly in maths</li> <li>Assessment for learning training for staff to carry out some low-stakes quizzing and low-threat knowledge checks</li> <li>Interventions in place and tracking</li> <li>Targeted teaching at filling pupils' specific gaps</li> <li>Invested in online resources (MyMaths, Serial Mash)</li> <li>Phonics training and an investment in home reading materials</li> <li>Develop Google classroom as an interactive tool.</li> </ul>

INTENT		IMPLEMENTATION			IMPACT	
Areas for further improvement	Strategy	EEF Reference	Cost	Lead	Monitoring	Outcome
1:1 Phonic training for staff.	-Allocated staff from Rec to Year 2 have been trained to do one to one catch up with children. -Phonics review and bespoke training and in school support.	Focusing on professional development  High-quality one to one and small group tuition	£2925.00 (3 development days)	HJ/AB	Intervention tracking and monitoring	Specially training members of staff who are able to deliver and effective phonics programme to close the gap in children phonetically knowledge.
Particular focus on early reading and phonics	-Children from N-year 2 to have phonic sessions then an additional book that they take home to consolidate the reading that they are practising in school. This is to be recorded in the child's planner.	Mastery Homework  Effective formative assessment as a central point of T&L	£1500 for phonic home readers	SM/AB	Check planners to see reading is taking place.	Children get additional phonics consolidation and the opportunity to embed their learning by taking the books home. Strengthen home school links with parents.

	The Reception NELI program involves scripted individual and small-group language activities delivered by teaching assistants (TAs),					
Phonic assessments	Assessments to be completed every half term to continue to monitor and track progress and inform of any children who are not closing the gap.	Effective diagnostic assessment  Teaching Assistants and targeted support	3x250 cover	DM/ AB	Assessment Data	Regular tracking will allow staff to adjust planning and groupings accordingly.
R.W.Inc Assisted blending and reading practise – p.m. catch-up	Additional teaching time for children who are performing in the lowest 20% readers. Phonic, spelling and handwriting focus tutoring to support Year 2 (in Autumn Term) and year 1 (in Spring)	High-quality one to one and small group tuition  High-quality teaching for all	293.28  260	RC/ TS	Intervention tracking	The gap between the lowest 20% of readers (18 children) begins to close. Children increase in confidence with their reading
Phonics Catch up lessons for Year 2	All children will now have an additional phonic session during the Autumn term (30mins daily) to help close the gap in their reading. Additional Phonic workbooks for year 2	Whole school focus on phonics  Teaching Assistants and targeted support	£200 exercise books	Y2	Phonic results	Children close the gap in the learning they lost in year 1 and pass the phonic assessment.
Daily 1:1 reading with targeted children (additional books)	There is extensive evidence supporting the impact of high-quality 1:1 and small group tuition as a catch-up strategy.’	One to one and small group tuition	40 session  £1200	DM	Intervention tracking for lowest 20%	By increasing targeted children’s time spent reading 1:1 to an adult, we expect to close gaps in reading progress.
Development of fine & gross motor skills (Rec - Year 2)	Additional support pupils who have fallen the behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary’.	one to one or in small group interventions in the afternoons	Allocated hours of TA	DM	Intervention tracking	By prioritising the development of fine and gross motor skills in identified children, we expect to close any gaps in this area of

						development that may have occurred during the lockdown period.
Additional Language first intervention (Via NELI and Wellcomm)	-Developing the key early language and literacy skills that enable them to decode and apply unfamiliar words -Invest in books to support language development and engagement in reading -Bespoke and specific Language Intervention training and development (NELI and Wellcomm). Word Aware teaching vocabulary in EFYS	Whole school focus on oracy	£723 for books	Rec	Wellcomm Screening	Additional story time to take place in school to developed familiarity with language as well as embed stories that have been repeated.
Chris Quiggley	Curriculum resources and materials that support “catch up” . Staff are able to identify the basic skills required for each milestone and the next steps (advancing and deepening)  EYFS – Thematic cross curricular links in maths (interventions may be needed at a later date)	Cognitive Science informed approach to T&L (supported by CPD)	£500 for resources	ELT	Curriculum overviews Assessments	Staff have the knowledge of how to differentiate and close the gap in missed knowledge without scarifying the current curriculum that needed to be taught. Children are taught the key skill linked to each subject.
Parent workshops	Workshops for parents to continue to support children at home with early reading and phonics. (this is dependent on lockdown restrictions)	Supporting remote learning	£1000 allocated for preparation	ELT/ year leads	Pupil conferencing meeting	Pupil conferencing and class oracy outcomes demonstrate high engage in curriculum linked reading and 75% of all children are reading regular (3x a week minimum) at home
Purchasing of additional table to provide additional room for 1:1 support.	Take steps to limit the sharing of rooms and shared social spaces between groups as much as possible – Make use of large spaces	Tables	£516	Sitestaff	invoice	Additional space enables the children to have a greater number of provision/
Resources purchased to support	If there's a local outbreak, resources have been purchased for children who are unable to access the	- Supporting remote learning	£889.23	ILT	Wellfare checks	All children will have resources to be able to continue to learn at home in

disadvantaged pupils to work at home.	internet. (exercise books, pencil cases and additional stationary)					the event of a local or national lockdown.
Assessment of learning and of basic skills to identify major gaps	Additional baseline assessment have been purchased to recognise the gaps that were in place since the 4 months out of the classroom. Teachers will work to identify gaps in learning and adapt teaching accordingly.	Effective diagnostic assessment	£1500	ELT	Assessment tracking	Assessment breakdowns will highlight gaps from the previous year of teaching
Access to technology	Upgrades to software to be provided to all children who are able to access this. Infant children now have access to my Maths and Serial Mash (Maths and Reading software)  Google Classroom Training for support staff on how to support children with their learning. Repaired Technology to provide additional resources for children.	Supporting remote learning	(£1620 purple) Mash £116 (education city) £500 my Maths	ICT Dep	IT support	Majority of children have access to the highest quality of ICT resources in school and at home. Children who can't access the resources at home have allocated time in school.
Supporting parents and carers	The purchase of 'pre-reading' Sound Blending Book Bag Books to use in Reception – enabling teachers to send single word books home for parents to practise with their children. The purchase of R,W,Inc. Phonics Kits for parents to enable additional catch-up learning to take place at home for those children with the largest gaps in reading and phonics.	Supporting remote learning	£506  £500 to support with uniform	Inclusion team	Monitoring of books being returned/ home engagement	By ensuring that all children are able to access a wide range of phonetically matched reading books at both home and school simultaneously, and by providing parents with the resources to continue to practise phonic awareness at home, we expect the impact to be accelerated improvement in the children's reading and phonics ability.

Additional Wellcomm screening for Year 1 pupils	Missed teaching through school closures to ensure phonics phases and spelling patterns have been taught. 30mins Additional session added to the curriculum Teaching Assistant Assigned to Wellcomm	Effective diagnostic assessment	3x250 for assessment and inputting data (750)	Year leaders	Tracking	High quality language development lessons that close the gap in learning.
Daily mile to be introduced to all children.	Improve children's well-being and provide opportunities for fitness.	Engagement and targeted well-being support for children throughout the day.	£200 for signage and cones	LN PE		improve the physical, social, emotional and mental health and wellbeing of our children – regardless of age, ability or personal circumstances.
Emotional training for staff	-Emotion coaching training for all staff Well being, behaviour relationship policy to support end academic year -opportunities for children to be able to express their feels and concerns with their class and opportunities for children to develop and self-regulate their feelings. -Pastoral Support for parents (food packs, toys, resources for those who are facing adversity) -Daily PSHE sessions and well-being checks -Well-being check on staff	Pastoral support packages (internal and external)  Successful implementation in challenging times  Focusing on professional development	2 twilights Attachment and trauma awareness project (3 days) (£750)	ND	Welfare checks with parents/ CPoms notifications.	We will be recognised as a trauma informed school .Children are open and able to explain how they are feeling as well as regulate their emotions. Happy children improves engagement and attendance.

## £16,141 Spent

EEF Teaching and Learning Toolkit is an accessible summary of educational research which provides guidance for teachers and schools on how to use their resources to improve the attainment of disadvantaged pupils. The Toolkit currently covers 30 topics each summarised in terms of their average impact on the attainment, the strength of the evidence supporting them and their cost. The EEF Toolkit can be found [here](#).