



**Bounds Green Infant School
COVID-19 catch-up premium report**

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION

Total number of pupils:	265	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£21,200	Total spend	£22,628.92

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, and the scale of our response must match the scale of the challenge. 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.

Identified Impact of Lockdown

- Specific content has been missed, leading to gaps in learning and stalled sequencing of learning journeys cross all subjects.
- Whilst in the Junior School children were more able to access Reading during lockdown as it was more accessible for families and required less teacher input, the children are still less fluent and have less stamina in their reading, and the gap between those children that read widely and those who did not (DIS, SEND, EAL) has widened. HOWEVER our Infant children especially those in in Reception & Y1 cohorts in 19/20 and again in 20/21 have seen significant negative impact in their Early Reading skills and Literacy. They have lower security in early reading skills particularly phonics due to the impact of lockdowns and the fact that remote learning could not replace the quality of learning that would have taken place at school. The impact has also been seen in EYFS where 21/22 children's communication & language skills are below typicality for their age on average as a result of previous lockdowns pre-school.
- All children's attainment has suffered, however as per Junior children, the bottom 20% have been disproportionately affected.
- There are now significant gaps in knowledge – whole units of work have not been taught meaning that 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 throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments.
- Children's personal and emotional well-being has been affected, school self evaluation in September 2020, then again in April 2021, recognising reduced pupil social and emotional development and attitudes to their learning.
- School evaluation from the first lockdown (March 2020 – July 2020) of remote learning identified gaps/disparity in families/children being able to access online learning due to lack of access to technology/hardware. This was a priority to address on return in Sept 2020.
- The strategies detailed to address follow the Education Endowment Fund's support guide for Schools and recommended approaches.

KEY ISSUES RE. IMPACT ON / BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Reduced levels of early Reading, Literacy & Numeracy
B	Online Learning Platform & provision for remote learning requires development and improvement to ensure more effective

ADDITIONAL BARRIERS

External barriers:

C	Lack of access to ICT hardware at home and technological expertise
D	Lack of access to books at home for certain families

Increase level of remote learning participation	Chromebooks	£4,237 (20/21 FY exp)	To enable families with no technology at home to be able to access remote learning.	<ul style="list-style-type: none"> School sent out a survey to whole school to find out which families did not have access to a computer/wifi at home. Pupil list compiled and checked against remote learning participation during lockdown School allocated chromebooks to FSM children as first priority 	<ul style="list-style-type: none"> School assisted families unfamiliar to technology on use through creation of user guide and through in person assistance. Access and participation in remote lessons by targeted pupils is monitored by class teacher/AHT. 	Liz Luka (AHT)	End of Academic year
Additional Teaching Assistant support	1 x 12.5 hours TA (September 2021 – March 2022)	£5,841.92	To provide additional support in Year 2 classes	<ul style="list-style-type: none"> EEF & DfE guidance on effective intervention impact 	M&E of deployment & impact on accelerated progress	JK/Eng Leader	Ongoing through 21/22 year
Release of SEN teacher from 1 day per week PPA cover to increase inclusion capacity for targeted support	Supply cover 1 day per week to cover PPA commitment	£7,800	To increase inclusion capacity for targeted support Impact on PD and attitudes for lowest 20%	<ul style="list-style-type: none"> EEF & DfE guidance on effective intervention impact 	<ul style="list-style-type: none"> M&E of deployment & impact on accelerated progress 	MR	Ongoing through 21/22 year
Additional Art therapist to support targeted pupils	1 x Coram Therapist Autumn 21 and Spring 22	£1,500 (21/22 FY exp)	Additional Art therapist Autumn term 21 and Spring Term 22 to impact on vulnerable pupils' self esteem / well-being & therefore achievement	<ul style="list-style-type: none"> Additional therapy provided for targeted pupils identified by the Inclusion Lead/SEND Co. 	<ul style="list-style-type: none"> Staff lead to hold regular review meetings with therapist Class teachers to monitor pupils in class 	Marcus Read	Spring Term 2022

							Total budgeted cost:	£19,378.92
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Other approaches								
Action	Resources	Cost	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?	
Provide resources to classes linked to recovery/PSHE	Recovery curriculum resources	£750 (21/22 FY exp)	<ul style="list-style-type: none"> Improved pupil well-being and attitudes/confidence at school 	<ul style="list-style-type: none"> School survey of teachers/evaluation of pupil attitudes & confidence to learning 	<ul style="list-style-type: none"> PSHE Working Party will M&E impact including re-survey / evaluate pupil attitudes 	Helen Chrysafi-Bartrip	End Summer 21	
							Total budgeted cost:	£750