

## Heather Ridge Infant School – Catch up premium strategy 2020-21

*'Irresistible learning for life's endless opportunities.'*



The EEF advises the following:

- *Teaching and whole school strategies: Supporting great teaching; Pupil assessment and feedback; Transition support*
- *Targeted approaches: 1:1 and small group tuition; intervention programmes; extended school time*
- *Wider strategies: supporting parent and carers, access to technology*

Summary information	
Number on Roll eligible	180
Funding per pupil	£80
Academic year	2020/21
Total catch up funding budget	£14,400
Identified impact of lockdown	
Reading	<p>Significant gaps in phonics across all year groups and application of phonics when writing independently.                      Children entering Year R have not been exposed to as many pre-learning opportunities and early phonics.                      Children have not had the consistency of being heard read regularly and the development of the children understanding and recall of the main events.                      Gaps in children's ability to infer in KS1 and higher-level readers in EYFS.</p>
Maths	<p>Specific content has been missed, leading to gaps in learning. Understanding of 'Number' is not secure and recall of basic skills has suffered.                      Children demonstrating that they are not secure in their understanding of using the most efficient methods when problem solving or completing a mathematical calculation task.                      Development of children's problem-solving skills and ability to explain methods using STEM sentences and the vocabulary of maths e.g. shape-sides/faces/rectangle/oblong.</p>
Writing	<p>Stamina for writing has significantly reduced. Opportunities to write at length have been missed.                      Poor handwriting/grip and incorrect letter formation have become more noticeable.                      Basic grammatical skills have not been embedded for those children across all year groups and therefore teachers are having to revisit and revise.                      Confidence to 'have a go' when independently writing. Noticeably children are struggling with their imaginary/creative writing.                      Knowledge of phonics and recall is having a huge effect on their ability to write and re-read what they have written.</p>
Social and emotional	<p>Many parents have identified that their children are suffering and that they have poor self-esteem when completing remote learning.                      Lack of continual engagement has meant poor progress in their learning.                      Reintegration of children in school has meant that all classes need to be mindful of the children's worries/concerns and well-being. Teachers having to adapt planning and teaching methods in order to meet the social and emotional needs of the children.                      Year R have missed opportunities to develop their social interaction skills within a structured setting.                      Poor listening skills/turn taking have been identified across all year groups.</p>

Targeted academic support	
Actions	Intended Impact
Support staff employed to deliver 1:1 and small group learning in the following areas of literacy: <ul style="list-style-type: none"> <li>• Reading</li> <li>• Spelling</li> <li>• Phonics</li> <li>• Handwriting/fine motor skills</li> <li>• Writing composition- stamina for writing</li> <li>• Speech and Language</li> </ul>	The identified gaps in learning will have decreased for targeted individuals.
Support staff employed to deliver 1:1 and small group learning in literacy	The identified gaps in learning will have decreased for targeted children.
Support within class from all staff to develop reading skills/word recognition/comprehension skills/precision monitoring	Gaps in children's reading will be identified and decreased for targeted children.
Development of children's fine motor skills/strength/stamina for writing with some good quality resources and planned activities	Children will have increased stamina for writing tasks.
Support staff to deliver small group/1:1 speech and language intervention sessions	Alongside quality first teaching sessions to be planned for targeted children. Children's communication skills will develop, and this will have a positive impact upon their progress and achievement, social interactions and well-being
Purchase additional levelled/ banded books matched to phonics/ reading age and ability	Books purchased match the needs of the children and the gaps in children's learning decrease.
Support staff/volunteer to do extra reading with targeted children	Gaps in children's reading will be identified and decreased for targeted children.
Purchase of good quality outdoor learning resources	Children are using the outdoor learning environment to help support their learning
To purchase a set of laptops to be able to use for small group/intervention learning	Use of ICT helps to support children's learning in school and can also be loaned to vulnerable pupils if we have another lockdown.
Provide ELSA support sessions for targeted children	Children will have access to specialist advice and guidance. Parents can be signposted to support if needed.
Support staff to deliver 1:1 and small group social and emotional intervention sessions in the classrooms	Children's behaviour for learning will have improved and their social and emotional needs will have been met.

Targeted academic support	
Actions	Intended Impact
Support staff employed to deliver 1:1 and small group learning in maths <ul style="list-style-type: none"> <li>• Recognising numbers</li> <li>• Understanding value of numbers (1:1 correspondence)</li> <li>• Concrete understanding of numbers to 10</li> <li>• Recording of numbers and formation</li> <li>• Simple calculations</li> </ul>	The identified gaps in learning will have decreased for targeted individuals.

<ul style="list-style-type: none"> <li>Problem solving /explaining methods/stem sentences</li> </ul>	
Small group/1:1 maths learning	The identified gaps in learning will have decreased for targeted individuals.
Pre teaching topics to help support children’s mathematical language and understanding. Ensure practical activities are planned to enable children to develop a secure understanding of the concept being taught.	Children will be more confident and fluent when discussing mathematical activities. They will be able to confidently articulate their thinking and reasoning skills. Mathematical language will be embedded in the children’s learning environment and children will have a robust understanding.
Purchase of good quality outdoor learning resources	Concrete resources will be purchased to help support children’s mathematical learning and understanding. Children are using the outdoor learning environment to help support their learning
To purchase a set of laptops to be able to use for small group/intervention learning	Use of ICT helps to support children’s learning in school and can also be loaned to vulnerable pupils if we have another lockdown.

Wider strategies	
Actions	Intended impact
Increase opportunities for outdoor learning across the curriculum. (SOLD PIMS training for teaching staff)	Children increase their confidence, resilience and team building whilst using the outdoor environment.
Middle Leader to lead outdoor project- identifying how we can use the grounds in a more purposeful way and cross curricular. Gain ideas for the project from all staff and ensure that opportunities for using the outdoor environment are being planned for.	Children will have the opportunity to use the extensive grounds to help support all areas of learning. Children are confident to talk about their learning and identify that they can learn outside of a classroom. For outdoor learning to be planned for and to be purposeful for all children no matter what their academic level of achievement.
Increase opportunities for EYFS style provision in Year 1.	The transition between Year R and KS1 will be successful and the children’s self-esteem will be increased.
To support all year group transitions within the school as well as ensuring new intake transition is completed successfully. <ul style="list-style-type: none"> <li>Planned transition meetings between year groups to discuss all children and their learning.</li> <li>Identify areas of the curriculum that could require additional/repeated teaching.</li> <li>Transition meetings between pre-school and Year R teachers</li> <li>Transition meetings between Year 3 teachers and Year 2 teachers</li> </ul>	The transition in and into school will be successful. Teachers will have a clear understanding of the needs of their pupils. All Junior schools have a clear understanding of the children they are receiving into their Year 3.

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| <ul style="list-style-type: none"><li>• HT to meet with EYFS team to plan the best way forward for new intake.</li><li>• SENCO meeting with junior schools to ensure transition is smooth for SEND pupils.</li><li>• SENCO meeting with CT's to ensure they have a deep understanding of pupils and their needs that will be transitioning into their classes.</li></ul> |  |
| <b>Total cost: £14,400</b>   |  |

**Update**

**February 2021**

HR have been invited to pilot a literacy pilot through STIPS. Targeted children in 4 of the classes have been identified. Intervention to be completed by LSA's and project lead/monitored by DHT. Training has been planned for targeted LSA's in March 2021. Interventions to begin in Summer 1.