

EVALUATED OCTOBER 2021

Spring Meadow Infant and Nursery School

Catch-up plan – October 2020 to July 2021

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| School name: | Spring Meadow Infant and Nursery School | | | | | | |
| Academic year: | October 2020 to July 2021 | | | | | | |
| Total number of pupils on roll: | 212 | | | | | | |
| Total catch-up budget: | | First installment: September 2020 | £4100 25% | Second installment: | £5800 33% | Third installment: | £7100 42% |
| Date of review: | September 2021 | | | | | | |

Teaching and whole-school strategies

| Action | Intended outcome | Estimated impact | Cost | Staff lead | Comments/Evaluations |
|--|---|--|-------|--------------|---|
| Introduce the use of Teams to provide remote learning in case of further closures. LA Training on use of Teams. | All teachers and support staff can effectively provide learning for children using high quality provision Learning can continue for all children if the school closes. | Teaching and learning impacts on pupil standards as a result of continued daily learning – especially in phonics, writing and maths. | £1000 | Louise Kansu | Oak Academy was not popular with parents. It was felt that lessons were impersonal and parents preferred live lessons from their child's teacher. Parents wanted teachers on line most of the day. |

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| <p>October training day used to study Oak Academy and Maths on line learning</p> | | | | | <p>Teams facilities were outstanding once staff were adept at using these especially for setting work and parents returning this for marking.</p> <p>On line learning impacted most on children with parents who were most able to support based in their own level of education.</p> <p>Teachers could not teach as well in class when they were also teaching on line. As a result the quality of what could be provided in school was not at the expected standard.</p> |
| <p>Purchase 3 lap tops for children to use during school closure and for use in school for interventions e.g. Lexia</p> | <p>Disadvantaged children have access to the technology to support remote learning</p> | <p>Children who are already disadvantaged make expected progress in line with those who are not disadvantaged</p> | <p>£1,680</p> | <p>Rachel Mathie</p> | <p>We did not have enough lap tops to meet need. We did loan out many of the children's lap tops, but some did not have cameras on so were not useable for Teams work where the child needed to see the teacher and vice versa.</p> |
| <p>Adapted curriculum provision/long term plan</p> | <p>Clear understanding of what can be taught and what is being left out. Realistic learning planned for the time available as well as the work that can be done by children who are working from home.</p> | <p>We have a clear picture of gaps to take forward into the new academic year 2021-2022 to support planning going forwards.</p> | <p>£500</p> | <p>Louise Kansu</p> | <p>Released from teaching, Louise was able to study and fully understand what was required to be changed/adapted in the curriculum long term plan.</p> |

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| Modelling metacognition and self regulation | | | £4,000 | Louise Kansu | This work did not take place as there was not opportunity for staff training due to the focus on reintegration for the children and the need for wellbeing input |
| Total spend: | | | £7,180 | | |

Targeted support

| Action | Intended outcome | Estimated impact | Cost | Staff lead | Comments |
|---|--|--|---------------------|--|--|
| Lexia and Scheme reading practice using new lap tops | Increase the reading fluency of identified children | There is a continuity of provision for lower attaining readers and they can also practise this at home | Funded by PPG money | Laura Toth and Louise Kansu | Lexia continues to provide excellent practice for lower attaining readers. Parents are happy to support their child to catch up at home on line. |
| Talk Boost - communication | Talk Boost Intervention | Children identified make good progress and are able to access learning as a result of being able to listen to adult instructions | Funded by OA | Alice Carter Carolyn Goodall Suzanne Jones | Staff trained are now in different year groups so this work only took place in Reception and a Year 1 class |
| Year 1 and Y2 additional phonic teaching-after school every day for half a term | Small group tuition for children in Year 2 to support meeting the end of Y2 national standards | Fluency in reading is developed. Confidence is increased as a reader. Phonic assessment standard is met | £4,000 | Susan Thompson Helen Stephens | We have undertaken this approach before and we know it has a significant impact on a child. |

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| Year R additional maths teaching during the school day for 6 weeks using the tutor agency staff member | Through overlearning and repetition the children will be better prepared for the learning in KS1 | Lower attaining children need to develop 1-1 correspondence before they can move forward with their number work and will be able to confidently count by the start of Y1 | £300 which is 25% of the full cost of 6 days cover. | Anthea Jones and Lianna Hodson | It has been a challenge to secure a tutor as agencies advise this is now closed. |
| 1-1- feedback tutoring for 6 weeks | Children have a clear understanding of what they need to do to improve their work | Progress in made for identified children in their writing | £300 which is 25% of the full cost of 6 days cover. | Agency tutor/Louise Kansu | |
| Summer School - maintaining skills | Summer 2021 tuition | Children keep the fluency in their phonics and reading and writing as a result of this provision | £3000 x 3 | Annette Blewett And 3 volunteer teachers | This is not appropriate for the summer 2021 – children are mentally exhausted as are the staff. |
| Testing to support assessment | Teaching can be provided to build on gaps identified by assessments | Learning can continue in Autumn 2021 with no gaps in skills, knowledge and understanding | £1,000 | Class teachers | Teacher assessment was used effectively and so these tests were not purchased. |
| Excellent computers to support independence | IT equipment | £1,680 | £1,680 | Rachel Mathie | These were an excellent purchase and had an immediate impact |
| Total spend | | | £5,280 | | |

Summary report

What is the overall impact of spending?

Positives - Year 2 lower attaining readers made good progress with reading and phonics acquisition – parental comments stated that they were so pleased with how much more fluently the children could read following the daily after school tuition.

Oak Academy, Maths Mastery on line approaches and the TEAMS provision and training for the use of these impacted significantly on the vast majority of children across the school. This means most children continued their learning during the closure period and connected with their teachers and teaching assistants. This enabled wellbeing to be supported as well as keeping learning in place.

Teachers know where gaps are and teaching and learning is adapted to meet pupil need.

Planning for the long and medium term is effective as a result of the adaptations made to the plans during the Covid lockdown period.

Entry and exit data - children all plotted on to assess, plan, do, review documents which means targets are clear and progress made can be accurately measured.

Talk boost had and remains to be having a positive impact on children who were unable to listen and respond effectively during class sessions. This means these children can now access learning every day.

Next Steps - Tutoring daily in small groups had the greatest impact along with the use of Lexia and Talk Boost.

The remainder of the funds will be thus be used for this purpose and pay for one teacher to provide two hours additional input per week as well as 5 hours per week for a teaching assistant to provide tutoring for small groups.

How will changes be communicated to parents and stakeholders?

- Parents were contacted to support the tutoring that took place at the end of the school day
- Parents met with the TA working with the children to understand what was being worked on and an agreement was obtained from the parent to follow up the work done in school.
- Lexia was set up and parents informed as to how they could access this to support practice outside of school hours
- A communication was sent to all families to inform them that we had a limited number of lap tops that we could loan during the closure period.
- Now this plan has been evaluated a summary of this will be included in the weekly update letter.

Final comments

The total of the three payments is £16,960

We spent £12,460

We have £4500 remaining

So, we will spend the remainder of the amount on the tutoring we wish to carry out as this was one of the most impactful approaches.

Lexia is now paid for so we do not need any additional funds for this.

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| Final spend: | £12,460 |
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