



Manby Lodge Infant School COVID-19 catch-up report

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION

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| Total number of pupils: | 258 | Amount of catch-up premium received per pupil: | £80.00 |
| Total catch-up premium budget: | £20,640 | | |

STRATEGY STATEMENT

Our school's **catch-up priorities** are based on what our children need right now, as outlined below:

- **Well-being and pastoral support:** Compared to a year without Coronavirus, more children than usual have suffered some trauma during the pandemic. For example, they have had to deal with the death of loved ones, the mental health of their family members have been affected, their parents have experienced loss of jobs and other stress related to financial security, or relationships have suffered and some children have witnessed domestic abuse.
- **Academic support to fill gaps in learning:** While as much support was provided to families during the period from March – July many children have been affected academically by the closure of schools.

The **core approach** that we are taking at Manby Lodge is to

- a) ensure that all staff have the capacity and ability to support the well-being and mental health of children and to
- b) provide quality first teaching, alongside targeted intervention for those children who need it in order to fill gaps in learning.

The **overall aims of our catch-up premium strategy** is

1. To ensure that children have the support that they need for their well-being and mental health so that they are ready and able to access learning
2. To reduce the attainment gap between our disadvantaged pupils and their peers
3. To raise the attainment of all pupils to close the gap created by COVID-19 school closures

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

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| A | Lack of vocabulary and oral language skills across the school, affecting reading and writing |
| B | Some children made less progress last year than we would have expected, in reading, specifically in phonics, as a result of school closures, and not having opportunities to practise phonics daily, as they would have done, had they been in school. |
| C | Some children have made little or no progress in writing, especially in handwriting, as a result of school closures and not having opportunities to practise writing daily as they would have done, had they been in school |
| D | For other children there are very specific learning gaps, created as a result of school closures and not having opportunities to particular disciplines, for example, basic maths skills daily, as they would have done, had they been in school |

ADDITIONAL BARRIERS

External barriers:

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| D | Some children have been affected by trauma as described above, relating to the pandemic. This disadvantages them as they are not emotionally ready to learn. |
| E | Some children have received less support at home than others, due to a wide range of circumstances – e.g. lack of time from full-time working parents who were expected to home school their children during the period of school closures, lack of access to a computer |

Planned expenditure for current academic year

| Quality of teaching for all | | | | | |
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| Action | 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? |
| Targeted training on supporting children who may have experienced trauma and grief for all staff | Staff are better equipped to identify children who require support and to offer it, through additional circle time, regular and consistent approaches in PSHE | Ensuring that all staff are better at identifying the impact of trauma on children is key to ensuring that they can support those children. | Every week in Staff Meeting and in SLT meetings we monitor the number of children causing concern, and referrals to the Inclusion Lead that there are. We check in with staff to make sure that know who to refer to and to ensure that they are able to support children. We monitor the number of concerns there are regularly, and referrals such as those to ELSA are also monitored. | HT & SLT | Ongoing termly & finally for the academic year July 2021 |
| Ensuring quality first teaching is happening in each class: constant use of a range of AfL techniques, exciting T&L strategies to ensure engagement by all children, and good quality assessment and feedback. | Children in every class have outstanding teaching and as a result make accelerated progress resulting in high levels of attainment. | In the EEF's Covid-19 support guide and guidance from the DfE, quality first teaching high quality teaching is always stated as having the highest impact on children's academic progress. | Each Year Group is led by an excellent, experienced teacher who acts as both a role model and a mentor to less skilled and experienced staff. Each year group is released together so that they can conduct PPA as a group. They use this time to ensure that there is consistency across classes and to ensure that learning is inspiring, inclusive, and ambitious. We ensure that quality first teaching is happening through monitoring Teaching & Learning and through analysing children's progress throughout the year. | HT & SLT | Ongoing termly & finally for the academic year July 2021 |

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| Additional adults are employed so that teachers are enabled to get on with the job of delivering outstanding teaching (as outlined above). | Children in every class have outstanding teaching and as a result make accelerated progress resulting in high levels of attainment. | TAs can support with administrative tasks for some of the time, in order that teachers can provide high quality teaching as a priority. | We ensure that quality first teaching is happening through monitoring Teaching & Learning and through analysing childrens' progress throughout the year. | HT & SLT | Ongoing termly & finally for the academic year July 2021 |
| We employ two HLTAs who cover Year Group Leader release time, as well as Subject leader release time for class teachers | Our Senior and Middle Leaders are able to monitor and support the quality of teaching in their area of responsibility | In the EEF's Covid-19 support guide and guidance from the DfE, quality first teaching is always stated as having the highest impact on children's academic progress. | Regular learning walks with feedback for all staff. Each Year Group is led by an excellent, experienced teacher who acts as both a role model and a mentor to less skilled and experienced staff. Each year group is released together so that they can conduct PPA as a group. They use this time to ensure that there is consistency across classes and to ensure that learning is inspiring, inclusive, and ambitious. | HT & SLT | Ongoing termly & finally for the academic year July 2021 |
| Total budgeted cost: | | | | | £15,000 |
| Targeted support | | | | | |
| Action | 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? |
| Specific ELSA training to train up two TAs as ELSA (Emotional Literacy Support Assistants) | We will be able to offer ELSA to approx. 15 children across the school | After high quality teaching, assessment and feedback, targeted support is listed as having high impact on childrens' progress. | | DHT (Inclusion Lead) | Ongoing termly & finally for the academic year July 2021 |

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| TAs and teachers across the school are running targeted interventions. In addition to there being additional TAs to support class teacher (listed above) TAs are employed to run interventions. | Children who have been assessed to require support, receive support through interventions regularly, and as a result make accelerated progress. | | We monitor progress by assessing at the start of the intervention and measure every 6 weeks. | DHT (Inclusion Lead) | Ongoing termly & finally for the academic year July 2021 |
| Investment in and use of online software: Reading Eggs | Children use Reading Eggs regularly, and as a result make accelerated progress. | | We monitor and analyse childrens' academic progress throughout the year. Children's individual progress in Reading Eggs can be monitored also. | DHT (Inclusion Lead) | Ongoing termly & finally for the academic year July 2021 |
| Investment in and use of Wellcomm Speech and Language ntervention Scheme | Children who have been assessed to require support, receive targeted S&L intervention regularly, and as a result make accelerated progress. | | We monitor and analyse childrens' academic progress throughout the year. Children's individual progress against objectives in the Wellcomm scheme can also be monitored. | DHT (Inclusion Lead) | Ongoing termly & finally for the academic year July 2021 |
| In the Spring Term we will set up small group tutoring using the National Tutoring Programme. | Children who have been assessed to require support, receive support through interventions regularly, and as a result make accelerated progress. | After high quality teaching, assessment and feedback, targeted is listed as having high impact on childrens' progress. | We will monitor progress by assessing at the start of the intervention and measure progress and impact ongoing. | DHT (Inclusion Lead) | Ongoing termly & finally for the academic year July 2021 |
| Total budgeted cost: | | | | | £4,640 |

| Other approaches | | | | | |
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| Action | 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? |
| <p>Holding Parent Workshops (We have held workshops in Autumn term – Phonics, and Early Reading and Writing for Yr R parents, Reading and Writing, Phonics and Spelling for Yr 1 & 2 parents, and Maths – for all year groups)</p> <p>We held these workshops virtually</p> | To support parents better support their children at home so that in school children make better progress | After high quality teaching, assessment and feedback, and targeted interventions, the EEF lists engaging parents to support their children at home, next. | <p>Through seeking qualitative feedback from parents, we are able to see an impact on support offered to them.</p> <p>We are also more closely monitoring the amount that parents read at home with their children (through checking reading records)</p> <p>We monitor and analyse childrens' academic progress throughout the year.</p> | HT & SLT | Ongoing termly & finally for the academic year July 2021 |
| <p>Sending home additional resources, e.g. Phonics flashcards, and videos of teaching demonstrating phonics sounds</p> | To support parents better support their children at home so that in school children make better progress | After high quality teaching, assessment and feedback, and targeted interventions, the EEF lists engaging parents to support their children at home, next. | <p>Through seeking qualitative feedback from parents, we are able to see an impact on support offered to them.</p> <p>We are also more closely monitoring the amount that parents read at home with their children (through checking reading records)</p> <p>We monitor and analyse childrens' academic progress throughout the year.</p> | HT & SLT | Ongoing termly & finally for the academic year July 2021 |
| Total budgeted cost: | | | | | £1000 |