

### Catch Up Premium Funding

The government is providing funding to cover a one-off universal catch-up premium for the 2020 to 2021 academic year 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. Schools should use this funding for specific activities to support their children to catch up on lost teaching and learning so schools can meet the curriculum expectations for the next academic year.

At Grindon Infant School, we are committed to ensuring that all children have the best start to their education. Following the period of school closures in 2020, we have reaffirmed our commitment to reducing the effects of school closures and providing all of our children with support, tailored to their individual needs.

At Grindon Infant School we have considered the age of our children when deciding how to allocate and spend our money. We have also used the government recommended, 'COVID-19 Support Guide for Schools' published by the Education Endowment Foundation (EEF) to identify the best strategies, based on long term research, that will enable us to achieve the most positive outcomes. The strategy will be reviewed throughout the year by the management team and adapted accordingly.

For the current academic year, we must publish our Coronavirus (COVID-19) catch-up premium grant strategy setting out:

- the amount of the school's Coronavirus (COVID-19) catch-up premium grant allocation
- a summary of the main barriers to educational achievement faced by the school
- how the Coronavirus (COVID-19) catch-up premium grant allocation is to be spent to address those barriers and the reasons for that approach
- how the school is to measure the impact and effect of its expenditure of the Coronavirus (COVID-19) catch-up premium grant allocation
- the date of the school's next review of its Coronavirus (COVID-19) catch-up premium grant strategy



**Catch Up Premium Expenditure  
2020-2021**

<b>Overview</b>	
<b>Number of Pupils and Catch Up Grant received</b>	
<b>Total number of pupils on roll</b>	<b>219</b>
<b>Number of children eligible</b>	<b>159</b>
<b>Amount per child</b>	<b>£80 for all children in Reception, Year 1 and 2.</b>
<b>Total Catch Up Budget</b>	<b>£12 720</b>
<b>Payments</b>	<p>School will receive 3 payments:</p> <ul style="list-style-type: none"> <li>-Autumn 2020 - an initial payment based on October 2019 census information-</li> <li>-Early 2021 - a payment based on updated data from October 2020 census, this payment will take account of the initial part-payment made in Autumn, schools will receive a total £46.67 per child over this period.</li> <li>-Summer 2021 - Schools will receive £33.33 per child based on October 2020 census.</li> </ul> <p>Projected Autumn and Spring - £7420. Summer -£5300</p>
<b>Actual Spend</b>	<b>18265.06</b>

<b>Catch Up Premium Grant Expenditure 2020-2021</b>				
<b>Barrier to future attainment</b>	<b>Support</b>	<b>EEF Rationale</b>	<b>Cost</b>	<b>Success Criteria</b>
Year 1 - Gaps in phonic Knowledge compared to national expectations.	Teaching Assistant for 4 afternoons per week to deliver 'catch up' phonic sessions.	'There is extensive evidence supporting the impact of high-quality 1:1 and small group tuition as a catch-up strategy.'	Autumn Term £260 per week X 14 weeks £3640  Spring Term £260 per week X11weeks £2860	Gaps in learning are narrowed Attainment - 61 % of children in Year 1 reach the national standard in Phonics Screening test in June.
Year 2 - Gaps in phonic Knowledge	Teaching Assistant for	'There is extensive evidence supporting	Autumn Term £260 per week	Gaps in learning are narrowed. Attainment - 71% of children

compared to national expectations.	4 afternoons per week to deliver 'catch up' phonic sessions.	the impact of high-quality 1:1 and small group tuition as a catch-up strategy.'	X 14 weeks £3640	in Year 2 reach the national standard in Phonics Screening test at the end of the Autumn Term.
Reception children don't have basic cognitive skills for mastering skills of literacy and numeracy; underdeveloped fine motor skills and pen control. Poor listening skills.	Teaching Assistant for 4 afternoons per week to release Reception Teacher to deliver 'Peg to Paper'. Teaching Assistant to do 1:1 reading with targeted children.	'There is extensive evidence supporting the impact of high-quality 1:1 and small group tuition as a catch-up strategy.'	Autumn Term £240 per week X 6 weeks = £1440  Spring Term £240 per week X 11 weeks= £2640	62% of Reception children to achieve GLD at the end of the Reception year.
Reception children have a fall back in attainment due to lockdown - gaps in learning	Purchase Peg 2 Pen Count Up Maths Intervention	The most recent Education Endowment Foundation reports on improving mathematics again had the use of manipulatives and the mathematical modelling as a key recommendation as a driver for improving standards at EYFS	£425.00	An increase in the percentage of children who achieve the ELG for Mathematics.
Reception and Year 1 children have a delay in early communication and language skills e.g. vocabulary, use of sentences, listening, understanding and storytelling.	Purchase Pearson Bug Club Language Booster.	In order to 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'.	£164.49 X 2 = £328.98	Children's individual scores on language Booster increase. Children will be closer to ARE by the ned of the year.
Reception children have poor vocabulary, listening and narrative skills.	Nuffield Early Language	'In order to support pupils who have fallen the	£0	Children show improvements in the three areas and are sustained at end of year

	Intervention Teacher and TA trained - TA to deliver the programme.	behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary'.		assessment.
Fall back in attainment Reading in KS1.	One to one reading with targeted children	'In order to 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'.	£0	Close gaps in reading. Individual reading scores increase. More children achieve the expected standard at the end of Year 2 in reading.
Fall back in attainment since March 2020 in Maths due to lockdown and gaps in learning for disadvantaged children.	National Tutoring Programme- Maths	There is a substantial attainment gap between pupils from disadvantaged backgrounds and their classmates - and the EEF's analysis suggests this is likely to be growing significantly while schools are closed to most pupils.  There is extensive evidence showing the impact of tutoring to support pupils who have fallen behind.	1:3 face to face. 6 children 15 sessions- £34.54 per childX15 hours £207.24 (Y1)  1:3 face to face. 6 children. 15 sessions- £34.54 per childX15 hours £207.24 (Y2)  School pay 25% - 75% Subsidy	To ensure that identified pupils are working in line with ARE by the end of the year or in line with personal targets.
Children's mental health and well-being requires support after a lengthy period of not attending School.	Nurture Group sessions delivered within School. Well-being Wednesdays	'On average, Social and Emotional Learning interventions have an identifiable and significant impact on attitudes to learning, social	£0	All children are happy to be in school and are well supported with their mental health and well-being.

	to continue. High quality PSHE curriculum delivered.	relationships in school, and attainment itself (on average around three to four months additional progress).'		
Fall back in attainment since March 2020 in Maths due to lockdown and gaps in learning for children.	Purchase Numicon Intervention , resources and training for all staff	'In order to 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'.	£494.09	To ensure that identified pupils are working in line with ARE by the end of the year or in line with personal targets.
Children not having access to age appropriate educational technology at home.	Purchase new Technology-Phonics Bug, Purplemash - access at home and School, Oxford Owl.	'Pupil's access to technology has been an important factor affecting whether they can learn at home. As pupils return to schools, technology could also be valuable; for example, by facilitating access to online tuition or support.'	Phonics Bug £449 Oxford owl- £360 Purplemash- £800 = £1609	Accelerated progress in reading, phonics and Maths.  More pupils to engage in home learning through different platforms.
Supporting parents and carers	Purchase books and resources to use at home - reading books, handwriting books.	'Parents have played a key role in supporting children to learn at home and it is essential that schools and families continue to work together as pupils return to school. Providing additional books and educational resources to families, with	Handwriting Books £467.51 Blending Books - £306.00	Accelerated improvement in the children's reading, phonics and handwriting ability 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 and handwriting at home.

		support and guidance, may also be helpful - for example, offering advice about effective strategies for reading with children.'		
Fall back in attainment across subjects due to School closure.	Ensure Quality First Teaching across the curriculum ensuring broad and engaging learning experiences.	'The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils.'	£0	Children make accelerated progress across the curriculum.
Gaps in learning due to School Closure.	Immediate Interventions in place-delivered by Teachers and Teaching Assistants. .	'In order to 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'.	£0	To ensure that more children are working in line with ARE by the end of the year or in line with personal targets.