



Catch-up Premium Strategy  
2020 - 2021



# Elmwood Infant School and Nursery

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## Introduction

The government announced £1 billion of funding to support children and young people to catch up lost time after school closure. This is especially important for the most vulnerable and disadvantaged backgrounds. This funding includes:

- a one-off universal £650 million catch up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time
- a £350 million [National Tutoring Programme](#) to provide additional, targeted support for those children and young people who need the most help, which includes:
  - a schools programme for 5 to 16-year-olds – for more information, see the [National Tutoring Programme FAQs](#)
  - a [16 to 19 tuition fund](#)
  - an oral language intervention programme for [reception-aged children](#)

At Elmwood Infant School and Nursery, our Catch Up Funding Strategy is linked closely to the School Improvement Plan (SIP), with Priority 2 of the SIP linked directly to this. We have also carefully considered the impact of the pandemic when setting our priorities for expenditure linked to Pupil Premium funding. Therefore, the PPG Funding Strategy is also closely aligned to this document too. Some of the barriers we have identified within this document are mirrored in the PPG Strategy.

Summary Information			
<b>Date of Strategy publication</b>	Dec 2020	<b>Total number of pupils</b>	352* (excluding Nursery)
<b>Review date</b>	February 2021	<b>Disadvantaged pupils (%)</b>	31% (including Nursery)
<b>Funding per pupil</b>	£80	<b>Pupils on SEND support (%)</b>	13% (including Nursery)
<b>Total Catch up Funding</b>	<b>£28,160</b>	<b>Pupils with EAL</b>	78% (including Nursery)
		<b>Pupils with EHC plans (%)</b>	<1% (including Nursery)

\*current number on roll = 347

Barriers
<p><b>Barriers from Home</b> - Whilst some children ‘thrived’ during lockdown and made good progress, others, for a range of different reasons, really struggled, with their learning. Some pupils, particularly those that are disadvantaged, or vulnerable in other ways have had limited access to home learning opportunities due to housing limitations, lack of to access online learning, reliance on mobile phone data to access resources, financial instability, food poverty. Covid-19 has impacted significantly on families with lower incomes and many more now meet the threshold for benefits related FSM. We now have to try and accelerate progress for this group of learners in order to ensure that they do not fall further behind.</p>

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The age of the pupils at Elmwood Infant School also means that there is an almost complete reliance on parental engagement in order for children to access home learning.

At Elmwood, we have a group of particularly vulnerable pupils who are not eligible for PPG funding as the parents have no recourse to public funds. These children are our most vulnerable, living in highly deprived circumstances, often having had to move on numerous occasions and missing education as a result.

**English as an Additional Language** – Over 70% of children speak English as an Additional Language and families with very little English are often further disadvantaged as they are unable to easily access the support and benefits available to them. Access to remote learning has been particularly challenging for families who are at the early stages of speaking or reading English.

**The impact of Covid-19 on the BAME Community** – The vast majority of our school community are from a Black, Asian or Minority Ethnic (BAME) group and have experienced a greater degree of challenge throughout the pandemic, with heightened risks and, potentially, a greater need to self-isolate. We need to be mindful of this and ensure we carefully consider the individual needs of pupils who are from a BAME group, particularly if they are also Disadvantaged or vulnerable for another reason.

**Special Educational Needs** - Children join Elmwood with starting points well below age related expectations. Almost all children are working in the 30-50 age band (or below) upon entry and many have additional needs, particularly linked to Speech, Language and Communication. Parents with EAL have often been unable to access early support for SEND due to language barriers. This is further compounded for children who have SEND, EAL and are also Disadvantaged. Children with SEND will not have had specialist teaching and interventions during school closure or periods of self-isolation and may have fallen behind with academic, emotional and social skills. Addressing these gaps and supporting children and families back to school to meet their needs is a high priority.

**Mental Health and Emotional Well-being** – There are an increasing number of children across the school who have emotional needs that impact on their academic progress and attainment. With heightened stress and anxiety for many families during the pandemic, there has been a rise nationally in domestic abuse and other safeguarding concerns. Some of our children will have experienced bereavement, negative home environments and other significant events during their time away from school. As a school we are increasing the support we have available to support the mental health and wellbeing of our pupils.

**Curriculum Coverage** - As some aspects of the curriculum were not able to be covered during the last academic year, there is a significant time pressure in terms of curriculum coverage. Year Groups will need to ensure that all core skills and key knowledge is fitted in. Covid-19 restrictions have also significantly limited the variety of experiences children would have normally participated in such as community celebrations etc. A significant number of our children have spent the vast majority of their time at home using technology (television, games consoles, phones, tablets). As such, we need to ensure that we provide our children with a wide range of different experiences.



# Elmwood Infant School and Nursery

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Normal transition processes were not able to happen in the Summer Term, This particularly impacted on Early Years with no home visits or transition opportunities from one year group to the next.

Children have missed a significant amount of phonics teaching throughout school closure; crucial for progress in reading and writing. A priority for our school is to ensure pupils have access to phonics teaching throughout periods of self-isolation.

**Attendance -Children absent from school** - The Government has set out that all pupils were required to return to school in September. There are some families who continue to feel anxious about their child being in school and we need to work with these families, unless a medical exemption certificate has been obtained, to get children back into school as quickly as possible.

Intended Outcomes for 2020/2021		
	Intended Outcomes	Success Criteria
A	Identified pupils, particularly those that are disadvantaged, SEND or vulnerable in another way, have received the support they need throughout the year in order to make good progress.	<ul style="list-style-type: none"> <li>Evidence of the positive impact of Catch Up funding/programmes on pupil outcomes.</li> <li>Year 2 children to have made at least expected progress from their starting point (end of EYFS data).</li> <li>Year 1 and Year 2 PSC in line with National Average.</li> <li>At least 60% achieved GLD at the end of EYFS.</li> </ul>
B	All pupils receive a high quality remote learning offer during the different tiers of school closure (self-isolation, year group closure, whole school closure). For learning to continue during periods of absence due to self-isolation and school closure.	<ul style="list-style-type: none"> <li>Evidence of how vulnerable families have had support to ensure they have access to remote learning.</li> <li>Immediate remote learning available in the event of any of the three tiers of home learning having to be initiated.</li> <li>Pupils have received regular feedback on the learning completed at home.</li> <li>Over 90% of parents agree that the school's remote learning provision is of a high standard.</li> </ul>



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C	Increased access to support within school that addresses the emotional needs of pupils, improving health and wellbeing, which will lead to improved achievement and attainment.	<ul style="list-style-type: none"> <li>• All pupils with mental health/emotional needs have had access to a programme of support such as drawing and talking, ELSA, play therapy, nurture provision and the school's Education Wellbeing Practitioner.</li> <li>• All children to feel that they have someone to talk to as and when needed and that they have a safe space to discuss and process events / feelings.</li> </ul>
D	The curriculum provides opportunities to catch up with any core knowledge or skills missed during the pandemic. For children to have accessed enrichment activities as much as is possible within the restrictions that Covid-19 creates.	<ul style="list-style-type: none"> <li>• Evidence of how the curriculum has been adapted to address gaps in learning and provide opportunities to address mental health and wellbeing.</li> <li>• During school closure periods, children have continued to have access to the school's programme for teaching phonics.</li> <li>• Transition given a high profile at the start and end of the school year, with a wide range of opportunities provided for pupils to adjust to the new context.</li> </ul>
E	All children to have attended school for as much time as possible, with parents feeling confident about the measures in place to keep school Covid-Safe.	<ul style="list-style-type: none"> <li>• Improved attendance for identified pupils.</li> <li>• Non-attendance due to parental or child anxiety has been minimal.</li> </ul>
F	Families have received the support they need in order to minimise the impact of food poverty.	<ul style="list-style-type: none"> <li>• The school's food bank has continued to provide support for families in need across the year, including any periods of school closure.</li> <li>• Food voucher scheme is easy to access for parents and uptake/use of the vouchers is high.</li> <li>• Where parents have struggled to access food or the voucher scheme, the school has supported them with this access.</li> </ul>



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Whilst Head Teachers will decide how the money is spent, the Education Endowment Foundation has published guidance on effective interventions to support schools. For pupils with complex needs, schools should spend this funding on catch-up support to address their individual needs. The EEF guidance suggests a 3-tiered\* approach:

## Teaching

- High quality teaching for all
- Effective diagnostic assessment
- Supporting remote learning
- Focusing on professional development

## Targeted academic support

- High quality one to one and small group tuition
- Teaching Assistants and targeted support
- Academic tutoring
- Planning for pupils with Special Educational Needs and Disabilities (SEND)

## Wider Strategies

- Supporting pupils' social, emotional and behavioural needs
- Planning carefully for adopting a curriculum that supports
- Communicating with and supporting parents
- Supporting parents with pupils of different ages
- Successful implementation in challenging times.



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Whole school teaching/ strategies				
Desired outcome	Chosen action / approach	Staff lead	Cost	Review
A, D	<ul style="list-style-type: none"> <li>✓ Introduce new phonics scheme across the school and establish split phonics as soon as possible across Reception, Year 1 and Year 2. <b>Aut 020/Spring 021</b></li> <li>✓ Introduce phonically decodable 'learn to read' books, sending these home as soon as possible (depending on Covid RA). <b>Spring 021</b> <b>X ref with SIP Priority 4.</b></li> </ul>	HG/SC	X ref with 020/21 budget	Monitoring through observations, planning and regular staff meetings to discuss the success of the scheme. Feedback from pupils and staff.
A,B, D	<ul style="list-style-type: none"> <li>✓ Review the Remote Learning Policy to ensure it reflects best practice and DfE guidance. <b>Aut 020/Spr 021</b></li> <li>✓ Ensure (remote) curriculum sequences align to the school's curriculum expectations. <b>Ongoing</b></li> <li>✓ Training for teachers on the use/different functions of EvidenceMe and SeeSaw. <b>Aut 020</b></li> <li>✓ Website year group pages reviewed and updated, providing guidance to parents. <b>Termly</b></li> <li>✓ Update the links on website to educational websites, including Oak Academy, Wandle Phonics Hub, BBC Bite Size. Ensure links to SeeSaw and Evidence Me are also available on the website. <b>Aut 020</b></li> <li>✓ Upload Year Group Learning packs to website for easy access. Ensure these are updated on a termly basis. <b>Termly</b></li> <li>✓ Ensure a paper version of the learning pack is made available to every child at the point of self-isolation. <b>Ongoing</b></li> <li>✓ Pre-teach activities to be provided (via learning platforms) to parents. <b>Weekly</b></li> </ul>	AS EP/YGLs AS/HG YGL/MD MD MD/YGLs SC YGLs	No additional costs	Reviewed through monitoring of SeeSaw, Evidence Me by YGLs and SLT and through half termly website meetings between SLT and MD.  Remote Learning Policy to be reviewed in Spring 2021

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	<ul style="list-style-type: none"> <li>✓ Assessment opportunities are planned e.g. through questioning, activities and quizzes. <b>Ongoing</b></li> </ul> <p><b>X ref with SIP Priority 2</b></p>	YGLs		
A,D, C	<ul style="list-style-type: none"> <li>✓ Establish high quality continuous provision for Year 1 pupil throughout the autumn/spring terms, based on EYFS principles.</li> <li>✓ Agree timeframe for introducing more formality into the Year 1 curriculum and ensure the transition for this is carefully planned and delivered.</li> <li>✓ Class budget for incidentals (EYFS and Year 1) established for 2020-21 financial year.</li> </ul> <p><b>X ref with SIP Priority 3</b></p>	HG/Year 1 team	X ref with 020/21 budget	
A, D	<ul style="list-style-type: none"> <li>✓ Rigorous assessment cycle – including termly data analysis and half termly progress meetings. Baseline assessments completed in first few weeks of Autumn 1 and then termly assessment uploaded onto OTrack. <b>Ongoing</b></li> <li>✓ Assessment sheets used regularly to identify progress and gaps in learning. <b>Ongoing</b></li> <li>✓ Assessment knowledge used to inform planning and ensure that they plan next steps carefully. <b>Ongoing</b></li> </ul>	Teachers/EP/EH	No additional costs	Half termly through PPG Passport and Progress Meetings Termly data analysis by YGLs and Subject Leaders.
A,C,D	<ul style="list-style-type: none"> <li>✓ Implement a Recovery Curriculum during Autumn 1 across the whole school. Jigsaw to provide the basis of this curriculum but supplemented with others concepts and ideas as appropriate/necessary.</li> </ul>	YGLS	No additional costs	Reviewed through PPA.



# Elmwood Infant School and Nursery

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A,E	<ul style="list-style-type: none"> <li>✓ SEND support plans reviewed to ensure they reflect the needs of identified pupils. Actions and interventions identified, and staff plan reviewed to ensure support is targeted efficiently and has the greatest impact. <b>Termly</b></li> </ul>	Teachers/HW	SEND budget, EHC funding, Additional £50,000 to meet needs of pupils without EHC funding.	<p>Half termly through PPG Passport and Progress Meetings</p> <p>EHC reviews and monitoring of SEND Support Plans.</p> <p>Reviewed with parents at Parents Evening</p>
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Targeted Academic Support				
A,, B, D	<ul style="list-style-type: none"> <li>✓ Provide all EYFS children with a free writing pack and all PPG/vulnerable children in Year 1 and 2. <b>Aut 020/Spring 021</b></li> <li>✓ Provide all PPG pupils with free 'read for pleasure' books. <b>Aut 020/Spring 021</b></li> <li>✓ All PPG pupils to be provided with a free writing pack for home. <b>Aut 020/Spring 021</b></li> </ul>	EP/SC/ZH	X ref with 020/21 budget and PPG funding/strategy	Half termly through PPG Passport and Progress Meetings
A,B,C, E	<ul style="list-style-type: none"> <li>✓ Provide laptop loan for vulnerable pupils who are otherwise not able to access remote learning. <b>Aut 020</b></li> </ul>	AS/MD/ZH	X ref with 020/21 budget	To review once laptops have been used by pupils at home.
A,D	<ul style="list-style-type: none"> <li>✓ Ensure RM maths is consistently used as an early intervention tool to support learners who are at risk of underachieving. <b>Aut 1 020 and then ongoing</b></li> </ul>	KG/CT	RM Maths included in 020/21 budget	Half termly through PPG Passport and Progress Meetings
A,D	<ul style="list-style-type: none"> <li>✓ Year 2 - Reading, Writing, Phonics Catch Up support delivered by a teacher – in class, group and individual support for targeted children. <b>Daily Aut 2</b></li> </ul>	SA	£5,750	Half termly through PPG Passport and Progress Meetings

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A,D	✓ Year 2 - Reading, Writing, Phonics Catch Up support delivered by HLTA – groups and individual support. – <b>Aut/Spring</b>	EP/JF	£4,150	Half termly through PPG Passport and Progress Meetings
A, D	✓ Year 2 – ensure RM maths is established and targeted children are able to access this regularly. <b>Aut/Spring</b>	Teachers	X ref with 020/21 budget	Half termly through PPG Passport and Progress Meetings
A, D	✓ Year 1 - Targeted reading support for identified children. <b>Aut/Spring</b>	SC/LT	X ref with 020/21 budget	Half termly through PPG Passport and Progress Meetings
A, D	✓ Year 1 – ensure interventions are established and delivered consistently – Oracy Project, Busy Hands, RM Maths <b>Aut/Spring</b>	Teachers	X ref with 020/21 budget	Half termly through PPG Passport and Progress Meetings
A, D	✓ Year 1 - Targeted maths support for identified pupils in Year 1 <b>Aut/Spring</b>	SLT/DN	£1,442	Half termly through PPG Passport and Progress Meetings
A, D	✓ EYFS – ensure interventions are established and delivered consistently – Busy Hands, Box Clever, Number Box <b>Aut/Spring</b>	Teachers	X ref with 020/21 budget	Half termly through PPG Passport and Progress Meetings
A, D	✓ Targeted interventions delivered by AHT and DHT to support individual pupils in catching up. <b>Aut/Spring</b>	SC/EP	X ref with 020/21 budget	Half termly through PPG Passport and Progress Meetings

Wider strategies				
A,B,D,E	<ul style="list-style-type: none"> <li>✓ Curriculum meetings for parents to take place via Zoom – supporting parents with home learning. <b>Aut/Spring</b></li> <li>✓ Workshops to take place on Maths, Phonics and other areas of the curriculum to provide support for parents. <b>Aut/Spring</b></li> </ul>	SLT	No additional costs	Ongoing

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	<ul style="list-style-type: none"> <li>✓ Ensure parents have the information they need at the point of school closure/ closure of a year group through communication via Zoom meetings, letters, emails and texts. <b>Ongoing</b></li> <li>✓ Ensure the Covid Action Plan is available on the website for parents <b>Ongoing</b></li> <li>✓ Ensure there is always a member of SLT on the playground at the start and end of the day to provide support and assistance to parents/carers. <b>Ongoing</b></li> </ul>			
C, E, F	<ul style="list-style-type: none"> <li>✓ Ensure all pupils who need support for MHWB are identified early and provided with an intervention aimed at meeting their needs. <b>Ongoing</b></li> <li>✓ Increase the amount of play therapy available across the school. <b>Aut 020</b></li> <li>✓ Increase the amount of ELSA support and Drawing/Talking <b>Spring 021</b></li> <li>✓ Provide after school support for identified vulnerable pupils <b>Aut 020</b></li> <li>✓ Use of Educational Wellbeing Practitioner <b>Aut 020</b></li> <li>✓ Increased Learning Mentor hours to support vulnerable pupils – <b>Spring 021</b></li> </ul>		<p>£1,500</p> <p>£2,267</p> <p>£1442,</p> <p>Funded</p> <p>£900</p>	Reviewed weekly through Vulnerable Meetings.
C,F	<ul style="list-style-type: none"> <li>✓ Continue to provide food bags for families in need of support – <b>Weekly</b></li> <li>✓ Ensure food vouchers linked to the Government’s Winter Food Plan are administered and distributed in a way that makes access easy for parents. <b>Aut/Spring</b></li> </ul>	<p>Tl/BB</p> <p>ZH/JS/EP</p>	Managed through donations and used of FSM funding for benefits related families.	Reviewed through PPG passport meetings and by monitoring the uptake of parcels and vouchers.



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	<ul style="list-style-type: none"> <li>✓ Provide food parcels to children who have to self- isolate using Olive Dining or Morrisons to organise this. <b>Ongoing</b></li> </ul>	JS		
A,C,E	<ul style="list-style-type: none"> <li>✓ Uniform pack (including a water bottle) to be provided to all PPG pupils. <b>Aut 020/Spring 021</b></li> <li>✓ Complete PPG Passports meetings each term to ensure every disadvantaged learner has a package of support across the year. <b>Termly</b></li> </ul>	EP/ZH	X ref with 20-21 budget and PPG strategy.	Reviewed through PPG passport meetings
C,E	<ul style="list-style-type: none"> <li>✓ Increase the number of lunchtime supervisors available so that Year groups are able to be split and that there is enough space on the playground to maintain social distancing between bubbles. <b>From Aut 020</b></li> </ul>	ZH/JS	£3,062	Reviewed at monthly budget meetings
A,D,E	<ul style="list-style-type: none"> <li>✓ Additional hours placed in the budget to ensure that cover for classes is maintained during periods of staff self-isolation/absence enabling interventions to continue. <b>From Aut 020</b></li> </ul>	ZH/JS	£8,000	Reviewed at monthly budget meetings
A,D E	<ul style="list-style-type: none"> <li>✓ Additional hours placed in the budget to provide support for SEND pupils during periods of staff absence. <b>From Aut 020</b></li> </ul>	ZH/JS	£3,364	Reviewed at monthly budget meetings
			<b>TOTAL</b>	<b>£31,887</b>



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