



Catch-Up Premium Plan

Kents Hill School & Nursery

Summary information

School	Kents Hill School & Nursery				
Academic Year	2021-2022	Total Catch-Up Premium	£7120	Number of pupils eligible	89

Guidance

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 per pupil.

As the catch-up premium has been designed 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.

Use of Funds

Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on [curriculum expectations for the next academic year](#).

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

Identified impact of lockdown	
Maths	<p>Specific content has been missed, leading to gaps in learning. Children still have an enthusiasm for maths and lockdown has not affected their attitudes however, due to the content having to be taught in a different way, there are noticeable gaps, especially in mental arithmetic and reasoning.</p> <p>Recall of basic skills has suffered – children are not able to confidently recall key number facts, number bonds and have forgotten how to apply previously taught calculation strategies.</p>
Writing	<p>Children have lost some fluency in their writing. Those who maintained writing throughout the 18 months of lockdown disruption are less affected, however those who we know to be reluctant writers, or those who evidently didn't write much will have to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write. Priority will also be placed on spelling, grammar, and punctuation. The children find it challenging to write; physically but also in composition. Their vocabulary needs to be more ambitious.</p>
Reading	<p>Children were able to access reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. However, children are less fluent in their reading and the gap between those children that read widely and those children who don't is now increasingly wide. They also aren't applying phonic skills to writing. The children need more exposure, in their reading and their speaking and listening, to more interesting and ambitious vocabulary.</p>
Wellbeing and SEMH	<p>Children who are happy and have developed confidence, resilience and independence, will be enabled to fulfil their potential and enjoy a smooth transition to the next stage of their lives. Through nurture in a genuinely caring environment, children learn how to develop caring relations and a caring attitude towards others.</p>

Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)

i. Teaching and whole-school strategies

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<p><u>To identify gaps and instate a consistent approach</u> To develop and use online and whole school strategies to improve vocabulary and spelling of all children</p>	<p><i>Purchase spelling and vocabulary programmes that are progressive across school; Grammar and Spelling Bug (£120)</i></p>		<p>JM</p> <p>SO</p>	<p>Jul 22</p> <p>Jul 22</p>
<p><u>To support consistently good teaching</u> The foundation subjects will be planned with increasing detailed analysis of units missed in the previous year and consideration regarding how this pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced</p>	<p><i>Further develop the use of Subject Leaders - teachers to research and plan topics using Cornerstones Maestro education by looking back at previous units in last class for missed pre-requisite knowledge first. Class teachers to support parents in their partnership with school in supporting pupils to catch up on the learning missed through home learning and topic preparation. (£300)</i></p>			
<p><u>Teaching assessment and feedback</u> Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.</p>	<p><i>Purchase and implement the online learning package; teacher directs and assesses MyMaths online and remotely (to use alongside our White Rose Numeracy assessments). Complete termly tests and record assessments ahead of progress meetings (£610.00)</i> <i>NFER standardized assessments for reading/maths for Year 2 £238.50)</i></p>		SO	July 22
<p><u>To support consistently good teaching</u> Pupils will have access to essential manipulatives in Maths lessons for KS1 to support good or better progress in their understanding. In EYFS, the Maths resources will enhance mathematical development in the indoor and outdoor environment as part of both continuous provision and focused activities.</p>	<p><i>Purchase additional manipulatives and other resources for Maths in EYFS, KS1 and KS2 classes where needed to enable all pupils to have access in all Maths lessons to support good or better progress. (Anticipated COST: up to £1500)</i></p>			
<p><u>To enhance all children and staff's wellbeing</u> Make school feel like a joyous, safe and welcoming place again.</p>	<p><i>Work with outside agencies to create activities that embrace different types of learning. Learning and playing in natural environments is promoted as an essential part of our provision, through</i></p>		JM	July 22

	<i>Forest Schools and the unique provisions of our environment. We will use natural materials and resources, and adopt green practices throughout the school, encouraging each class to grow their own fruit and vegetables, and to experience the natural world all year round. Forest School £2500</i>			
<u>To enhance our computing curriculum in order that children are more able to access remote learning</u> Establish a consistent approach in order that children are not disadvantaged by gaps in basic skills; knowledge and skills rather than application.	<i>Purchase and implement an online learning package; teacher directs and assesses ilearn2.co.uk online and in school. (£99 per year)</i>			Jul 22

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>1-to-1</u> Identified children will have significantly increased rates of reading. They will be able to more fully comprehend reading as a result of being able to read at pace without spending their working memory decoding. They will be confident readers and dips in reading attainment will be negated.	<i>All children in KS1 and Reception to read (at least 3 times a week) on a 1:1 basis (£1200) LSA & Class teacher Assistant Head/Headteacher</i>		AK SO	Jun 21
<u>Use of enriched vocabulary reading system</u> To fill the 'Vocabulary gap' and improve reading comprehension whilst enhancing the use of ambitious vocabulary in conversation and writing Children will increase their ability to use language correctly, in conversation, and understand and use a wider range of vocabulary to describe, or engage the listener or reader.	<i>To use Word Sparks (OUP) to engage children on a 1-1, GR group or small group intervention (£3045) and CPD for staff</i>		JM	Ongoing July 22
<u>Small group work</u> Identified children require support in moving reading into writing. They will have widened their vocabulary and started to reflect this in their writing.	<i>Small group work with teacher support, working with high quality writing stimulus and focusing on vocabulary and sentence structures and basic punctuation (£1500) Assistant Head/Headteacher</i>		SO	Jul 22

<p><u>Small group work</u> Identified children require support in maths – calculations and number systems. They will have secure knowledge and start to use this in problem solving.</p>	<p><i>Small group/individual support addressing individual misconceptions with a focused and personalised maths intervention. (£1000) Assistant Head/Headteacher</i></p>		SO	Jul 22
iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting parents and carers</u> Children will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home-learning.</p>	<p><i>Use of programmes such as MyMaths and Phonics Online(Oxford Owl) to be used to support learning whilst children are at home (already allocated funding above) (£201.00)</i></p> <p><i>Purchase additional home learning resources (for EYFS and KS1) to support preparation for end of KS expectations.</i></p>		JM/SO	<p>Jun 22</p> <p>Jun 22</p>
Total budgeted cost			9363.50	