



Shepton Mallet Community Infants' School  
& Nursery - COVID 19 Catch Up  
Spending Report

Rationale: Following the 2020 lockdown due to the COVID-19 pandemic, schools have received an additional amount of money to provide catch-up support for those pupils that require it. At Shepton Mallet Community Infants' School & Nursery, in order to utilise this additional funding in the best possible way, we have considered closely the research and advice put forward by the EEF and used timely assessments of both children's academic and personal development needs to inform our decisions. The table below outlines our intentional spend with a rationale accompanying each decision.

| SUMMARY INFORMATION              |                        |                                  |  |
|----------------------------------|------------------------|----------------------------------|--|
| Total number of pupils in school | 139                    | Total Catch Up Budget            | £11,120  |
| BREAKDOWN OF FUNDING             |                        |                                  |  |
| Autumn 202 allocation            | Spring 2021 allocation | Total financial year 2020 / 2021 | Summer 2021 allocation (financial year 2021 /22) |
| £3,243                           | £3,244                 | £6,487                           | £4,633   |

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.

To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a [coronavirus \(COVID-19\) support guide for schools](#) with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.

The EEF advises the following approaches and strategies:

| Teaching and whole school strategies   | Targeted approaches  | Wider strategies  |
|--|--|---|
| <ul style="list-style-type: none"> <li>✚ Supporting great teaching</li> <li>✚ Pupil assessment and feedback</li> <li>✚ Transition support</li> </ul> | <ul style="list-style-type: none"> <li>✚ One to one and small group transition</li> <li>✚ Intervention programmes</li> </ul> | <ul style="list-style-type: none"> <li>✚ Supporting parents and carers</li> <li>✚ Access to technology</li> </ul> |

Covid-19 has impacted all our lives. There are many positive stories coming from lockdown and we need to celebrate these with our young children. We also need to be mindful that many pupils have not been in school since March and the impact that this will have had on both their education, emotional wellbeing and readiness to learn. Many of the children received home schooling and the school provided lessons through online learning paper packs (where needed) other resources we used included websites and Class Dojo. However, it is important to remember that children, due to home circumstances, will not have received the same quality of education, consistently and as thoroughly as if they had been in school being taught during this time. We recognise the difficulties some of our families faced due to siblings across schools completing tasks online whilst parents worked from home. In particular our infant children were much less able to work unsupervised, which resulted in additional challenges for working parents to be able to spend the necessary time supporting them.

From March to 8<sup>th</sup> June, the schools were open to key worker and vulnerable children only and for this period less than 10% of the school's population attended.

When, Reception, and Year 1 pupils were invited back from 8<sup>th</sup> June, the number of Keyworker/vulnerable children rose to 58. The children that we had in were divided into 'bubbles'. We had three bubbles of Reception children with a few key worker children from other year groups included. We had a separate key worker bubble, and two Nursery bubbles. Each bubble had a maximum of 10 children and did not mix with children from any other bubble. Two of the four school bubbles were full and we had two spaces across the other two bubbles.

During the lockdown, the school spent time developing every area of the curriculum. Even though we acknowledge that Reading, Writing and Maths need to be a focus to help the children to 'catch up' on their missed learning, our intention is to still offer a broad and balanced curriculum for all of the children. In line with our latest risk assessment we will further adjust the curriculum to make sure that it is 'COVID SECURE'. The following link will take you to our website where each year groups curriculum can be found in order for you to see what we aim to teach our children per term:

<https://www.sheptonmalletinfants.co.uk/planning-documents>

## The Plan

| EEF recommended strategy  | EEF Rationale  | Specific implementation at Shepton Mallet Community Infants' School & Nursery   | Cost  | Expected Impact  |
|---|--|---|---|--|
| Teaching and whole school strategies  |  |   |   |  |
| To provide high quality virtual CPD for all staff in order to improve teaching and learning | Ensuring every teacher is supported and prepared for the new year is essential to achieving the best outcomes for pupils.<br>Providing opportunities for professional development— for example, to support curriculum planning | Inset Day to develop 'Catch-up' curriculum that is appropriate for our children<br><br>Additional training for support staff to be able to deliver catch up curriculum<br><br>Catch up curriculum to be on agendas for staff meetings | Additional TA hours for CPD sessions<br><br>£306.30 | Children make accelerated progress and reach age related expectations or above before they transition to junior school |
| Diminishing the difference within phonics   | Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress.                                  | Purchase of additional phonics readers for all phases of phonics  | £1500   | We expect to see accelerated progress in phonics skills and an improvement in the children's reading.                  |

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|--------------------------|--|--|----------------------------------|--|
| Transition support       | All pupils will need support to transition back to school. However, there are particular challenges for pupils starting a new school after the disruptions caused by Covid-19. | <p><b>Reception</b> - Additional TA hours to enable the delivery of Nuffield Early Language Intervention to support children to develop vital communication skills</p> <p>Transition booklets produced with photos of Reception staff and the EYFS environment.</p> <p>PowerPoint explaining the EYFS, including areas of learning, expectations, a typical day and starting arrangements.</p> <p>Virtual tour of the school put together and shared with all new starters</p> <p><b>Year 1 &amp; Yr 2</b><br/>Class teacher storytimes on website - class teachers reading a weekly story to the children in their class<br/>Teachers in both year groups use an adapted style of teaching which is more reflective of the how the younger children learn eg yr 1 more EYFS</p> | Additional TA hours<br><br>£2153 | Children's transition into school will be easier for them and allow them to settle in quickly. |

| EEF recommended strategy            | EEF Rationale   | Specific implementation at Shepton Mallet Community Infants' School & Nursery  | Cost                                | Expected Impact   |
|-------------------------------------|---|--|-------------------------------------|---|
| Diminishing the difference in Maths |   | Purchase of additional concrete maths resources eg Rekenrek to further aid children's comprehension in Maths   | £300                                | Children make accelerated progress and reach age related expectations or above before they transition to junior school  |
| Targeted approaches                 |   |  |                                     |   |
| One to one and small group tuition  | 'There is extensive evidence supporting the impact of high-quality 1:1 and small group tuition as a catch-up strategy.' | <p>Additional TAs in Year 1 to address the needs of children requiring 1:1 input due to being unable to complete their learning in the EYFS</p> <p>Loose play equipment purchased to further support the development of fine motor control</p> | <p>TA time = 2 TAs</p> <p>£6461</p> | <p>By increasing targeted children's time spent reading 1:1 to an adult, we expect to close gaps in reading progress</p> <p>By prioritising the development of fine and gross motor skills in identified children, we expect to close any gaps in this area of development that may have occurred during the lockdown period.</p> |

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|-------------------------------|--|--|------|---|
| Intervention programmes       | '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'                          | <p>Materials purchased for attention bucket to support those children who still find it difficult to concentrate for even short periods of time</p> <p>Use of existing interventions</p> <ul style="list-style-type: none"> <li>• 5 minute box for phonics &amp; maths</li> <li>• Precision teaching</li> <li>• Pre teaching of vocabulary in particular</li> <li>• Speech and Language care plans</li> <li>• OT and PHYSIO plans</li> </ul> | £100 | By providing maths and reading catch- up interventions for identified children in the afternoons, we expect to close the gaps in maths and reading. |
| <b>Wider strategies</b>       |  |  |      |   |
| Supporting parents and carers | '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 | <p>in depth remote learning was written with the parents in mind and supported them to support their children</p> <p>Paper packs for those without appropriate technology</p>  | £300 | Parents understand specific terminology and are better able to support their children   |

|  |   |  |  |  |
|--|---|--|--|--|
|  | educational resources to families, with support and guidance, may also be helpful – for example, offering advice about effective strategies for reading with children.' |  |  |  |
|--|---|--|--|--|