

Crofton Infants School Covid Catch-up Premium Strategy Statement

This strategy statement is to be read in conjunction with the school's ***Pupil Premium Strategy Statement***. Together the two statements describe the school's ***Disadvantaged Strategy***. The tiered model defines how the school plans to use the Pupil Premium Grant and the Coronavirus Catch-up Premium to close the gap for disadvantaged pupils and respond to the negative impact on learning and wellbeing caused by the disruption of school closure during the COVID-19 Pandemic. Many strategies will overlap categories and cross the two strategy statements.

School's Coronavirus Catch-up Premium allocation -

School context and the challenges of whole school return - impact on learning and wellbeing caused by the disruption of school closure during the COVID-19 Pandemic.

- The school is a two form entry infant school with 239 children on role 65 of these children are in the nursery
- 22% of pupil are entitled to support through the pupil premium grant, this is in line with the national figure.
- The class sizes are around 30 in each class, they are grouped in single age classes
- The school is situated in an area of mixed deprivation with 22% entitled to FSM
- The school has 39 children entitled to FSM, 3 are CiC and 2 are post LAC, 1 child is a service child
- The percentage of children who are identified and supported as having special education needs or disabilities is 8.4%
- The percentage of pupil with an EHCP is 0.08% which is below the national average, however children who are identified as having additional needs in infant school and are in the process of being assessed go on to acquire an EHCP at Junior school.
- Pupil attendance is in line with the national average.
- The school has identified an increase in mental health issues for both children and parents

At some point over the year every class and teacher in school had to isolate and alongside this individual pupil had to isolate for up to two weeks at a time. This had an impact on every class as pupils missed learning or had gaps in their learning. Assessment on the impact the school closure was quickly established and actions put in to place to address individual needs. For the majority of pupils reading and writing were identified as areas where children lacked practice and stamina. Children had also missed out on early years education including social interactions and pre reading preparation including phonics. Children returned to school well but the early years saw an impact on physical development particularly fine motor skills which supports handwriting.

During the second school closure 5.1.21 to 8.3.21 the school again remained open for key workers and vulnerable children. The school was able to offer much improved remote learning with live and recorded lessons every day.

We have worked closely with Waterton Academy Trust to ensure that the catch up premium provides our school with the resources to ensure all our pupils have access to high quality teaching and learning.

Teaching and whole school strategies			
<ul style="list-style-type: none"> • <i>High quality teaching for all</i> • <i>Effective diagnostic assessment</i> • <i>Supporting remote learning</i> • <i>Supporting Early Career teachers</i> • <i>Focussing on professional development</i> 			
		Person/Team Responsible	Cost
A	<p>QFT is not always supported by evidence informed professional learning. Not all teachers and leaders have engaged in evidence informed professional learning to develop the knowledge, skill and confidence to use assessment to enhance teaching and learning (face to face and remote).</p> <p>Inconsistencies in understanding and practice exist from school to school.</p>	Waterton Academy Trust CH within the school	ALP £1000 AE £50 per teachers (£450)
B	<p>Across Waterton Academy Trust there is little evidence of the gap between disadvantaged pupils and non-disadvantaged pupils diminishing.</p> <p>Disadvantaged pupils across Wakefield significantly underperform compared to their peers and nationally especially in literacy.</p> <p>Pupils' learning has been impacted by school closure and the effects of the COVID-19 Pandemic. Current research indicates this has been significantly so for pupils who are disadvantaged.</p>	Waterton Academy Trust CH within the school	One Wakefield £500 programme contribution
C	<p>Phonics approaches have consistently found to be effective in supporting younger readers to master the basics of reading. Research suggests that phonics is particularly beneficial for younger learners as they begin to read.(EEF). School decided to invest in a proven systematic phonics program to ensure high quality teaching of phonics and professional development. The program also ensures effective diagnostic assessment.</p> <p>Children in EYFS particularly those in reception who did not attend a nursery due to school closures have missed vital opportunities to support language development through high quality interactions with well trained practitioners. The concern is that vital pre phonic skills have not been developed and this may have a longer term impact on language development.</p>	DL	Contribution toward the £7000 cost of the program
Targeted Academic Support			
<ul style="list-style-type: none"> • <i>High quality, one to one and small group tuition</i> • <i>Teaching Assistants and targeted support</i> • <i>Academic tutoring</i> • <i>Planning for pupils with special educational needs and disabilities</i> 			
		Person/Team Responsible	Cost

D	Evidence suggests that many pupils have not had routine teaching during the Pandemic and need to become learners again. The SENCo will work with each pupil premium child to support the planning for bespoke intervention. 52% of the pupil premium children in KS1 have additional needs. The SENCo will work an extra day each week for a term to support this work. Pupils with additional behaviour needs have found difficulty settling back into routines and structures. Other children are displaying behaviours linked to high emotional needs.	SENCo	£4000 1 extra day each week for a term
Wider Strategies <ul style="list-style-type: none"> • <i>Supporting pupils' social, emotional and behavioural needs</i> • <i>Planning carefully for adopting a SEL curriculum</i> • <i>Communicating with and supporting parents</i> • <i>Supporting parents of with pupils of different ages</i> • <i>Successful implementation in challenging times</i> 			
		Person/Team Responsible	Cost
E	To ensure pupil premium pupils who attendance meets the school target of 96% and to continue to reduce the number of PA in this group. SENCo will build relationships with parents to encourage attendance and punctuality.	SENCo	See above

A. Planned Expenditure				
Barrier/Problem	Intervention Description (What are the active ingredients?)	Implementation Activities	Implementation Outcomes	Pupil Outcomes
<p>QFT is not always supported by evidence informed CPD.</p> <p>Inconsistencies in understanding and practice exist from school to school.</p> <p>Not all teachers and leaders have engaged in evidence informed professional learning to develop the knowledge, skill and confidence to use assessment to enhance teaching and learning (face to face and remote).</p> <p>Feedback does not always provide pupils with precise strategies so that they can improve their work in lessons (face to face and remote).</p> <p>Feedback does not always identify specific knowledge and skills that pupils should learn and use next (face to face and remote learning).</p> <p>Pupils do not always have enough opportunities to respond to feedback or collaborate with peers</p>	<p>Active Ingredient 1: Each school will have two middle or senior leaders that engage in substantial assessment based professional learning and complete EBE's Assessment Lead Programme from January to December 2021.</p> <p>Active Ingredient 2: All teachers will engage in assessment focused professional learning and complete EBE Assessment Essentials programme April to December 2021.</p> <p>Active Ingredient 3: Assessment practice will be informed by the best available evidence</p> <p>Active Ingredient 4: A framework of universally understood assessment fundamentals and expectations will be created.</p> <p>Active Ingredient 5: A core group of evidence informed assessment leads will drive improvements in each school and across the trust</p> <p>Active Ingredient 6: High quality teaching will be underpinned by clearly defined assessment practices including</p>	<p>Equity – access for all to core evidence informed professional learning through EBE's ALP and Assessment Essentials course.</p> <p>Opportunities to observe and share practice (video facility), engage in further reading and support collaborative conversations.</p> <p>Planned and regular pause points for review and collaboration conversations.</p> <p>Opportunity for assessment leads to co-design and co-deliver professional learning to teachers and support staff.</p> <p>Collaborative approach to designing and delivering an excellence guidance document.</p> <p>Assessment leads lead workshop, networks and act as advocates – positively influencing change in assessment practices.</p>	<p>Fidelity</p> <p>Short term: Assessment leads articulate why, when and how to assess. There is a shared understanding and agreement of key concepts in assessment pedagogy. Colleagues are supported in designing formative and summative assessments that are demonstrably reliable in supporting curriculum planning and tracking progress.</p> <p>Medium term Assessment Leads improve the reliability of judgement in both formative and summative approaches. Leaders work together to build powerful formative questioning for diagnostic use when planning schemes of work.</p> <p>Short term: All teachers Teachers are guided to question existing practices. More dependable methods are deployed so that pupils are supported to make progress in remote and face to face lesson sequences. Teachers better understand the impact of their teaching on children's learning so they can</p>	<p>Short term: Pupils will have higher expectations in relation to the quality of the work they produce because feedback is focused and specific.</p> <p>Pupils will receive clear explanations of new content, receive feedback on how they are progressing, have opportunities for interactivity through questioning and are supported through targeted scaffolding regardless of whether they are learning remotely or face to face.</p> <p>Teacher workload will reduce because feedback at the point of learning becomes integral to everyday lesson structure.</p> <p>Pupils' motivation to improve will increase because they are experiencing success and celebrating the acquisition of knowledge.</p>

<p>(face to face and remote). Feedback from frequent low stakes testing is not always used to ensure all pupils, and in particular disadvantaged pupils, experience success and celebrate the acquisition of knowledge (face to face and remote).</p>	<p>retrieval practices, feedback, editing and reviewing. Active ingredient 7: Remote and face to face teaching will support learners by ensuring they receive clear explanations of new content, enabling them to receive feedback on how they are progressing, creating opportunities for interactivity through questioning and using targeted scaffolding. Active Ingredient 8 Regular, low stakes assessments quickly identify which core aspects of learning require revisiting and rebuilding for individuals and groups.</p>	<p>Follow up support – assessment leads coach and mentor staff at all levels to build capacity.</p> <p>Teachers assess effectively the extent to which core aspects of learning require revisiting and rebuilding for individuals and groups.</p> <p>A responsive curriculum offer is built taking account of assessment information.</p>	<p>make better decisions about what happens next. Medium term All teachers The professional learning helps to reduce unnecessary workload and increase the effectiveness of classroom practice by honing the skill of evidence informed decision making (formative and summative).</p>	
<p>Review Progress at the end of the autumn term</p>	<p>Review Progress at the end of the spring term</p>	<p>Review Progress at the end of the summer term</p>		

<p>B. Planned Expenditure</p>				
<p>Barrier/Problem</p>	<p>Intervention Description (What are the active ingredients?)</p>	<p>Implementation Activities</p>	<p>Implementation Outcomes</p>	<p>Pupil Outcomes</p>
<p>Across Waterton Academy Trust there is little evidence of the gap between disadvantaged pupils and non-</p>	<p>Active Ingredient 1: All Waterton Schools will be encouraged to participate because engagement will be central to the trust’s disadvantaged strategy and our</p>	<p>Equity – access for all to core evidence informed EEF professional learning at both phases of the 7 term programme.</p>	<p>Fidelity Short Term: High levels of engagement with the programme and a commitment to collaborative working.</p>	<p>Short term QFT identifies learning gaps and builds on prior knowledge to address these as a matter of urgency.</p>

<p>disadvantaged pupils diminishing.</p> <p>Disadvantaged pupils across Wakefield significantly underperform compared to their peers and nationally, especially in literacy.</p> <p>Pupils' learning has been impacted by school closure and the effects of the COVID-19 Pandemic. Current research indicates this has been significantly so for pupils who are disadvantaged.</p> <p>QFT is not always supported by evidenced informed professional learning.</p>	<p>commitment to working collaboratively.</p> <p>Active Ingredient 2: Local priorities, relationships and motivations will shape shared objectives.</p> <p>Active Ingredient 3: School based system leaders will communicate and engage other school in participation.</p> <p>Active Ingredient 4: The programme will be co-designed a delivered through DRS.</p> <p>Active Ingredient 5: System leaders including ELEs will be recruited, trained and commissioned to signpost evidence, co facilitate training and offer wrap around support.</p> <p>Active Ingredient 6: Senior leaders will benefit from engagement in the programme and will lead on the implementation at school level.</p> <p>Active Ingredient 7: Both phases of the programme will involve a blend of face to face training, a bespoke training offer, facilitated communities of practice and wrap around support.</p> <p>Active Ingredient 8: The programme will be externally evaluated to gain insights into process and impact.</p>	<p>Professional learning opportunities Phase 1 (core) – <i>Maximising the impact of pupil premium to improve outcomes in literacy.</i> Phase 2 (specialist) – <i>Working with parents to support children's learning, or Preparing for literacy in the early years, or Metacognition and self-regulated learning.</i></p> <p>Intersessional tasks support leaders' work to embed evidenced informed practice at school level.</p> <p>Review and Collaborate – planned communities of practice facilitate locality networking.</p> <p>Bespoke support - ELE and system leader delivery of wrap around support is in place for identified and DFE priority schools.</p> <p>Bespoke in school review for identified DFE priority schools</p>	<p>A leadership shift towards making evidence informed decisions.</p> <p>School leader knowledge and understanding of effective implementation is evident with each school.</p> <p>Increased capacity of Wakefield System Leaders.</p> <p>A shift towards application of evidence informed teaching at classroom level.</p> <p>Medium term: Teaching strategies focus on feedback, metacognition and reading, writing and oracy meet the needs of every child including those who are disadvantaged.</p> <p>Focused assessment and rapid intervention delivered by all teachers and teaching assistants.</p> <p>Review of parental engagement strategy undertaken and is impacting on the quality of support at home.</p> <p>Long term – Purpose of the Partnership</p> <ul style="list-style-type: none"> • Diminish differences and improve social mobility. • Engage with and apply evidence informed practice. 	<p>Curriculum offer ensures disadvantaged pupils are able to remember and recall knowledge</p> <p>Disadvantaged pupils are accessing interventions to enable them to progress through the curriculum.</p> <p>Long term Significantly reduced gaps in attainment, progress and attendance between pupils from disadvantaged and non-disadvantaged backgrounds.</p> <p>Improved attendance at every key stage.</p> <p>Curriculum offer ensures disadvantaged pupils are able to remember and recall knowledge</p>
--	--	--	--	--

			<ul style="list-style-type: none"> • Improve outcomes for all pupils, especially those facing disadvantage. • Extend school leader knowledge leading to a culture of evidence informed school improvement. • Build capacity and ensure sustainability through a system led partnership approach. 	
Review Progress at the end of the autumn term		Review Progress at the end of the spring term		Review Progress at the end of the summer term

C. Planned Expenditure				
Barrier/Problem	Intervention Description (What are the active ingredients?)	Implementation Activities	Implementation Outcomes	Pupil Outcomes
<p>Phonics approaches have consistently found to be effective in supporting younger readers to master the basics of reading. Research suggests that phonics is particularly beneficial for younger learners as they begin to read (EEF). Evidence in school shows that pupil premium children do less well in phonics screening than other pupils.</p> <p>School to invest in a proven systematic phonics program to ensure high quality teaching of phonics and professional development.</p>	<p>Active Ingredient 1 – Teaching staff will have CPD to teach Read, Write, Inc</p> <p>Active Ingredient 2 – Pupils will have effective diagnostic assessment to ensure support is targeted where needed.</p> <p>Active ingredient 3- Teaching will be monitored to ensure high quality teaching for all</p>	<p>CPD will be given to all staff who teach phonics to ensure the same quality of teaching throughout school.</p> <p>The 'Read ,Write, Inc' research leads will provide regular coaching.</p>	<p>Phonics knowledge will improve which will lead to improvement in reading.</p>	<p>Pupils will be happier and more engaged as they improve in reading.</p>
Review Progress at the end of the autumn term		Review Progress at the end of the spring term		Review Progress at the end of the summer term

D. Planned Expenditure				
Barrier/Problem	Intervention Description (What are the active ingredients?)	Implementation Activities	Implementation Outcomes	Pupil Outcomes

<p>Evidence suggests that many pupils have not had routine teaching during the Pandemic and need to become learners again.</p> <p>Each pupil is an individual with individual barriers to learning. 52% of the KS1 pupil premium children have additional needs.</p>	<p>Active ingredient 1 – The SENCo will work an extra day each week for a term to support teachers to diagnose barriers to learning and plan to overcome those barriers in the classroom</p> <p>Active ingredient 2-The SENCo will work with each pupil premium child to support the planning for bespoke intervention.</p> <p>Active ingredient 3 – The SENCo will work with children in small groups or 1:1 to promote a positive image as a learner. Boosting self-esteem.</p> <p>Active ingredient 4- The SENCo will ensure all intervention takes place with an appropriately trained adult. Interventions will be monitored and assessed for effectiveness.</p>	<p>CPD will be provided for teaching assistants who are expected to undertake an intervention.</p> <p>The SENCo will take part in the 'One Wakefield' activities.</p>	<p>Through bespoke intervention each individual child's barriers to learning will be addressed.</p> <p>One adult leading the project will ensure a whole school overview and no child will be missed.</p> <p>An experienced leader organising and planning will ensure that any intervention has maximum impact as each intervention will be closely monitored.</p>	<p>Children will receive a bespoke package of support which will identify individual needs and these can be addressed quickly.</p> <p>Children will be more confident learners and this will lead to progress being made</p>
<p>Review Progress at the end of the autumn term</p>	<p>Review Progress at the end of the spring term</p>	<p>Review Progress at the end of the summer term</p>		

E. Planned Expenditure				
Barrier/Problem	Intervention Description (What are the active ingredients?)	Implementation Activities	Implementation Outcomes	Pupil Outcomes

<p>To ensure pupil premium pupils who attendance meets the school target of 96% and to continue to reduce the number of PA in this group. SENCo will build relationships with parents to encourage attendance and punctuality.</p>	<p>Active ingredient 1 – The SENCo will work an extra day each week for a term to work with parents/carers of PA children to encourage school attendance</p> <p>Active ingredient 2 – The SENCo will work with parents to discover barriers to good school attendance and support to overcome these.</p> <p>Active ingredient 3-The SENCo will work with PA pupils to support the planning for bespoke intervention.</p> <p>Active ingredient 4- The SENCo will ensure all intervention takes place with an appropriately trained adult. Interventions will be monitored and assessed for effectiveness.</p>	<p>Work alongside the attendance officer to highlight children who are PA and to work with parents to start good attendance habits</p> <p>CPD will be provided for teaching assistants who are expected to undertake an intervention for PA children</p>	<p>As a well known and respected senior leader parents will understand the importance of the message about school attendance. The leader knows the families well and the history of the families and can therefore understand the barriers to good school attendance.</p> <p>Through bespoke intervention each individual child's barriers to learning will be addressed.</p> <p>One adult leading the project will ensure a whole school overview and no child will be missed.</p> <p>An experienced leader organising and planning will ensure that any intervention has maximum impact as each intervention will be closely monitored.</p>	<p>Children will be in school more often and achieve better outcomes.</p> <p>When children achieve , self esteem is boosted and school is more enjoyable. If children enjoy school they will want to come.</p> <p>Pupils and parents will understand the importance of getting into good attendance habits at an early age and may prevent PA at a later stage in education.</p>
<p>Review Progress at the end of the autumn term</p>	<p>Review Progress at the end of the spring term</p>	<p>Review Progress at the end of the summer term</p>		
Empty space for review progress				