

**CATCH-UP PREMIUM PLAN FOR SPENDING  
2020-2021**

**NETTLEWORTH INFANT AND NURSERY SCHOOL**



*We nurture, we flourish, we achieve*



**Reviewed July 2021**

## Catch-up Premium Funding Rationale

Children and young people across the country have experienced unprecedented disruption to their education, as a result of coronavirus pandemic (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be amongst those hit. The aggregate impact of lost time in education will be substantial, and the scale of response must match the scale of the challenge. Although all children have had their education disrupted by the coronavirus (COVID-19) outbreak, it is likely that disadvantaged and vulnerable groups will have been affected the most. With this in mind, the Government announced that a catch-up premium would be paid to schools in order support accelerated progress and put children back on track with their learning.

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.

Due to the pandemic, our Catch up Plan must also be responsive to changing circumstances, thus it is essential that regular reviews will be undertaken and amendments made as required.

Nettleworth Infant School will receive **£80** for each pupil in reception to Year 2. We currently have 208 pupils on roll, 70 in reception, 69 in year 1 and 69 in year 2. We will receive **£9707.36** in catch up funding for the Autumn and Spring terms, which equates to £46.67 per. We should receive **£6932.64** in catch up funding for the Summer term, which equates to **£33.33** per pupil.

From September 2020 - July2021, Nettleworth Infant School will have received a total of **£16,639**

As with all government funding, school leaders must be able to account for how this Catch-Up funding will be used in order to achieve our central goal of schools getting back on track and teaching a normal curriculum as quickly as possible.

Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors should scrutinise schools' approaches to catch-up from September, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities and ensuring appropriate transparency for parents / carers.

**Teaching and Learning: Universal offer for all children in the class.**

Intervention/ approach	Funding	Intended impact	Actions	Review End Dec 2021	Review End March 2021	Review End July 2021
Re-establishing routine and getting all children back to school	No extra cost	Children feel safe and secure being back at school and are ready to learn	<ul style="list-style-type: none"> <li>Starting back to school morning warm ups (bubbles/ music etc.)</li> <li>Parental/carer contact prior to starting back</li> <li>Warming up activities and learning in all classes to re-engage learners and re-kindle love of school</li> <li>Take 5 to be introduced</li> <li>Whole class THRIVE profiles and action plans to provide the necessary emotional support and interventions</li> </ul>	Excellent return to school for all pupils – settled in well and keen to learn. Staff have engaged with ‘Take 5’ training and the first few lessons have been delivered to pupils – Continue to deliver Take 5 programme in Spring THRIVE action plans have enabled targeted support for identified pupils. Targets have been reviewed and new targets have been set for Spring.	<p>Since Jan 5<sup>th</sup> school was in Lockdown. The children returned to school 9<sup>th</sup> March.</p> <p>Teachers focused on mental health and wellbeing, which enabled the children to settle in well and to support and address any concerns. Attendance since all pupils returned has been at least 98% each week!</p>	Take 5 is well established across school. All classes teach an exercise after lunch and use the exercises throughout the day.
Curiosity approach in F1	Cost of Training for EYFS Lead £1,397	Children are explicitly taught a range of life skills and strategies to support emotional resilience	<ul style="list-style-type: none"> <li>Establish and embed the Curiosity approach in Nursery Staff to receive training to promote resilience, confidence and creating and thinking critically.</li> </ul>	The Nursery environment has undergone an exciting transformation based on the Curiosity Approach philosophy and pupils are keen and confident to engage in the provision. EYFS Lead to undertake the Curiosity Approach accreditation in January 2021	We have begun introduce authentic resources, recycled materials and loose parts to the nursery provision. Our focus for this term has been to provide pockets of learning or ‘provocations’ which have ignited curiosity and further learning. Our neutral, calm environment has improved well-being and enabled the children to quickly settle back into the nursery routine.	The Curiosity Approach is embedded in F1. Children have been taught a range of strategies to support emotional resilience and the calm environment has improved well-being. Work towards the accreditation is ongoing.

Mastery for maths (maths hub)	Built into existing School budget	Children are explicitly taught a range of strategies for independence, resilience, problem solving and to build a growth mind set	<ul style="list-style-type: none"> <li>• Staff to work with the maths hub to establish a mastery approach to learning</li> <li>• Staff to attend TRGs and receive 1 full day support from a maths specialist</li> <li>• Staff to assess, analyse and adapt current practice and planning</li> </ul>	<p>TRG took place on 3.12.21 to look at current practice and develop a comprehensive mastery approach to mathematics action plan.</p> <p>Maths lead LT is working with a mastery maths specialist to design a training programme for teachers and teaching assistants - support booked for 29.04.21.</p> <p>Teacher training programme designed with the mastery maths specialist to be delivered during staff meeting week commencing 03.05.21.</p> <p>TA training session with a mastery maths specialist booked to be delivered on 04.05.21.</p>	<p>Pupils have had access to the white rose hub home learning videos and resources based on a mastery approach.</p> <p>TRG with maths specialist and math subject leaders on 03.03.21, looked at plans for mastery interventions upon pupils returning to school.</p> <p>Maths baselines are being carried out to enable swift interventions to be put in place after the Easter break</p>	<p>LT has completed the embedding year for mastery maths. A maths specialist Jenny Flavell has delivered a CPD course on mastery to TAs alongside LT. All pupils have followed the white rose mastery planning.</p>
Blended / Remote Learning on our school website to include: Evidence me, Purplemash, TTRockstars, Numbots, Microsoft Teams –	Built into existing School budget	All children/ parents can easily access learning at home.	<ul style="list-style-type: none"> <li>• Research as a team the most useful and easiest to use platforms / delivery methods.</li> <li>• Staff trained in use of the platforms</li> <li>• Liaise with parents and set all parents up with access and training guides</li> <li>• Provide 1:1 support for any parents struggling to access and use learning platform</li> </ul>	<p>Blended learning via pre-recorded lessons and a weekly timetable (on our website) has worked well for pupils who have needed to self-isolate as discussed via parent / teacher telephone calls. Teachers have provided packs of pupil work to</p>	<p>Remote learning from January 5<sup>th</sup> 2021 due to lockdown.</p> <p>Weekly timetable on our website has worked well with links to resources and videos attached.</p> <p>Teaching teams recording lessons to teach. Paper packs have been available</p>	<p>Remote Learning has continued in the same way for bubbles isolating as well as individuals isolating. This has worked effectively and has been well-received by parents/carers particularly because</p>

learning platforms			<ul style="list-style-type: none"> <li>• Teach children in school how to log on and access and submit tasks</li> <li>• Use as learning platform in case of lockdown/ bubble closure or self-isolation</li> </ul>	complete at home whilst SI, at parental request. Work in school has mirrored the blended / remote learning at home as much as possible.	to supplement the online resources. 'Evidence Me' was effectively used by teachers and parents to share work and to enable teachers to respond positively to learning via marking and written feedback.	it has been familiar and they understand the processes to access the learning. Phone calls have continued too for well-being check-ins as well as for support with remote learning.
Weekly parental phone calls Undertake home visits (with a completed RA as required)	Built into existing School budget	Parents and pupils have regular contact with teachers in school to discuss any learning or well-being concerns. Parents can get direct help with blended / remote learning and guidance.	<ul style="list-style-type: none"> <li>• Class teacher and TA ring all pupils at least 1 x a week</li> <li>• Parents struggling to provide evidence of learning through email or evidence me will have additional phone calls to support and help.</li> </ul>	Parent/teacher calls have taken place for pupils who have not attended school (e.g. anxiety) or have had to self-isolate. Parent/teacher meetings to review and celebrate progress have taken place for all pupils. Continue with weekly parent / teacher phone calls in Spring 2021 as required i.e. SI, Lockdown, non-attendance	Parent/teacher calls have taken place for all pupils weekly for those not attending at vulnerable or critical worker children. These have been useful in supporting families with their engagement of remote learning but also to support wellbeing as children returned to school on the 9 <sup>th</sup> March	These phone-calls have continued if classes have had to isolate. They have been supportive to families but also helped bring about improved engagement.
To promote fluency in reading across school and at home	Catch-up funding £1,158.78	To give pupils access to book-banded reading material in line with our assessment of reading. Teachers can allocate books at the assessed independent reading level in a COVID	<ul style="list-style-type: none"> <li>• English Lead to purchase Bug Club</li> <li>• English Lead to communicate with Teachers to set up reading for children in their class.</li> <li>• English Lead to communicate with parents/carers.</li> <li>• Teachers to monitor reading activity for each pupil in their</li> </ul>	Benchmarking has taken place of Year 2 to assess the level of reading for each child as well as the bookband they should be on for independent reading. Reading sessions were planned into class weekly timetable.	Children have access to websites and online resources via our school website – there is a specific phonics and also a specific reading page on our website, which is regularly updated. Parents have been	Bug Club is used across school. It's been particularly beneficial when bubbles have had to isolate. Early morning reading and phonics interventions have

		<p>secure way. Teachers will be able to keep track of the frequency each child is reading as well as assess some comprehension skills. These will also be able to support the teaching of reading in the classroom for reading interventions.</p>	<p>class and allocate books accordingly.</p> <ul style="list-style-type: none"> <li>• Teachers to plan these resources into reading sessions</li> </ul>	<p>Before, during and afterschool reading and phonics interventions have been carried out and data analysis demonstrates good progress. Phonics screening packs were home for parents/carers to support their children.</p>	<p>signposted to these resources. We had a successful 'remarkable reading' challenge where children were encouraged to send in a photograph of them reading in an unusual place. Bug Club purchased in February 2021. Teachers all set up with access and children were allocated books at the correct reading book-band according to previous assessments. This online resource has supported the teaching of reading both at home and in school. Parental feedback via our remote learning questionnaire was very positive about the use of Bug Club Bug Club interventions are planned for the Summer term.</p>	<p>continued in and out of school hours.</p>
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**Targeted Support:** Additional support during and outside of lessons to include phonics, reading, writing and mathematics

Intervention/ approach	Funding	Intended impact	Actions	Review End Dec 2021	Review End March 2021	Review End July 2021
Delivery of Nuffield Early Language intervention for pupils in F2	Catch-up funding £3,672	To ensure EYFS pupils have ARE language and can fully access the curriculum	<ul style="list-style-type: none"> <li>• Apply to be a Nuffield Early Language school</li> <li>• Train staff in NELI</li> <li>• Implement intervention fully in FS. Supply TA to cover class TA to enable</li> <li>• EYFS lead &amp; F2 teachers to Track NELI effectiveness</li> </ul>	<p>F2 staff members have completed the training for NELI. All pupils in F2 were allocated a QR code and screened using the Language Screen APP. From this a detailed report was generated in order to target pupils for language intervention</p> <p>School have received the essential NELI resources in order to begin to deliver the intervention.</p>	<p>Due to Lockdown the NELI programme was put on hold until the children returned to school which would meant not having 20 weeks to complete this year in order to finish the programme.</p> <p>As a result, we have decided as a school to withdraw from the programme this year and resume with NELI in the next academic year with F2 cohort.</p>	
Mathematics interventions	Built into existing School budget	To close the gaps in children's mathematical knowledge.	<ul style="list-style-type: none"> <li>• Teachers identify pupils through baseline assessments</li> <li>• TAs/ Teachers provide 2 weekly maths intervention sessions outside of the regular maths lessons</li> <li>• Intervention approach based on the current maths topic being taught in class</li> <li>• Tracking of progress and attainment and final assessment of the identified children completed</li> <li>• KS1 / Maths lead observe some sessions and also analyse the effectiveness of the intervention</li> </ul>	<p>Mathematics interventions have been successfully delivered by teachers and TAs, in and out the classroom.</p> <p>End of Autumn data indicates pupils have made good progress when compared with their Sept baseline.</p>	<p>Weekly phone calls to parents and work sent in via evidence me has given an indication on how pupils are progressing in maths. Reopening of school on the 9<sup>th</sup> March, enabled maths baseline assessments to be carried out and in-class interventions resumed from the 15.03.21. Before and after school maths interventions will be put in place after the Easter beak</p>	<p>Mathematics interventions have been successfully delivered by teachers and TAs, in and out the classroom.</p> <p>End of summer data indicates pupils have made good progress when compared with their Sept baseline.</p>

English interventions – reading and writing	Built into existing School budget	To close the gaps in children’s reading and writing knowledge and skills	<ul style="list-style-type: none"> <li>Teachers identify through baseline assessments which children need the English intervention</li> <li>TAs/ Teachers provide 2 weekly English intervention sessions outside of the regular in class lessons</li> <li>Tracking of progress and attainment and final assessment of the identified children completed</li> <li>KS1 lead observe some sessions and also analyse the effectiveness of the intervention</li> </ul>	Reading and phonics interventions, were successfully delivered in and out the classroom. End of Autumn data indicates pupils have made good progress when compared with their Sept baseline. Switch on Reading trained TAs to deliver intervention in Y1 & Y2 to begin Spring 2021.	Phonics and reading interventions were planned for and parents have been supported at home, but unfortunately due to Jan – March 9 <sup>th</sup> Lockdown these were unable to take place. Our Phonics and Reading page on our website offers some support for parents at home. Reopening of school on the 9 <sup>th</sup> March, enabled maths baseline assessments to be carried out and in-class interventions resumed from the 15.03.21.	Phonics/reading interventions continued throughout summer term, both in and out of school hours. Baseline assessments were taken and progress is apparent.
Teaching Assistants / to deliver 1:1 Morning reads (before school)	Catch-up funding £2,212	To ensure children catch up with ARE in reading filling gaps in their phonic knowledge and fluency.	<ul style="list-style-type: none"> <li>2 x pupils from each class identified through baselines and assessment for additional 1:1 reading 2 x a week</li> <li>Parents informed and encouraged to support from home</li> <li>TA provide 2 x a week 15 minute session per child</li> </ul>	Before school 1:1 reading interventions with class TAs were successfully delivered. End of intervention data indicated all pupils made good or excellent progress with their word reading, fluency and comprehension skills.	1:1 reading interventions were suspended due to Jan – March Lockdown. Reopening of school on the 9 <sup>th</sup> March, enabled 1:1 reading baseline assessments to be carried out and in-class interventions	1:1 morning reads have continued where classes have a TA. For those that do not have a TA in a morning, these have happened at a different, agreed time.



			<ul style="list-style-type: none"> <li>TA complete the paperwork around assessment (running records) and tracking and feed back to teacher</li> </ul>		<p>resumed from the 15.03.21. Before and after school morning reading interventions will be put in place after the Easter beak</p>	
Teaching Assistants / to deliver Afterschool phonics small group interventions for identified children	Catch-up funding £790	To ensure children catch up with ARE in reading filling gaps in their phonic knowledge and fluency.	<ul style="list-style-type: none"> <li>6 x pupils identified through baselines and assessment from each Year 1 class and Year 2 in autumn term to attend afterschool phonics sessions led by their class teacher/TA</li> <li>Children identified through baselines and assessment</li> <li>40 minute phonic sessions</li> <li>6 week rolling programme</li> <li>Teacher to complete paperwork around assessment and tracking of phonetic knowledge</li> </ul>	Afterschool phonics interventions by class TAs, were successfully delivered. Phonics assessments from September to December showed all pupils accessing the intervention made good progress with their phonetic knowledge and word reading.	Phonics interventions before and after school were suspended due to Lockdown (Jan – March). These are to resume after the Easter break when pupils baselines are complete.	Phonics interventions have continued into the summer term. Baselines were undertaken and progress measured. Progress is continuing to rise.

## Wider Strategies

Intervention/ approach	Funding	Intended impact	Actions	Review End Dec 2021	Review End March 2021	Review End July 2021
Email and text services to parents / carers - ease of accessing information	Built into existing School budget	Parents/carers can easily access information about continuation of education.	<ul style="list-style-type: none"> <li>Office staff communicate with parents/carers</li> </ul>	Email and Text services are in full operation and enables swift & effective communication with parents - an essential tool since the pandemic.	Continues to be very successful as a communication tool. Particularly when needing to contact parents to notify of a positive case and if to self-isolate.	
THRIVE and well-being approaches	Built into existing School budget	Children are explicitly taught a range of positive approaches to wellbeing, resilience and social-emotional learning	<ul style="list-style-type: none"> <li>Staff to complete termly THRIVE class profiles and produce a whole class intervention programme with bespoke activities and strategies</li> </ul>	THRIVE action plans have ensured targeted support is in place for identified pupils and evidence of progress.	From Jan 5 <sup>th</sup> , pupils who attended during Lockdown received Thrive interventions as required. On return to school on the 9 <sup>th</sup> March pupils have been THRIVE baselined to identify pupils who require for intervention after the Easter break.	All classes have a Thrive Action Plan. Data has been collected, analysed and actioned. It has highlighted positive progress across school.
'Take 5' well-being approaches	Built into existing School budget	Children are explicitly taught a range of positive approaches to wellbeing, resilience and social-emotional learning	<ul style="list-style-type: none"> <li>Staff training around the 'Take 5' programme</li> <li>Decision with staff about how often the 'Take 5' activities will take place and a timetable drawn up</li> <li>Children taught the different elements systematically over the year</li> </ul>	'Take 5' Induction training for all staff has taken place. The first few lessons were to pupils. Staff x 3 to undertake specialist Thrive Champions to training in Jan 2021 and disseminate to all staff. Teachers continue to deliver 'Take 5', so that this becomes embedded into daily classroom practice	FS team to undertake age appropriate 'Take Five' training. Champions have delivered training for staff during staff meeting time. Staff delivering 'Take Five' sessions have continued to implement this in classes from 9 <sup>th</sup> March. 'Take Five' pupil champions to create an	Take 5 is well established across school. All classes teach an exercise after lunch and use the exercises throughout the day.

					action plan for the next academic year to include setting up ambassadors, videos for the website, parents information and a plan for teaching the exercises.	
Ipads or laptops for children to work remotely on should the need arise	Built into existing School budget	All children will have full access to the correct technology in order to work remotely if needed.	<ul style="list-style-type: none"> <li>• Parents/carers surveyed at parents evening (autumn 1) to identify children with no access to technology</li> <li>• List of children in each bubble without adequate access to IT</li> <li>• Ipads / laptops prepared</li> <li>• Agreements drawn up</li> <li>• If/ when devices are needed agreements signed by parent and device lent to child for duration of isolation</li> </ul>	Technology surveys with parents have been undertaken and analysed. As a result, iPads have been allocated to pupils, who require the use of a device at home.	Children who require the use of an iPad during Lockdown or when self-isolating have continued to access school iPads at home.	Children who require the use of an iPad during Lockdown or when self-isolating have continued to access school iPads at home. The regular phone calls home have ensured this has happened.
Class Teaching Assistant / Teacher covering lunchtime	Built into existing budget	Children needing emotional support have access to a trusted staff member	<ul style="list-style-type: none"> <li>• TA or Teacher to be available and present every lunch time</li> </ul>	Teachers and TAs have been present every lunchtime to ensure a smooth transition and settling into the new school year.	Since Jan 5 <sup>th</sup> School has been in Lockdown again. TAs have worked in class bubbles to support critical and vulnerable children during lunchtime alongside Midday staff on a daily basis.	TAs have worked in class bubbles to support critical and vulnerable children during lunchtime alongside Midday staff on a daily basis. This has been necessary to continue throughout the summer term.

Deployment of a full time teaching assistant in each class	Built into existing budget	Children have access to two permanent adults in class to talk to and feel secure with	<ul style="list-style-type: none"> <li>Emotional and wellbeing interventions needed can be put into place by a trusted member of staff</li> </ul>	Every class has benefitted from having a full time TA cover alongside class teacher. Pupils have had access to whole class THRIVE action plans and TAKE 5 well-being exercises. Mindfulness Monday stories and activities have been delivered on a weekly basis.	All TAs have worked in class bubbles to support critical and vulnerable children throughout Lockdown and to keep bubbles separated.	All TAs have worked in class bubbles to support critical and vulnerable children throughout Lockdown and to keep bubbles separated.
Deployment of x 2 additional teaching assistants to support pupils with SEND	Catch-up funding £8,567  School Budget £7,302.50	Pupils with SEND have access to high quality support in the Nurture Room (DEN) in order to support their social, emotional skills and academic learning.	<ul style="list-style-type: none"> <li>SENDCo to Liaise with parent / carers re identifying pupils for support in the Nurture Room</li> <li>Nurture trained TA to plan and deliver 1-1 / small group interventions in the Nurture Room.</li> <li>Parents to drop and collect pupils from the Nurture Group entrance</li> <li>Pupils' time in class is to be increased gradually, as they learn to self-regulate and cope better in a classroom situation.</li> </ul>	Due to COVID-19, TAs x 2 were unable to deliver Nurture provision across school as planned. TA support was organised in separate class bubbles and this successfully enabled pupils to settled well in the class situation and to cope with the planned curriculum. Thrive data indicates pupils have made good progress socially and emotionally and this has had a positive impact on their academic learning.	Two additional teaching assistants continued to support pupils with SEND within the class bubble. This has ensured bubbles have been able to remain separated.	Two additional teaching assistants continued to support pupils with SEND within the class bubble. This has ensured bubbles have been able to remain separated.
Two members of staff in class at the start and the end of the school day	Built into existing budget	Children needing emotional support have full access to a trusted member of staff	<ul style="list-style-type: none"> <li>Staff member to be at the door each morning and end of the day to assess children and intervene if/ when needed</li> </ul>	Teachers and TAs have been present at the start and the end of the school day to ensure a smooth transition and settling into the new school year.	As in Autumn Term, bubble staff members have greeted pupils and parents at the door each morning and end of the day if/ when	This has continued to be a successful approach in welcoming children safely in a morning. Children needing

			<ul style="list-style-type: none"><li>• Staff member available to offer emotional support if/ when needed in every class</li><li>• TAs to access advice or resources</li></ul>		needed and have offered emotional support if/ when needed.	extra emotional support have been able to have this.
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