



Thames View Infants 2020-21 Covid-19 Catch-Up Premium

Covid-19 Catch-Up Premium Summary

The Government has recognised that 'Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus COVID-19' and have allocated funding to address this.

Across the 2020-21 Academic Year, Thames View Infants has been allocated a total of £24,960 to address this need. The funding can be used for specific activities to support pupils to catch up for lost teaching during lockdown and Schools have the flexibility to spend this funding in the best way for their cohort and circumstances.

The TVI Context:

Thames View Infants has a high level of need. With a deprivation indicator of 0.4%, TVI is located within the most deprived ward of the 6th most deprived Local Authority nationally. In London Poverty Profile's ranking, LBBD performs worst across a range of poverty indicators, particularly education and health. Accordingly, all contextual data shows that the school's very culturally diverse demographic is up to 2 times higher than national averages in terms of FSMs (38%) and 4 times that in terms of School Support (47.1%), EHCP (1.4%), Ethnicity (86%, 14/17 groups), EAL (73%), Home Languages Spoken (40), Faith (33.5% Christianity and 46.1% practicing Islam) and Pupil Stability (94.0%). The school has 14% White British pupils & Black British African (31%) is the largest pupil group. TVI has a high level of school based Early Help Support combined with CAF's and Family in Need provision. 11.7% of children currently receive some level of support between Tier 2 and Tier 4 (based on the Social Care Threshold Document). 13.4% of pupils are Gifted and Talented.

At Thames View Infants, we are committed to helping every child and their family achieve their very best. Through creating a deep and complex, well-resourced and vibrant, high quality learning environment, and through valuing 'Parents as Partners', we continually strive to actively promote the progress and attainment of all our pupils, regardless of need. We are a local driving force helping to "glue" agencies to work together and to be as "joined up as possible" to support this ethos.

The "Old-Normal" at TVI:

- Historically, by the end of KS1, the large majority of pupils would typically:
 - make Substantial and Sustained progress across all core subjects from their different starting points (particularly when considering the low-age related entry into Nursery and/or Reception) which is significantly above the National;
 - develop detailed knowledge, understanding and skills, attaining significantly above their peers nationally across all core subjects;
 - produce high quality work across the curriculum, including within Foundation Subjects too.



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- Immersed within a culture in which pupils learn exceptionally well across the curriculum and beyond, teachers would have a deep insight into children's needs, skills and the subject knowledge/life experiences required to make children exceptionally well prepared for the next stage of their educational careers. As a result, children would typically:
 - thrive and have a resilience to failure, often seeking further challenge;
 - take up opportunities to learn through extra-curricular (in and out of school) activities;
 - are equipped with the necessary skills to make substantial and sustained progress across the curriculum;
 - capitalise on feedback to know how to improve their own learning, recognise their efforts and take pride in their work;
 - are impeccably well behaved.
- Typically, the standard of attainment of all groups of pupils across all core subjects has remained consistently high at the end of KS1 - trending within at least the top 8% (EXP+) and 1% (GD) over time.
- Disadvantaged Pupils and those who have Special Educational Needs and/or Disabilities would also attain significantly above their peers nationally across all subjects too. They would also make Substantial and Sustained progress across all core subjects from their different starting points. Disadvantaged Pupils, who make more progress than their non-Disadvantaged Peers, would attain just as well as their non-Disadvantaged Peers at Expected+ and this gap is rapidly closing at GD.
- Typical rapid and accelerated progress for the large majority of children who were Emerging (ELG-) at the end of Yr. R would exceed EXP+ by the end of KS1. Similarly, the large majority of children who were Exceeding (ELG+) at the end of Yr. R, would typically demonstrate that they are skilled and knowledgeable, fluently and independently connecting previous, current and future learning working and within a profound depth of mastery across subject areas by the end of KS1.

Describing the Current Level of Need:

Whilst online learning has continued across the recent Covid-19 lockdowns, the impact of School Closure extends beyond gaps in attainment.

Within the EYFS:

In general terms children are taking much longer than usual to settle. Children present with immature development, in terms of independence, self-help skills and lack of initiative. Across EYFS, children present as enthusiastic and happy, yet lack stamina. PSED appears particularly delayed. Children require additional work on learning prerequisites: sitting, listening, attention, turn-taking, sharing and other important social-skills are weaker than typical. Children seem to miss a lack of attention to detail, an awareness of their own-responsibilities, consequences and how to resolve things. Instructions and questions require repetition and children find it difficult to embed routines independently. Language Link and Baseline (into Nursery & Reception) Data show lower than typical scores and a significant need in SLCN. There is a particular need amongst EAL children, who may have missed out on English spoken in school during lockdown. Progress across lessons is generally slower and more inconsistent.



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Within KS1:

Whilst attainment within KS1 is understandably lower than typical, many key skills and prerequisites to learning remain, although this is less so within Year 1. For example, many children had initially lost key skills such as handholding, precision/attention-to-detail, turn-taking, sharing and self-confidence, for example. Play tends to be more isolated. Fine motor-skills within Year 1 are particularly lacking; children have lost the ability to use knives and forks. There is a shortfall in PSED and the Characteristics of Effective Learning in children, although more so in Year 1. Similarly, there is a shortfall in Language and Communication Skills, with children typically requiring challenge to be active listeners, again more so within Year 1. There is a significant need to develop vocabulary and enrich, with meaningful and engaging first-hand stimuli wherever possible. There are also big gaps in understanding relatively “everyday” vocabulary (for example, such as rivers, hosepipe, nurses etc).

Shortfalls in literacy (reading, phonics and spelling) are more noticeable within Year 1, which is being addressed by a whole school initiative to re-align basic skill teaching (in terms of precision and uniformity). Year 2 children demonstrate the greatest resilience, able to draw upon a period of more stable schooling, pre-lockdown.

Across the School, children have missed an exposure to a wide-range of “life experiences” (both at home and in school). At lunchtimes, children have got used to a familiar diet and lost an interest in developing their pallet.

Family Support & Inclusion Needs:

TVI’s reputation as an Outstanding School remains; however, having spanned almost two Academic Years, up to 50% of parents/carers have had little first-hand experience of:

- The unique TVI sparkle and vibrancy
- The School’s ethos of “helping every child and their family achieve their best”
- The depth of provision and HQ learning
- The School’s family support, parental engagement and community cohesion work
- The expectation of attending School every day and sustaining this
- Much of the everyday narrative & understanding that occurs as children attend School regularly
- How TVI actively challenges traditional dispositions to learning

In general terms there’s a big need to introduce families (for the first time, in many cases) to “old-normal” School conventions, home-school partnerships, the “Parents as Partners” ethos, trust and how to best support children at home with their learning. Some families have not been able to engage with online learning and these children often have the largest gaps across all learning. Some families are still at the pre and early stages of coming to terms with children’s’ potential lifelong learning needs, and typically there are delays to the engagement of professional.



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Over-Arching Principles that Govern Covid-19 Catch-Up Premium Expenditure:

- To offer an effective recovery curriculum, within a broad and balanced curriculum.
- A personalised provision where we help every child and their family, regardless of ability, to do their best.
- High quality learning.
- Empowered children, with carefully supported social skills.
- A responsive inclusion provision, which is extensive and comprehensive and offers high quality learning.
- Skilful family support.
- Careful and robust Child Protection.
- Good customer service and an innovative ethos which makes people challenge traditionally held dispositions towards schools and learning.
- A culture which values "Parents as Partners" in the learning journey.
- Confident staff team, able to support families in the transition to "School-normality".



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School initiatives/expenditure to achieve this vision:

TVI 2020/21 Covid-19 Catch-Up Premium Expenditure		
Area of Support:	Initiative and Aim:	Cost:
Learning with EYFS	<p>To raise attainment by increasing adult:pupil ratios within the EYFS.</p> <ul style="list-style-type: none"> 1 to 10 in Reception 1 to 5 in Nursery 	<p>£10957.44 £9555.52</p>
Learning with KS1	<p>To raise attainment by increasing adult:pupil ratios within KS1.</p> <ul style="list-style-type: none"> 1 to 10 in Year 1 	£9889.80
Early Literacy Support	<p>To raise attainment by offering Reading-Recovery Support for lowest attaining Year 1 children.</p> <ul style="list-style-type: none"> A 0.6 Reading Recovery TA 	£12678.24
Year 1 Acceleration/Preparation for Year 2	<p>To accelerate children's readiness for Year 2, by carefully supporting the developmentally least secure within Year 1 through careful small-group teaching.</p> <ul style="list-style-type: none"> Experienced AHT released to offer daily intensive support 	(covered internally)
Life-Experiences/Enrichment	<p>To support gaps in children's life/school experiences by running a sequence of enrichment clubs.</p> <ul style="list-style-type: none"> Payments for 9 After School Clubs. 	£780
Lunchtimes, Social Skills, PE & Play	<p>To widen children's food pallet at lunchtimes. To support children with learning to eat cutlery. To further children's social and language development through HQ play. To encourage children to be healthier. To reignite children's thirst for sport.</p> <ul style="list-style-type: none"> 5 additional lunchtime staff New lunchtime toys/PE equipment 2 training sessions for new lunchtime staff 5 twilight PE insets for all staff 	<p>£3750 £1500 £278.75 £2109.37</p>



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Inclusion & Family Support	<p>To increase the capacity of the School's family support and inclusion provision during a time of higher need. To empower staff to support families who have worries or concerns about children returning, settling or sustaining attending School in the long-term.</p> <ul style="list-style-type: none"> • TA inset 	£413
Attendance	<p>To reinstate the expectation of attending School every day. To appoint and train an additional interim Attendance Office.</p> <ul style="list-style-type: none"> • Appointment of an additional Attendance Officer, with associated training 	£6397.80
	LESS: Covid-19 Catch-Up Premium Allocation	£24,960
	TOTAL COST OF Covid-19 Catch-Up INITIATIVES	£58095.05