

Evaluation of Catch-up Funding Spend - Related to the EYFS Recovery Plan and Catch-up Funding Plan

Autumn 2020

Children entered EYFS in September well below typical levels of development, both in Nursery and Reception. The children displayed severe needs in the areas of communication and language and personal, social and emotional development. As in all cohorts, 50% of children attended Woodlands Nursery and 50% attended other settings, some have had no pre-school experience. In a 'normal' year, in order to enable the children to settle quickly and to engage with the learning, a number of systems are in place;

- parents and children attend 3 'Stay and Learn' sessions - a time when routines are established and expectations are made clear to families. Parents support children to succeed.
- the majority of parents stay for Welcome Time each morning (25 min). The time is used for parents and staff to discuss needs of children, issues at home, things that may be bothering or affecting the child. Also, parents and carers again support children to succeed by reinforcing messages from staff - time to listen, time to tidy-up, time to share with peers etc.
- the children that have been to our Nursery act as role models for those pupils new to our setting, in Nursery or Reception, having established learning behaviours during their time in Nursery.

Due to the pandemic, most of the children had not accessed any form of schooling since March and as a result were unable to engage with the usual induction process.

We were fully aware that we needed to take account of the children's emotional health and well-being because of this, although we had hugely underestimated the impact that this would have on their learning behaviours. Only 2% of the Reception cohort achieved typical levels of development within the prime areas of learning and Literacy and Mathematics on baseline.

Spring 2021

Only 2% of pupils were working at 'typical' levels of development on entry to Reception in September, meaning the majority of pupils were working at well below. This has now risen to 27%, as a direct result of the impact of additional support funded by the catch-up monies. This is now much nearer last year's data for the same period of time in 2019/20 (35%) and is promising, as the gap is closing. Last year, despite low baseline (16% at 'typical' levels), 78% of pupils achieved GLD.

From September to December there has been an increase of 25% of the cohort now achieving typical levels of development. Progress data shows that 95% of EYFS pupils have made typical or better progress from the baseline assessment in September to now, meaning that the majority of pupils made at least 1 sub-band of progress during the Autumn term.

As a result of current lockdown (Jan/Feb), approximately 1/3 of EYFS children are remote learning. Children who are remotely learning are receiving the same learning offer as the children in school, through Class Dojo. All children receive an overview of the weekly learning offer, which includes daily phonics,

mathematics, project learning and story time tasks. Through careful questioning, EYFS staff continue to encourage and support parents and carers to follow an enquiry-based approach (both indoors and outdoors) to learning that takes place during EYFS project sessions.

Catch-up funding continues to support an SEND Support assistant and three Learning Support Assistants.

Action Plan to address needs of cohort and to improve rapidly outcomes – 2020/2021

EYFS Strategic Priorities/ Rationale	Success Criteria	Actions	Evaluation/Impact
<p>To support children displaying extreme behaviours, as a result of complex and significant SEND needs.</p> <p><i>Due to unit closure (16.11.20 – 1.12.21), individual families/children isolating and new Nursery starters, the list of children with additional needs has increased.</i></p>	<p>All children to adapt to school routines and behaviour guidelines</p> <p>There is a balance of chn with a range of needs in each nursery session</p> <p>All children make accelerated progress within the Prime areas of learning to enable them to access the EYFS curriculum.</p> <p>Attention and listening will be improved during whole Class Teaching</p> <p>Restorative behaviour strategies will be used by all staff</p>	<p>Evaluate pupils in am/pm nursery sessions and identify the most suitable sessions to support chn's needs</p> <p>Employ extra staff to reduce H&S risks</p> <p>Pupils sit 1:2 with TA to focus.</p> <p>Implement suitable behaviour (as outlined on the behaviour policy) strategies to suit the needs of children with significant SEND and/or social emotional mental health needs</p> <p>Identify chn who would benefit from: Inclusion</p>	<p>Dec 2021</p> <p>Children now receiving targeted support to enable them to make good behaviour choices – generally EYFS is much more settled, learning behaviour is good and the majority of chn are making progress.</p> <p>COVID Catch-up funding (Autumn Term) used to employ additional staff</p> <ul style="list-style-type: none"> • Broadly speaking, 27% of cohort are working at typical levels of development and above (40-D/S in Prime Areas plus Lit and Math), for this point in the year. • Compared to Baseline assessment which showed 2% of cohort at Typical Levels of Development (40-60D and above) on entry to Reception. Increase of 25% of cohort now achieving typical levels. • 95% of EYFS pupils have made typical or better progress from the baseline assessment in September <p><i>Spring Term – Jan2021</i></p> <p><i>In light of lockdown (Jan 4th), Nursery is open to all pupils (24 am, 24 pm) Currently, between 10 and 12 children are accessing their sessions.</i></p> <p><i>Reception is open to CW and V children only. Currently between 15 and 20 attending daily.</i></p>

	<p>Key strategies, as outlined in IEP or from SENCO observations, will be implemented.</p> <p>Parental contact with each of our families is established and consistent.</p>	<p>Team Support, ELSA support and SENDCo.</p> <p>SENCO supports staff 1 morning per week.</p> <p>Practical strategies are used to gather evidence for outside agency support.</p> <p>Introduce individual Resources: Fiddle toys, Now and Next charts, reward charts</p> <p>EYFS calming area for children to support them to regulate their own behaviours</p>	<p>Despite low numbers, our most vulnerable children are generally those needing additional support.</p>
<p>To support accelerated progress and attainment following a loss of face to face teaching for the majority of chn's nursery and reception year</p> <p><i>In Jan, more children added to SEND monitoring for YR. Jan nursery starters includes 3 children with SEND needs.</i></p>	<p>The needs of the children are met to ensure accelerated progress</p> <p>Outside -agency support is accessed</p> <p>All staff are using suitable strategies to support chn with learning behaviours and accessing the curriculum</p>	<p>Provide guidance for staff with strategies to support children.</p> <p>SENCO supporting staff 1 morning per week.</p> <p>Practical strategies are used to gather evidence for outside agency support.</p> <p>Create a speaking and Listening small group, based on advice from SALT for SEND chn.</p>	<p>Dec 2021 SENCo has observed all children who are causing concern SENCO has supported training and mentoring for CT/TAs</p> <p>Referrals have been made for specific chn to relevant outside agencies for additional support and/or funding</p> <p>Children now receiving targeted support to enable them to make good behaviour choices – generally EYFS is much more settled, learning behaviours are improved and progress is good.</p> <p>COVID Catch-up funding (Autumn Term) used to employ additional staff</p>

			<ul style="list-style-type: none"> • Broadly speaking, 27% of cohort are working at typical levels of development and above (40-D/S in Prime Areas plus Lit and Math), for this point in the year. • Compared to Baseline assessment which showed 2% of cohort at Typical Levels of Development (40-60D and above) on entry to Reception. Increase of 25% of cohort now achieving typical levels. • 95% of EYFS pupils have made typical or better progress from the baseline assessment in September. <p>Spring Term – Jan2021 In light of lockdown (Jan 4th) , Nursery is open to all pupils (24 am, 24 pm) Currently between 10 and 12 children are accessing their sessions. Reception is open to CW and V children only. Currently between 15 and 20 attending daily. Despite low numbers, our most vulnerable children are generally those needing additional support</p>
<p>To support independence and the development of social and emotional skills during lunchtimes.</p> <p>Due to a change in lunchtime staff Previously 3 Lunchtime Supervisors on duty, now 2.</p> <p>Previously 2 staff from kitchen serving lunches, now 0</p>	<p>All chn experience calm, purposeful lunchtimes.</p> <p>Chn can sit and eat a meal using appropriate cutlery, with growing independence.</p> <p>Staff support the children to develop confidence and independence when selecting and clearing away lunch.</p> <p>Staff are supporting the development of</p>	<p>Ensure all TAs are deployed to settle children after lunchtime</p> <p>TA to support lunchtime supervisors daily (rota)</p> <p>Kitchen to provide staff member, to support this (11-1).</p> <p>Staff are deployed to ensure that lunch is cleared away quickly, and that they are available to support children to access Relax</p>	<p>Dec 2021 Lunchtimes are settled, staff are now able to eat their lunch with the children and model table manners, speaking and listening etc.</p> <p>COVID Catch-up funding (Autumn Term) used to fund additional lunchtime staff</p> <ul style="list-style-type: none"> • Broadly speaking, 27% of cohort are working at typical levels of development and above (40-D/S in Prime Areas plus Lit and Math), for this point in the year. • Compared to Baseline assessment which showed 2% of cohort at Typical Levels of Development (40-60D and above) on entry to Reception. Increase of 25% of cohort now achieving typical levels. • 95% of EYFS pupils have made typical or better progress from the baseline assessment in September.

	appropriate social skills whilst eating lunch and conversating with peers and adults.		<p>Spring Term - Jan 2021</p> <p>Due to lockdown, extra cover no longer required for lunchtime cover. However, due to continued additional needs and social and emotional support, TAs continue to support outdoor play.</p>
<p>To support and develop positive learning behaviours within the EYFS</p> <p>Lack of understanding of how to interact with resources - throwing resources, ripping pages from books, drawing on equipment, etc</p> <p>Little understanding of expectations with the classroom – sit still and listen to instructions, follow instructions, children wandering around classrooms, etc</p> <p>Little evidence of appropriate skills whilst playing with others - hitting, pinching, spitting, kicking, screaming at each other etc.</p> <p>Self-care issues</p>	<p>All children are able to fully adapt to school routines and behaviour guidelines.</p> <p>All chn are demonstrating key skills from the Prime areas of the EYFS curriculum</p> <p>The majority of children make rapid progress within the Primary Areas of learning to enable them to access the EYFS curriculum.</p>	<p>EYFS lead implements appropriate strategies and assigns suitable support to ensure chn are developing positive learning behaviours e.g. 1:1 support, bucket time, listen with Lucy, NELI etc.</p> <p>Ensure all staff are familiar with and are using restorative behaviour strategies to support children who are demonstrating challenging behaviours.</p> <p>Staff plan to support the needs of the children with a high focus on key skills from Prime Areas of learning (PSED, PD and CL)</p>	<p>The pedagogy and provision have remained the same throughout Autumn 1, despite a higher focus on Prime Areas. From evidence in Area Journals, it is clear to see that children's lines of enquiry are still the focus for educators. Progress has been made in Phonics – 46% are working at typical levels of development for this point in the year. (On track to be reading Red books by Christmas)</p> <ul style="list-style-type: none"> • Broadly speaking, 27% of cohort are working at typical levels of development and above (40-D/S in Prime Areas plus Lit and Math), for this point in the year. • Compared to Baseline assessment which showed 2% of cohort at Typical Levels of Development (40-60D and above) on entry to Reception. Increase of 25% of cohort now achieving typical levels. • 95% of EYFS pupils have made typical or better progress from the baseline assessment in September. <p>Jan 2021</p> <p>There continues to be a significant amount of children who struggle to achieve typical levels within the Prime Areas. However, half of the children in this group (11) are working at typical levels and above within the areas of Literacy and Mathematics. Therefore, staff continue to be mindful that children need further support to build strong relationships between adults and peers whilst also applying taught skills from Literacy and Maths within Project Learning. Catch-up funding continues to fund extra staff to enable small group work and 1:1 support</p>

