

## Catch-Up Premium Plan - Rainow Primary School

Summary information							
<b>School</b>	Rainow Primary School	<b>Academic Year</b>	2020-21	<b>Number of pupils</b>	189		
<b>Total Catch-Up Premium</b>	£14, 400	<b>First Installment</b>	£3, 600	<b>Second Installment</b>	£4800	<b>Third Installment</b>	£6000

### Guidance

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

The government is providing schools with £650 million of universal catch-up premium funding for the 2020/2021 academic year. The aim of the funding is to help pupils catch up on education they have missed due to the coronavirus (COVID-19) pandemic. Schools should use this funding for specific activities to support their pupils to make up for lost teaching over the previous months. While funding has been allocated on a per-pupil or per-place basis, schools should use the amount available to them as a single total from which to prioritise support for pupils according to their needs. Schools do not need to spend the funds in the financial year beginning 1 April 2020, and may carry some or all catch-up premium funds forward to future financial years if they wish. It will not be added to schools' baselines in calculating future years' funding allocations.

Schools' allocations are calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in year's reception through to 11.

Use of Funds	EEF Recommendations
<p>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 <a href="#">curriculum expectations for the next academic year</a>.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a <a href="#">coronavirus (COVID-19) support guide for schools</a> 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.</p> <p><i>Nb. This should be seen as a working document, reviewed regularly and subject to change depending on the pupils' and staff needs.</i></p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> <li>➤ Supporting great teaching</li> <li>➤ Pupil assessment and feedback</li> <li>➤ Transition support</li> </ul> <p>Targeted approaches</p> <ul style="list-style-type: none"> <li>➤ One-to-one and small group tuition</li> <li>➤ Intervention programmes</li> <li>➤ Extended school time</li> </ul> <p>Wider strategies</p> <ul style="list-style-type: none"> <li>➤ Supporting parent and carers</li> <li>➤ Access to technology</li> <li>➤ Summer support</li> </ul>

## Identified impact of lockdown (Oct 20)

<p><b>PSHCE / Well-being</b></p>	<p>The evidence available to us suggested children (and adults) were likely to feel anxious about the return to school and would perhaps need additional support, reassurance and positivity. With this in mind, we developed our Recovery Curriculum which is based on evidence and research by Professor Barry Carpenter, CBE (Professor of Mental Health in Education, Oxford Brooks University). Extra time was made, during the first half-term at least, for all of the children to relax, talk and strengthen relationships. The overarching theme for 2020-21 is to ensure a safe environment in which to reconnect with the community, rebuild children's learning confidence and stamina, and reignite their curiosity. Since September, there has been an increased emphasis on nurture and personal, social and health education. Staff are teaching lessons, which combine pastoral and academic expectations for each year group and are sensitive and appropriate to their needs.</p>
<p><b>EYFS</b></p>	<p>Children have started school with understandably lower ability in key areas such as speech and language, and phonics. Forming relationships and building learning stamina is always the major focus in the autumn term for our new starters and this year, that is the case more than ever.</p>
<p><b>Maths</b></p>	<p>Specific content has been missed, leading to gaps in learning. Children still have an appetite for maths and lockdown has not affected their attitudes; however, they are quite simply, 'behind'.  Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments.</p>
<p><b>Writing</b></p>	<p>Children have not necessarily missed 'units' of learning in the same way as Math; however, they have lost essential practise of writing skills. EPGS knowledge has also suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected; although, those who evidently did not write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.</p>
<p><b>Reading</b></p>	<p>Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. However, children are less fluent in their reading, and the gap between those children that read widely and those children who do not is now increasingly wide. We believe that the bottom 20% of readers have been disproportionately affected and this groups of children will have been targeted accordingly.</p>
<p><b>Science / Non-core</b></p>	<p>There are now significant gaps in knowledge; whole units of work have not been taught meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips, visitors and memorable curriculum moments.</p>

**Planned expenditure** - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools

**i. Teaching and whole-school strategies**

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting great teaching:</u></p> <p>The foundation subjects will be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that gaps in knowledge can be reduced.</p>	<p><b><i>Additional time for teachers to research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional PPA.</i></b></p> <p style="text-align: right;"><b>(£1000)</b></p>		JN	Feb 21
<p>Teachers have access to the latest CPD in teaching and learning.</p>	<p><b><i>Purchase a 12 month subscription to the National College online CPD offer.</i></b></p> <p style="text-align: right;"><b>(£750)</b></p>		JN	Feb 21
<p><u>Teaching assessment and feedback</u></p> <p>Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.</p>	<p><b><i>Purchase and implement the Rising Stars, 'Performance In Reading Assessment' (PIRA) suite. Complete termly tests and record assessments on the school tracker to identify under and over performance.</i></b></p> <p><b><i>Explore 'No More Marking' comparative writing assessment.</i></b></p> <p><b><i>Trial alternative science assessments.</i></b></p> <p style="text-align: right;"><b>(£1000)</b></p>		JN (MG/HE?L H)	July 21
<b>i. budgeted cost</b>				<b>£2,750</b>

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>1-to-1 / small group tuition / Class Support / Intervention</u></p> <p>An appropriate maths intervention supports those identified children in reinforcing their understanding of essential maths skills and application of number.</p> <p>An appropriate English intervention supports those identified children in reinforcing and revising their understanding of EPGS, resulting in improved spelling and writing.</p> <p>Identified children will plug gaps in their phonics knowledge and pass the y2 phonics screening check.(including the Y2 retakes)</p> <p>Identified KS1 children will have increased rates of reading fluency and comprehension.</p> <p>Identified KS1 children will plug gaps in their mathematical knowledge and increase their rates of fluency.</p> <p>Identified KS2 children will have increased rates of reading fluency and comprehension.</p> <p>Identified KS2 children will plug gaps in their mathematical knowledge and increase their rates of fluency.</p>	<p><i><b>Tutors from the NTP are employed to deliver 15 hour blocks of bespoke catch-up lessons (equivalent to approx. 10 blocks, which will address the needs of approx. 30 children).</b></i></p> <p style="text-align: right;"><b>(£2000)</b></p> <p><i><b>A teaching assistant will be employed for the autumn term to deliver a Y2 phonics catch-up programme.</b></i></p> <p style="text-align: right;"><b>(£1500)</b></p> <p><i><b>A teaching assistant will be employed for the Spr. and Sum. to work with KS1 children identified as needing extra/specific input due to lost learning in English and Maths.</b></i></p> <p style="text-align: right;"><b>(£2300)</b></p> <p><i><b>A teaching assistant will be employed every morning for the Spr. and Sum. to work with KS2 children identified as needing extra/specific input due to lost learning in English and Maths.</b></i></p> <p style="text-align: right;"><b>(£6000)</b></p>		<p>JN (RP/LH)</p> <p>JN (RL)</p> <p>JN (AB)</p> <p>JN (ANother)</p>	<p>Review all these approaches half-termly</p>
<p><u>Extended school time</u></p> <p>Children receive additional tutoring to improve aspects of their English and/or Maths understanding.</p>	Tbc.		AR / RP	
			<b>ii. budgeted cost</b>	<b>£11,800</b>

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Supporting parents and carers</u>  Children will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home-learning.  Children have access to appropriate stationery and paper-based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning.	<i>Additional learning resources purchased, such as Bug Club to support children reading at home. Likewise, Spelling Shed could be purchased so that children can practise spellings at home.</i>  <i>(£1000)</i>			Feb 21
	<i>Home-learning paper packs are printed and ready to distribute for children who require them. Stationery packs are to also purchased for children who need them.</i>  <i>(£500)</i>			
<u>Access to technology</u>  Tbc. (below is one idea) Teachers have laptops that are equipped with webcams Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.	<i>Purchase webcams.</i>  <i>£1000 (tbc.)</i>		JN	Feb 21
<u>Summer Support</u> Tbc.				
<b>iii. budgeted cost</b>				<b>£2,500</b>
		<b>Cost paid through COVID Catch-Up</b>		<b>£14,400</b>
		<b>Cost paid through school budget</b>		<b>£2,650</b>
		<b>TOTAL BUDGESTED COST (i + ii + iii)</b>		<b>£17,050</b>