

## Catch-Up Premium Plan - Ryarsh Primary School

### Summary information

<b>School</b>	Ryarsh Primary School				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£16,720 (209)	<b>Number of pupils</b>	211

### 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.

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

As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

### Use of Funds

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.

To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a [coronavirus \(COVID-19\) support guide for schools](#) 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.

### EEF Recommendations

The EEF advises the following:

Teaching and whole school strategies

- Supporting great teaching
- Assessment and feedback
- Transition support

Targeted approaches

- One to one and small group tuition
- Intervention programmes
- Extended school time

Wider strategies

- Supporting parent and carers
- Access to technology
- Summer support

**Identified impact of lockdown**

<b>Maths</b>	Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for maths and lockdown has not affected their attitudes however some are quite simply, 'behind' compared to where they would normally be at this stage of their learning. Recall of basic skills has been impacted upon for some children – children are less fluent at recalling addition facts, times tables and have forgotten once taught calculation strategies. Many teachers have also reported that children are less confident at applying their knowledge with reasoning and problem solving and are demonstrating less resilience.
<b>Writing</b>	Children haven't necessarily missed 'units' of learning in the same way as Maths, however many have lost essential practising of writing skills. Grammar, punctuation and spellings seem to have been impacted upon the most, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected, however those who evidently didn't 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.
<b>Reading</b>	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 don't is now increasingly wide. Teachers report that these gaps are mostly down to a lack of fluency for those behind age related expectations.
<b>Non-core</b>	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 powerful curriculum moments.

**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>Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, manipulatives are accessed regularly in maths and this supports children's learning. We also need to increase the resources available to develop maths fluency.</p> <p>Due to limitation of sharing equipment, further texts will need to be purchased to support the school's whole class novel study approach.</p> <p>To help reignite children's passion and enthusiasm for learning, we need to provide the children with an increased amount of engaging experiences.</p> <p>To improve the children's oracy skills as this will help improve learning across all areas of the curriculum.</p>	<p><b><i>Purchase additional manipulatives and resources to support retrieval of key skills</i></b> <b>(£1000)</b></p> <p><b><i>Purchase 10-15 books per class for each novel study</i></b> <b>(£2700)</b></p> <p><b><i>Subscription to Now, Press, Play</i></b> <b>(£2000, including £1000 donation from PTFA)</b></p> <p><b><i>Voice 21 Project due to launch in January</i></b> <b>(£1500)</b></p>		<p>AH</p> <p>CM</p> <p>DC/RP</p> <p>CC/SM</p>	<p>Feb 21</p> <p>Feb 21</p> <p>Feb 21</p> <p>April 21</p>
<p><u>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>Improve the impact of feedback by introducing whole class feedback model. This should also increase work-life balance.</p> <p>Improve use of assessment for learning so teachers are able to check for understanding more skilfully, and make suitable adjustments to support children.</p>	<p><b><i>Purchase and implement the NFER assessment suite of materials for year 6 to supplement existing spend of assessment suite of materials.</i></b> <b>(£250)</b></p> <p><b><i>Purchase CPD materials (including 'Walkthru' materials to help support this)</i></b> <b>(£500)</b></p>		<p>DC</p>	<p>Jan 21</p>

<u>Transition support</u> Children who are joining school from different settings or who are beginning their schooling with Ryarsh have an opportunity to become familiar and confident with the setting before they arrive.	<p style="text-align: center;"><b><i>A video tour of Ryarsh Primary School is arranged and shared with all new-starters.</i></b></p> <p style="text-align: right;"><b><i>(£500)</i></b></p>		DC	Ongoing
<b>Total budgeted cost</b>				<b>£ 8,450</b>

<b>ii. Targeted approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Impact (once reviewed)</b>	<b>Staff lead</b>	<b>Review date?</b>
<u>1-to-1 and small group tuition</u>  Targeted children in year 5 &6 will need to make accelerated progress before the end of the year in reading/writing/maths          Targeted children in year 1/2 will make accelerated progress in reading and maths.	<p style="text-align: center;"><b><i>New TA employed to delivered additional support for year 6, but to also support deliver of year 5 interventions for 2x pm every week.</i></b></p> <p style="text-align: right;"><b><i>(£5000)</i></b></p> <p style="text-align: center;"><b><i>Additional teacher used from January –April to provide small group and individual tuition is KS1.</i></b></p> <p style="text-align: right;"><b><i>(£4800)</i></b></p>		DC          CM & RP          AH/SM	Feb 21          Feb 21          Feb 21
<u>Intervention programme</u>			DC/AH	July 21

<p>An appropriate numeracy intervention supports those identified children in reinforcing their understanding of basic maths skills and application of number.</p> <p>Identified children will have significantly increased rates of reading fluency and prosody. They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding. They will be confident readers and dips in reading attainment will be negated.</p>	<p><b><i>An intervention is identified and purchased. Staff are trained and they are able to deliver the intervention confidently.</i></b></p> <p><b><i>(£1500)</i></b></p> <p><b><i>New, structured reading intervention programmes will be introduced throughout the school</i></b></p> <p><b><i>(£2000)</i></b></p>		CM	
<p><u>Extended school time</u></p> <p>Targeted children in KS2 will need to make accelerated progress before the end of the year in reading and maths.</p>	<p><b><i>Existing teaching assistants will provide breakfast boosters and after school catch up sessions for identified children in maths and reading</i></b></p> <p><b><i>(£3600 for 2 terms)</i></b></p>		DC	Ongoing
<b>Total budgeted cost</b>			<b>£16,900</b>	

<b>iii. Wider Strategies</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Impact (once reviewed)</b>	<b>Staff lead</b>	<b>Review date?</b>
<p><u>Supporting parents and carers</u></p> <p>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.</p>	<p><b><i>Additional online learning resources will be purchased, such as mathletics and spelling shed to support children at home</i></b></p> <p><b><i>£1500</i></b></p>		DC	Feb 21

<p><u>Access to technology</u></p> <p>During the catch-up school provision or a period of bubble closure, children can access additional devices to support their learning.</p>	<p><i><b>Purchase 10 new laptops for the laptop trolley and rebuild older laptops so they can be used as part of catch up provision or for use at home during bubble closure.</b></i></p> <p><b>£7000</b> <i>(including a £3500 contribution from the PTFA)</i></p>		DC/RP	Feb 21  Feb 21
<p><u>Summer Support</u> NA</p>				
<p><u>Other - Counselling service for staff</u></p> <p>Continue to support the school staff through the difficulties caused by the global pandemic so that, where possible, staff mental health and wellbeing remains at a strong level.</p>	<p><i><b>Purchase access to 'support line', a counselling service by KCC for school staff.</b></i></p> <p><b>£900</b></p>			
<b>Total budgeted cost</b>				<b>£9,400</b>
			<b>Cost paid through Covid Catch-Up funding</b>	<b>£16,720</b>
			<b>Cost paid through charitable donations</b>	<b>£4,500</b>
			<b>Contributions from own Budget</b>	<b>£13,530</b>
			<b>Overall cost of catch up plan</b>	<b>£34,750</b>