

Catch-Up Premium Plan

Rushton CE Primary School

Summary information					
School	Rushton CE Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£3520	Number of pupils	37

Guidance
<p>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.</p> <p>Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in year's reception through to 6.</p> <p>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.</p>

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 curriculum expectations for the next academic year.</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 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.</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> ➤ Supporting great teaching ➤ Pupil assessment and feedback ➤ Transition support <p>Targeted approaches</p> <ul style="list-style-type: none"> ➤ One to one and small group tuition ➤ Intervention programmes ➤ Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> ➤ Supporting parent and carers ➤ Access to technology ➤ Summer support

Identified Impact of Lockdown

Maths	<p>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 they are quite simply, 'behind'.</p> <p>Recall of basic skills has suffered – children are not able to quickly recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in our teacher assessments.</p>
Writing	<p>Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. SPAG specific knowledge has suffered, leading to lack of fluency in writing especially with regards to spelling. 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 to write.</p>
Reading	<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 have gaps in their comprehension skills such as word choices and inference.</p>
Foundation subjects	<p>There are now significant gaps in knowledge and skills – 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 focus days.</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?
<u>Supporting great teaching:</u> Foundation subjects will be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.	<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> (£290)		LG	Feb 21
Total budgeted cost				£290

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>1-to-1 and small group tuition</u> Reading Identified children will have significantly increased rates of reading fluency and comprehension skill. 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.	<i>A TA to carry out 4 x 30minutes session in school each week. Year 2 & 3.</i> (£420)		LB	Feb 21
Maths Identified children will have significantly increased rates of maths fluency and understanding. They will be able to recall facts and apply knowledge and skills and be confident mathematicians.	<i>A TA to carry out 2 x 30minutes booster session in school each week. KS1 & KS2</i> (£420)		LM	Feb 21
Writing Identified children who are more than half term behind with their writing skills will be supported during English lessons.	<i>A TA to provide extra support 2 x English lessons per week, KS1</i> <i>A TA to provide extra support 2 x English lesson per week, KS2</i>		LB	Feb 21

Identified children will increase their key word knowledge and early reading skills to ensure they meet GLD.	(£840) <i>A TA to provide extra support to develop early reading and key words once a week. 30 x mins a day Year EYFS</i>		LB/LG	Feb 21
Identified children will increase their phase 3, 4 and 5 phonics knowledge and pass the Year 1 phonics screening check.	(£525) <i>A TA to provide extra support to develop phonics and reading skills 30 minutes a day. Rec and Y1.</i> (£525)		LB/LG/AH	Feb 21
<u>Extra in class support</u> Identified children will have accelerated progress and use number facts to increase their fluency and understanding. They will be able to recall facts and apply knowledge and skills and be confident mathematicians.	<i>A TA to provide extra support 1 x maths lessons per week, KS1</i> <i>A TA to provide extra support 1 x maths lesson per week, KS2</i> (£500)		SC/LM	Feb 21
Total budgeted cost				£3,230

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.	<i>Additional online learning resources will be purchased, such as Bug Club and Seesaw to support children reading at home.</i> £249 £267		AH	Feb 21
Total budgeted cost				£516
			Cost paid through Covid Catch-Up	£3,520
			Cost paid through charitable donations	£267
			Cost paid through school budget	£249

	Total	4036
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