



Catch-Up Premium Plan Ringway Primary School

Summary information					
School	Ringway Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£14 960	Number of pupils	187

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	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	Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. 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.
Writing	Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. There is 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. There is also a particular weakness in spelling.
Reading	Children continued to access reading during lockdown. This is something that was more accessible for families and required less teacher input. However, children are less fluent in their reading and comprehension skills.
Foundation subjects	There are now significant gaps in knowledge – whole units of work have not been taught meaning that children are less able to access pre 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 into school.

BARRIERS TO FUTURE ATTAINMENT	
Academic Barriers:	
A	Baseline data shows that more than 50% in most classes, (significantly higher in some year groups) are working behind the expected standard in Reading, Writing & Maths – see individual class baseline assessments.
B	Coronavirus pandemic restrictions: Staff no longer being able to work across the school for interventions due to bubbles. Time spend on enhanced cleaning – washing hands additionally.
C	Lesson/curriculum flow barriers due to isolation. This can be seen in classes that have already had to isolate this year, if 50% of the class complete remote learning and 50% don't how do teachers move the class forward?

ADDITIONAL BARRIERS

External Barriers:

D	<p>Low attendance:</p> <p>Autumn 1 2019-20 school attendance was 95%. This year Autumn 2020-21 school attendance 92% (97% if Covid absences removed) School is working with the EWO and taking all steps to support learning including a well prepared remote learning programme (see remote learning plan and policy).</p>
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Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)

It is worth noting that although a catch-up focus on attainment and progress is a key priority within school, the main focus and priority that surpasses all others is to safely open school to all pupils and staff in light of the coronavirus pandemic. This has been clearly and consistently communicated to all stakeholders.

i. Teaching and whole-school strategies

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting Quality-First Teaching:</u></p> <p>Staff CPD/training has been limited due to Covid restrictions but there is still training available virtually that all teachers and TAs can access to help develop skills to support quality first teaching/ differentiation within their classes.</p>	<p>Continue the staff CPD programme either through NCC or external providers even if training needs to be virtual this year (£1000).</p>		<p>Lisa Robson Kaye Smith</p>	<p>July 2021</p>
<p>The foundation subjects will be planned with increasing detail and consideration for how pre knowledge will be taught alongside new learning so that knowledge gaps can be reduced.</p>	<p>Additional time for teachers to research and plan foundation subjects. Release time and additional cover will be required to facilitate the additional PPA (one half day per half term per subject responsibility) (£1800).</p>		<p>Lisa Robson</p>	<p>January 2021</p>
<p>Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, manipulatives are</p>	<p>Purchase additional manipulatives for KS1 initially to reduce amount of sharing between classes (£500).</p>		<p>Lisa Robson</p>	<p>January 2021</p>

<p>accessed regularly in Maths and this supports attainment.</p> <p>Building children’s confidence and well-being as well as independence which will then have a positive impact on all their curriculum areas.</p>	<p>Purchase additional reading books and RWI resources to limit these being shared between classes (£500)</p> <p>Two teachers to undertake Level 3 Forest School training to be able to set up our own Forest School. Benefits include:</p> <ul style="list-style-type: none"> • Building confidence and independence. • Feeling empathy for others and nature. • Physical fitness. • Health benefits. • Improved mental health. • Learning by experience. • Exposure to manageable risk. • Better sleep and mood (£1500) 		<p>Amy Ritson Katie Tweddle</p>	<p>April 2021</p>
<p><u>Assessment</u></p> <p>Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning.</p>	<p>Purchase the updated Test Base test resources for Year 2-6 (National test-style standardised assessments). Complete baseline tests from previous year (e.g. Year 5 do Year 4) to identify gaps in learning. Complete end of year tests for own year group in Summer 2021 (£780).</p>		<p>Lisa Robson</p>	<p>July 2021</p>
<p>Take on Level 3 TA apprentice to work across KS1.</p>	<p>Year 2 have a high proportion of children with additional needs – an additional TA will be able to work on small targets with these children – this frees up teacher time to support other children in Year 2 to support their catch up - small intervention groups to accelerate progress in identified groups (£6000).</p>		<p>Apprenticeship programme part of NCC – independent tutor comes out to review progress.</p>	<p>July 2021</p>
<p>Total budgeted cost</p>				<p>£ 12 080</p>

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Interventions</u> A number of quality intervention programmes running throughout the school to support children in their learning and to catch up on any missed learning. Teachers to use baseline assessment data to identify target groups/ individuals for interventions to accelerate and close gaps in learning.	Kaye Smith and Ann Bower to lead on interventions across school: <ul style="list-style-type: none"> - Work with class teachers to identify interventions needed for individuals/ groups. - Audit intervention materials in school and purchase new resources where needed. - ensure staff are well trained in the intervention and confident in delivery. (£1000)		Kaye Smith Ann Bower	January 2021 and Half-Termly
Total budgeted cost				£ 1000

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.	Additional online learning resources will be purchased, Spelling Shed will be purchased so that children can practise spellings at home, Times Table Rock Stars for tables practise, Literacy Shed, Master the Curriculum and Twinkl and Tapestry subscriptions (can be easily uploaded for home learning). Zoom package also bought to allow virtual workshops/ meeting with parents (£1500).		Kaye Smith Kari Sparrow	July 2021
<u>Access to technology</u>			Kaye Smith	January 2021

<p>Teachers have laptops that are equipped with webcams and allow the teachers to access virtual training and school-based resources from home. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.</p>	<p>Purchase additional 2 laptops to allow all teachers to have their own laptop. This then does not affect the number of laptops available to children to support the curriculum (£1200).</p>			
				<p>Total budgeted cost £2700</p>
				<p>Overall budgeted cost £15 780</p>
				<p>Cost paid through Covid Catch-Up £14 960</p>
				<p>Cost paid through school budget £820</p>