



Catch-Up Premium Plan

The Ridge Primary School

Summary information					
School	The Ridge Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£16,640	Number of pupils	208

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"> <input type="checkbox"/> Supporting great teaching <input type="checkbox"/> Pupil assessment and feedback <input type="checkbox"/> Transition support <p>Targeted approaches</p> <ul style="list-style-type: none"> <input type="checkbox"/> One to one and small group tuition <input type="checkbox"/> Intervention programmes <input type="checkbox"/> Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> <input type="checkbox"/> Supporting parent and carers <input type="checkbox"/> Access to technology <input type="checkbox"/> Summer support

Identified impact of lockdown	
Maths	Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Many children are still engaged in their maths lessons and developing mathematical mindsets are evident. However, through lockdown a wider gap has emerged between those who have engaged well with home learning and those who engaged rather less well, or not at all. A significant number of children have demonstrated reduced fluency skills, which is in turn having an impact on their problem solving and reasoning ability. These children will need to work hard to accelerate their progress with particular regard to fluency facts such as number bonds and multiplication. Key areas of learning missed include: measures, shape, statistics and fractions. This content will need to be addressed through strategic medium term planning taking in to account the core concepts for each year group to ensure clear progression.
Writing	Children have not necessarily missed 'units' of learning in the same way as maths; however, they have lost essential practise of writing skills leading to a negative impact on their writing stamina and fluency. Lack of regular practise of Kinetic Letters, combined with missed grammar, punctuation and spelling learning has contributed to this, as has a lack of exposure to and analysis of quality literature, which children can use to inform their writing. The lack of practise in regards to the transcriptional skills has resulted in some children being cognitively overloaded and struggling to focus on the editorial and compositional aspects of writing. Gaps have emerged between some pupils who effectively engaged in Remote Learning during lockdown and those who did not or who did not engage fully. Children who did not engage as well, or at all, are having to work additionally hard and are having to be targeted by teachers in order to improve their writing stamina and fluency.
Reading	Despite fluency being a key aspect of The Ridge's Remote Learning reading planning, a gap has widened between children who were less fluent prior to lockdown and those who were already reading age related texts fluently. Similarly, children who were already reading widely and had access to quality literature at home have continued to do so during lockdown. However, some children did not engage as fully with the reading or were reading texts which would not necessarily be recommended by school. There is still an appetite for reading amongst pupils and lockdown has actually improved some children's attitudes to reading as they appear more appreciative of the range of texts we have in school, both to read for pleasure and which are in use in lessons. In Key Stage 1 and EYFS, children who had a lot of support from families in regards to phonics are coping well with the demands of phonics in school. Although in some instances, children have acquired 'bad habits' such as not pronouncing pure sounds and relying on multi-cue strategies when reading.
Non-core	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>Writing – increasing stamina through developing fluency by closing gaps in grammar, punctuation and spelling allowing focus on the editorial and compositional aspects of writing.</p> <p>Maths – despite the limitations placed on schools in terms of use of physical resources and the sharing of them, manipulatives are accessed regularly in Maths. Although children have their own resource pack, these need to be supplemented.</p>	<p>Introduction of Rainbow Grammar – CPD for staff (£1,330)</p> <p>Purchase additional manipulatives. (£780)</p>		<p>RB</p> <p>JHa</p>	<p>March 2021</p> <p>February 21</p>
<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>Purchase and implement standardisation assessments in maths, reading and SPAG. Complete termly tests and record assessments on Target Tracker to identify gaps and track performance.</p> <ul style="list-style-type: none"> • Power Maths (£800) • NFER Reading and SPAG (£850) <p>(£1,650)</p>		<p>JHa</p>	<p>July 2021</p>
<p><u>Transition support</u></p> <p>Pupils in Year 1 did not experience the transition programme from EYFS. Consequently, these children are less independent learners than would normally be expected at this point in the year.</p>	<p>TA support in the classroom during the afternoon will enable the teacher to focus on 1:1 and small group intervention in the core area, whilst there is a focus on the children develop greater independence.(10 weeks)</p> <p>(£1,500)</p>		<p>LM</p>	<p>February 2021</p>
Teaching and whole-school strategies Total budgeted cost				£5,260

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Intervention programme – Reading Fluency</u> 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.	<u>Herts for Learning Reading Fluency Intervention</u> Intervention teacher trained and able to deliver the intervention confidently (inclusive of entry and exit data). 8 week intervention. 3 cycles (180 hours) + YARC Reading Assessment materials (£300) (£6,000 + £300)		RB	February 2021
<u>Intervention programme – Maths Fluency</u> An appropriate numeracy intervention supports those identified children in reinforcing their understanding of basic maths skills and application of number.	<u>Secure Maths Intervention</u> Resources purchased (£840), intervention TA trained and able to deliver the intervention confidently (inclusive of entry and exit data). 8 week intervention, (64 hours) (£800 + £840)		JHa	February 2021
Targeted approaches Total budgeted cost				£7,940

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Access to technology</u> Teachers have laptops that are equipped with webcams and allow the teachers to access school-based resources from home. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children. Staff have capacity to meet via Teams and engage in CPD during any future lockdown.	Purchase 8 laptops. These can be used in classrooms to support intervention programmes but will be used by the teacher to deliver remote learning if remote learning for a bubble or whole school is required. £3,440		DAH	July 2021
Wider Strategies Total budgeted cost				£ 3,440

	Teaching and whole-school strategies	£5,260
	Targeted approaches	£7,940
	Wider Strategies	£ 3,440
	Total Proposed Expenditure	£16,640
	Cost paid through Covid Catch-Up	£16,640