

**Catch-Up Premium Plan**

**Rivacre Valley Primary School**

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| **Summary information** | | | | | |
| **School** | Rivacre Valley Primary School | | | | |
| **Academic Year** | 2020-21 | **Total Catch-Up Premium** | £ 21,319 | **Number of pupils (Reception to Year 6)** | 254 |

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| **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** |
| 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](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-3-curriculum-behaviour-and-pastoral-support).  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](https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/#nav-covid-19-support-guide-for-schools1) 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. | The EEF advises the following:  Teaching and whole school strategies   * Supporting great teaching * Pupil 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 |

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| **Identified impact of lockdown** | |
| **Maths** | Children have a positive attitude towards maths and lockdown has not affected their attitudes however they are quite simply, ‘behind’.  Specific content has been missed for some who did not engage with remote learning, leading to gaps in learning and regression of skills and knowledge previously held.  Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. |
| **Writing** | Children continue to have a positive attitude towards writing and lockdown has not affected this.  However, they have lost their stamina when writing, having had little time during lockdown to practise essential writing skills.  Children in EYFS and KS1 demonstrate poorer fine motor skills and children in KS2 have regressed in terms of their handwriting and control.  The recall of basic features of writing, such as structure, organisation and grammar and punctuation have all been effected and children are having to recall skills and knowledge from not just the previous year but, in some cases the previous 2 or 3 years. |
| **Reading** | Most 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. The bottom 20% of readers have been disproportionately.  Children’s knowledge and application of phonics has seen a dramatic decline despite ongoing support during lockdown. This is an aspect we will target as the ramifications of being unable to read fluently will impact all other subject areas. |
| **Non-core** | There are gaps in knowledge across foundation subject areas – whole units of work have not been taught meaning that children are less able to access prerequisite 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. |

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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) | | | | |
| 1. **Teaching and whole-school strategies** | | | | |
| **Desired outcome** | **Chosen approach and anticipated cost** | **Impact (once reviewed)** | **Staff lead** | **Review date?** |
| Supporting great teaching:  Children facilitated to catch up and close any gaps in knowledge and understanding across the full curriculum.  Teachers confident in their teaching ability. They know what the children need to know and are able to plan and deliver an effective curriculum offer.  Teachers teach to the gaps in knowledge and understanding so progress is rapid for all children, especially the lowest 20%. | High quality teaching with explicit instruction and clear scaffolding to support learning:  Read, write Inc. to support acquisition of phonics in EYFS / KS1 and Lower KS2:  **Cost £7,944 (£4,000 contribution from English Hub) = £3,944**  Read, write Inc. Fresh Start - UKS2 (where applicable) **Cost £2,960**  Power Maths - across all phases and stages of school: **Cost £3,200 (Match funding from Maths Hub)**  Targeted input to plug gaps in foundations subjects and science to enable children to build on previous knowledge and skills  Home learning resources of high standard to use as part of remote learning offer (Literacy Company: Pathways home learning / Oak Academy / Bitesize / RWInc.) **Cost £600** |  | KD / YC / TS / JD |  |
| Teaching assessment and feedback  Teachers have a very clear understanding of the gaps in learning which remain. They conduct accurate assessments of all children and use this to target planning and teaching delivery.  Staff provide effective feedback which moves knowledge and understanding forward.  Children aware of what they do well and what they need to do to improve. | MAGs completed and targets set for core subjects.  Foundation subjects tracked via Tapestry (EYFS) and Earwig Academic (KS1 & 2) **Cost already factored into budget**  Focus marks provide high quality feedback to children.  Children to use editing to develop reflective approach.  Use of insight to input data and provide analysis of data for whole cohorts and specific groups. **Cost £750** |  | KD / Yc / JH |  |
| Professional Development    Staff provided with opportunities and training which meets their individual needs.  High quality training and support provided in Reading, phonics, writing and maths to upskill all staff and ensure deep subject and pedagogical knowledge | Text book approach to support deep subject knowledge (Power Maths / Read, Write Inc.) **Cost £ in section above**  Coaching - in house via SLT, RWInc. Development days, Early Excellence: Its all about maths) **Cost £250**  CPD - online and when available in real time **Cost £???** |  | KD / YC |  |
| **Total budgeted cost** | | | | **£ 11,104** |

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| 1. **Targeted approaches** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Impact (once reviewed)** | **Staff lead** | **Review date?** |
| 1-to-1 and small group tuition  English:  Identified children will have significantly increased rates of reading fluency and phonetic knowledge.  They will be fluent in the phonics required for their age / phase enabling them to read with fluency and expression.  Understanding of what they read will improve and they will be able to infer and make predictions based on what they have read.  They will be confident readers and dips in reading attainment will be negated.  Speech and Language:  Children will be supported to develop their speech and language skills so they are able to pronounce sounds correctly.  Maths:  Children will understand the basic operations of number and will be able to apply these when in whole class lessons. They will use Concrete, pictorial, abstract (CPA) model to support understanding  Mental Health and wellbeing:  Children will understand why they feel the way they do and will have strategies to use to help them cope | 0.4FTE teacher in UKS2 – boost reading and maths **Cost £14,177**  DHT – interventions for LKS2  Read, Write Inc.: EYFS / KS1 / LKS2 - lowest 20%  Targeted 1:1 or small group intervention daily  Read, Write, Inc.: Fresh Start – identified children in UKS2 - daily 1 hour session  **Cost £20,820**  Beanstalk reading - working on a weekly basis with identified children **Cost £2,900**  Wellcomm (S&L) – EYFS **Cost £400**  Nuffield Early Language Intervention (NELI): Reception - 20 week TA led intervention  In house Speech and Language teacher **Cost £9,327**  Maths interventions: Plus 1, Power of 2 / NRich / White Rose  AHT: Step up to Year 6  **Cost £450**  ELSA **Cost £3,842 (3 x ELSA 2 hrs per week)**  Mental health practitioner in school |  | KD / YC  TS / JD  YC  JH  JD  JH  YC  JH |  |
| **Total budgeted cost** | | | | **£51,916** |

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| 1. **Wider Strategies** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Impact (once reviewed)** | **Staff lead** | **Review date?** |
| **Social, emotional and behavioural needs**  Children happy and confident.  They understand (at an age appropriate way) how their brain works and its impact on them.  They know how to use strategies and techniques to help them feel happy and calm.  Children who have experienced trauma or adverse childhood experiences fully supported | · Establishing routines  · MyHappyMind Cost £3,190  · ELSA Cost in above section  · Mental Health Practitioner in school  · DHT and AHT non class based  · Our ways of working: Trauma informed practice |  | JH |  |
| **Parents**  Ongoing and regular communication between school and parents so all stakeholders are informed and understand what their role is.  Support provided for parents when children accessing remote learning so parents are confident that they are using the correct language and approaches. | · Email links  · Zoom parent teacher meetings (Higher level of zoom membership required for staff) **Cost £500**  · Tapestry / Earwig academic / google classroom  How to help your child with videos created to support parents with learning at home |  | KD |  |
| **Attendance**  Attendance monitored daily and any child who is at risk of becoming a persistent absentee supported to improve attendance levels.  Parents confident that all measures are in place to keep all stakeholders safe and well. | Study bugs app to report absences.  Daily contact calls to children who are absent  Clear information provided on the measures school is taking to keep everyone safe and well |  | KR |  |
| **Total budgeted cost** | | | | **£ 3,690** |
| **Total cost of catch up plan:** | | | | **£66,710,** |
|  | | **Cost paid through Covid Catch-Up** | | **£21,319** |
|  | | **Cost paid through school and SEN budget** | | **£45,391** |
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