



Catch-Up Premium Plan

Rakegate Primary School

Summary information					
School	Rakegate Primary School			Proportion of disadvantaged pupils	38% Exc. Nursery
Academic Year	2020-21	Total Catch-Up Premium	£32,080	Number of pupils	435 Inc. Nursery / 401 Exc. Nursery

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
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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.

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

Identified impact of lockdown	
Maths	<p>Specific content has been missed (i.e. fractions), 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 recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic 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. Gaps specific knowledge has suffered, 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.</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 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.</p>
Non-core	<p>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. off-site visits, visitors and powerful curriculum moments.</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

Intent	Implementation (anticipated cost)	Impact	Staff lead	Review date
<p><u>Supporting great teaching:</u></p> <p>Core and 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.</p> <p>Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, resources are accessed regularly in lessons within the bubble.</p>	<p><i>Purchase of online subscriptions to support English curriculum for both writing and reading taught in school. The resources purchased are: Ed Shed, First News Newspaper,</i></p> <p><i>Purchase of online subscriptions to support mathematic curriculum taught in school. The resources purchased are: Ed Shed & Third Space Learning</i></p> <p><i>Resources purchased for each bubble to complement and support cornerstones topics selected to support the recovery curriculum. (£5000)</i></p>	<p>There has been maximum use of the online resources across the maths and English curriculum by teaching staff in school. Secondly, resources have fully complemented the remote learning offer and the pupil voice confirmed that children could access and navigate the resources easily at home and enjoyed the learning platforms.</p> <p>Resources were purchased and supported the offer of a broad and balanced curriculum as every year group had enough resources to support the teaching and learning of their topic.</p>	<p>SLT/ENG Lead</p> <p>SLT/Maths Lead</p>	<p>Feb 21</p> <p>Feb 21</p> <p>Feb 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><i>Purchase and implement the Rising Stars National Test-style Standardised Assessments suite. Complete termly tests and record assessments on MARK to identify gaps an on Insight to track performance.</i></p> <p><i>(£3500)</i></p>	<p>All class teachers have successfully analysed data and assessment tests using MARK. This has then informed future planning and intervention groups. Monitoring of books across the curriculum showed good progress.</p>	<p>SLT/ Assessment Lead</p>	<p>July 21</p>
<p><u>Transition support</u></p> <p>Children who are joining school from different settings or who are beginning their schooling with Rakegate Primary have an opportunity to become familiar and confident with the setting before they arrive.</p>	<p><i>A reception meeting social distanced in school hall (£0)</i></p> <p><i>A transition letter sent home and a phone call from class teachers to discuss new class routines. (£100)</i></p>	<p>Transition for Nursery and Reception starters was a success. All children and parents were fully informed via letter or telephone about school routines.</p>	<p>Class teachers</p>	<p>July / Sept 20 (& ongoing)</p>
Teaching and whole-school strategies total budgeted cost				£ 8600

ii. Targeted approaches				
Intent	Implementation (anticipated cost)	Impact	Staff lead	Review date
<p><u>1-to-1 and small group tuition</u></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>Identified children will have significantly increased arithmetic skills and will have made significant progress in any other areas of mathematics identified by the class teacher for the intervention.</p>	<p>1:1 and/or small group tuition (1:4) for year groups with Year 2, Year 5 and Year 6 with a qualified teacher. (£11,500)</p> <p>Use of National Tutoring Programme (NTP) to support Disadvantaged pupils 'Catch up' (£1300)</p>	<p>All children who have received tuition have made good progress.</p>	<p>SLT/ Curriculum lead</p>	<p>Feb 21</p> <p>Feb 21</p>
<p><u>Intervention programme</u></p> <p>An appropriate numeracy intervention, such as Third Space Learning , supports those identified children in reinforcing their understanding of basic maths skills and application of number.</p> <p>An appropriate reading intervention, such as NTP: Pearson , supports those identified children in reinforcing their understanding of basic maths skills and application of number.</p>	<p>Online tuition programme purchased to support pupils in Year 6. The intervention programme purchased is through Third Space Learning. (£2000)</p> <p>Use of National Tutoring Programme (NTP) to support Disadvantaged pupils 'Catch up' (£1300)</p> <p>Staff training and resources purchased to support language, comprehension, understanding and enriching vocabulary interventions in EYFS, Year 1 and for SEND and EAL pupils identified. Programmes selected are NELI and Wellcomm. (£1500)</p>	<p>All children who have received tuition have made good progress.</p> <p>NELI intervention was unable to continue due to staff training availability. Wellcomm intervention did go ahead for two terms and data analysis shows that this group of children have made expected progress.</p>	<p>SLT/ Curriculum lead</p>	<p>July 21</p>

Targeted approaches total budgeted cost £17600

iii. Wider Strategies				
Intent	Implementation (anticipated cost)	Impact	Staff lead	Review date
<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><i>Purchase of online subscriptions to support English curriculum and mathematics curriculum. Pupils can access resources at home and therefore resources are used to form part of the remote learning offer. (£4400)</i></p>	<p>After the purchase of these resources and the introduction of Google Classroom there was an improvement in the number of children participating in remote learning during school closures.</p>	<p>Curriculum, computing, maths and Eng Lead</p>	<p>Feb 21</p> <p>Feb 21</p>
<p><u>Access to technology</u></p> <p>During the catch-up extended school provision, children can access additional devices so that they can rotate through discrete teaching, reading fluency and independent online activities.</p>	<p><i>ICT equipment purchased to support online subscriptions and online tuition in school. ICT equipment will also support remote learning offer (provided to parents to support home-learning if needed).</i></p> <p>(£14,000)</p>	<p>Every child in school (who required ICT equipment for remote learning) was provided a device on loan.</p>	<p>SLT & computing lead</p>	<p>Feb 21</p>
<p><u>Summer Support</u></p> <p>NA</p>				
Wider strategies total budgeted cost				£ 18400
			Cost paid through Covid Catch-Up	£32080
			Cost paid through school budget	£12520
			Total	£44600