

Catch-Up Premium Plan Ben Rhydding Primary School 2020-21

Summary information					
School	Ben Rhydding Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£ 15,040	Number of pupils	188

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 Y11.

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
- Extended school time

Wider strategies

- 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. As we follow the White Rose Schemes of learning, it is easy to identify the missed learning from the previous year. This has been addressed by adding delivering after school catch up lessons for all our pupils, which allows the teacher to cover missed key objectives, in order for the children to progress through the new content. Small group 'Catch up' interventions are taking place during these after school sessions for some individuals who require additional support on these objectives and/or other identified areas of lost learning in maths.
Writing	Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. Spelling, grammar and punctuation specific knowledge has suffered, leading to lack of fluency in and stamina for writing. Presentation skills have also been adversely impacted particularly in KS1 where letter formation has not been taught according to school policy rather writing styles have developed naturally through the lockdown. 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.
Reading	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. We are aware that some of our families did not have access to a rich variety of genres and our early readers did not have access to texts that were directly linked to their phonic ability.
Personal, Social, Emotional Education	Children have missed the daily social contact and interactions that they would ordinarily have with their friends and peers support group. We have noticed that children are more emotionally fragile, more anxious than previously and our youngest learners are needing more support with turn taking, sharing, co-operation etc. We have seen an increase in parents requesting emotional support for their children and we have noticed an increase in need for wraparound external agency involvement to meet family needs to ensure children arrive at school 'ready to learn'.

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>Staff have analysed the impact of lockdown and have identified gaps in all the pupils reading, writing and maths skills. These missing skills have been carefully planned into the pupil's catch up lessons. Catch up lessons will be delivered after school, twice weekly by the schools teaching staff and TAs up until the end of the summer term. By assessing pupils, identifying and targeting the gaps in their learning we hope to close these gaps and enable them to have the best possible chance of making their expected progress and achieving age related expectations for reading, writing and maths and the end of the year in each of their respected year groups despite the global pandemic disruption.</p>	<p><i>After school catch up sessions for all the pupils identified as having gaps in their learning in relation to maths, reading and writing, twice a week, directly after school on Tuesdays and Thursdays. Teaching staff and TAs will assess, plan and deliver these session.</i></p> <p style="text-align: right;">(£14,600)</p>	<p>The number of pupils taking up the offer of Catch Up lessons was:</p> <p>Y1 – 26/28 Y2 – 17/23 Y3 – 25/29 Y4 – 28/30 Y5 – 24/27 Y6 – 27/30</p>	<p>SLT</p>	<p>July 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 Testbase assessment twice a year (mid-point and end of year) to help teachers identify gaps in learning.</i></p>		<p>HT/DHT</p>	<p>Feb 21 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 Parklands have an opportunity to become familiar and confident with the setting before they arrive.</p>	<p><i>A 360 interactive virtual tour of Ben Rhydding Primary School is arranged and shared with all new-starters on the website. Additional time is made to cover the teacher so that they can have a virtual meeting with their new starter so that the child is confident in joining Ben Rhydding, especially in EY's.</i></p>		<p>HT/DHT Teachers</p>	<p>Ongoing</p>

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	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><i>Pupil tuition and support delivered in small groups by the school's teachers and TAs as part of the school's additional hours intervention programme.</i></p>		HT/DHT Teachers TAs	Feb 21 July 21 Feb 21
<p><u>Intervention programmes/ Extended school day</u></p> <p>In response to Amanda Spielman's announcement in October 2020 and March 2017 that '... almost every child, regardless of background, has been affected by school closures'.</p> <p>The school offered 'Catch Up' in relation to curriculum missed and identified gaps in learning for all pupils from Y1-Y6. This was in addition to the small groups and numbers of pupils who were also offered small group tuition during these sessions.</p> <p>These sessions were held after school on Tuesday and Thursday, each session lasting 45 minutes. Both a class teacher and TA planned and delivered these sessions.</p>	<p><i>The school's teachers and TAs delivered these Catch Up sessions.</i></p> <p style="text-align: right;"><i>(£14,600)</i></p>	<p>Close analysis of catch up and assessment data taken from the schools internal SATs in June 2021 indicated that 84% of our pupils (162/194) achieved their progress targets (June 2019 to June 2021 data analysis) while 16% of our pupils (32/194) pupils still require catch up.</p> <ul style="list-style-type: none"> • 10 pupils still require catch for their reading, writing and maths (5.1%) • 12 pupils writing only (6.1%) • 4 pupils maths only (2%) • 2 pupils reading only (1%) 	SLT	Feb 21 July 21

		The assessment data indicates that 84% of pupils throughout the school made their expected progress+ in reading, writing and maths, this will be reviewed regularly to ensure any children not maintaining their expected progress+ are identified quickly and catch up put in place if required.		
			Total budgeted cost Money	£14,600

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting parents and carers/ Access to technology</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>Children have access to appropriate stationery and paper-based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning.</p>	<p><i>Suitable programmes of work have been developed for each class to ensure that pupils having to work from home can easily access this work and their learning. This work will be delivered via Google Classrooms as and when required.</i></p> <p><i>3 additional ipads have been made available for any pupils having to work from home who families may not have access to the required technology.</i></p> <p><i>2-week home-learning paper packs are printed and ready to distribute for all children. Stationery packs are set aside for children to take home when home-learning occurs and they feel and/or are unable to access work via Google Classrooms.</i></p> <p><i>(£440 for additional resources/resource packs etc)</i></p>	<p>All pupils to continue to have access to school learning if they are required to work from home.</p>	<p>SLT</p> <p>SLT</p>	<p>Feb 21 July 21</p> <p>Feb 21 July 21</p>

	<p><i>School staff and the school's two family support/child mental health champions are readily available and easily accessible to offer advice and support to any family who may require it.</i></p> <p><i>Regular parent reviews to gauge effect and impact of the school Catch Up offer.</i></p>	<p>Parent surveys completed in March 21 indicated that 100% of the parents supported the schools Catch Up offer and approach.</p>		
			Budget cost	£440
			Total budgeted cost	£15,040