



Catch-Up Premium Plan Radcliffe Primary School

Summary information					
School	Radcliffe Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£20,300	Number of pupils	277

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
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 in recap lessons which allows the teacher to cover missed key objectives, in order for the children to progress through the new content. These lessons are clearly indicated with an 'R' on the 'Small Steps' documents and can be weaved into the sequence of learning, where necessary. 'Catch up' interventions are taking place for some individuals who require additional support on these objectives. Children still have a huge appetite for maths and lockdown has not affected their attitudes however there are considerable gaps and the spread in each class appears to be wide. Recall of basic skills has not really suffered – children are able to recall addition facts, times tables and have not forgotten calculation strategies. This is reflected in current assessments and the use of Study Ladder and TT Rockstars has promoted enthusiasm and engagement in this subject.
Writing	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 exceptionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write. Handwriting was really affected during lockdown. However, since October, this is getting back on track. Writing interventions have been implemented across school to try to close gaps. The children also practise their grammar and spellings in a discrete lessons.
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. The gap between those children that read widely and those that don't is increasing and whilst interventions have begun, assessment week in December will further identify those pupils who need additional support to accelerate their progress and close the gap. Appropriate interventions will be put into place / reviewed to meet their individual needs. During lockdown and since returning in September, children were able to access online books via the Oxford Owl website. The website contains a plethora of books for different age ranges so that the children are able to practise their reading and improve their reading fluency at home as well as at school. Parents have been given links to the website via the remote learning portal on our website and have been directed to specific books by teachers. This means that the books are pitched at an appropriate level for the children. Reading is a key priority and Accelerated Reader training and programme has been purchased as part of the grant.
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. The standard of work in books has been highlighted and gaps addressed when they are identified.

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?
<u>Teaching assessment and feedback</u> 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.	<i>Complete termly teacher assessments (and formal tests where appropriate) to identify gaps and to track performance. Teachers to complete documentation prior to Pupil Progress Meetings and share next steps for children with SLT.</i> <i>Release time covered by HLTAs to allow teachers time for Pupil Progress Meetings.</i>		SLT RK Lead All staff	Dec 20 April 21 July 21
<u>Transition support</u> Children who are joining school from different settings or who are beginning their schooling with Radcliffe have an opportunity to become familiar and confident with the setting before they arrive.	<i>A virtual tour of Radcliffe Primary School is arranged and shared with all new-starters. 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 Radcliffe, especially in Early Years.</i> <i>Release time covered by HLTAs to allow teachers time for Pupil Progress Meetings.</i>		All staff	Ongoing
<u>Purchase of subscriptions</u> Subscriptions (including TT Rockstars, Literacy Shed) purchased for the whole school to promote engagement and support learning in all core subjects.	<i>Children to access a range of Apps and websites to support learning in school and at home.</i> <i>£1,173.60</i>			

Total budgeted cost				£1,173.60

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Additional Phonics and Early Reading</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.	<i>A Phonics Lead & Reading Lead have been appointed, both of whom are embarking upon their NPQML qualifications.</i> <i>(£800 as part of Apprenticeship Levy)</i> <i>Teacher employed 1 day per week to teach phonics & allow for interventions.</i> <i>Total cost below</i>		JG & MS GC SLT to review	Jan 21 April 21 July 21 Feb 2021
<u>Intervention programme</u> Writing interventions will support those identified children in reinforcing their fluency and stamina of writing.	<i>A non-classed based teacher will deliver writing interventions for x2 days a week in KS2 (Y5-6) and a teacher will deliver catch up in KS1 for x1.5 days a week.</i> <i>Total cost of 3 days teaching until Summer Term= £19, 126.40</i>		IB SLT to review	Feb 2021
Covid Catch-Up Grant				£20,300
Additional Funds				£800

Total budgeted cost	£25,826. 40
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