

COVID-19 catch-up premium plan

Summary Information			
Total number of pupils:	105	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£8400	Academic year:	2020-2021

Guidance

In June 2020 the government announced £1 billion of funding to support children and young people to catch up on missed learning caused by coronavirus (COVID19). Schools' allocations are calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in Reception through to Year 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.

Schools should use this funding for specific activities to support their pupils' to catch up on missed learning. 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. We have used this document to support us to direct our additional funding in the most effective way.

EEF recommendations

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

The broad aims for "catch up" at Abbots Ripton:

- Attainment outcomes at the end of 2021-22 for all year groups in reading, writing and maths will be at least in line with those at the point of lockdown in March 2020. This means that if a child was working at an age-related expectation in a subject in March they are working at least to an age-related expectation in that same subject by the end of 2021-22.
- The mental health needs of pupils that have arisen as a result of the pandemic are identified, met and supported by the school.

Planned expenditure for current academic year

The 3 key areas below are the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools.

Teaching and whole-school strategies				
Intended outcomes	What's the evidence and rationale for this choice?	What action will you take? What will they cost?	Staff lead	Review date
- Gaps in the taught curriculum during school closure are identified and future teaching and curriculum maps are adjusted in light of this.	Some elements of our curriculum were adjusted to support parents and children with learning from home for example some maths units which contained completely new concepts to the chn were not taught but more practical units such as space and shape were. It is vital that chn do not miss the units which were not delivered, particularly those topics which the chn will not have an opportunity to meet again i.e. for Year 5/6.	- Gap analysis completed by class teacher on learning not taught during school closure. - Curriculum maps and long term subject mapping updated to take account of gaps. - Curriculum maps checked for missed teaching which chn will not meet again e.g. some religions in RE for Year 5/6. Total budget: £0	CM	Autumn 2020
- Gaps in knowledge, understanding and skills for individual chn are identified in the core subjects and future teaching and curriculum maps are adjusted in light of this.	We know that chn have engaged in learning at home at different levels and with varying amounts of adult support and for some this will mean that learning hasn't been secured in key areas of knowledge, understanding and/or skills.	- Assessments in key areas undertaken including Maths, reading and phonics. - Purchase Sandwell Maths Test to identify specific number skills that require targeted teaching in KS1 and less able KS2 children. - Increase TA time to administer assessments including phonics in Reception and KS1, maths and reading. Total budget: £1350	CM	Autumn 2020

<p>- Year 6 are well prepared for their transition to secondary school both academically and emotionally.</p>	<p>In order for chn to meet the demands of the KS3 curriculum, they need to be at or as close to at, age related expectation at the end of Year 6. They will have improved chances of future success if they leave primary school able to read well, communicate through writing and have a secure grasp of the primary maths curriculum.</p> <p>Emotionally it is important that the chn feel ready for the challenges of secondary school and as a small school many of our chn worry about this step.</p>	<p>- TA who has QTS to step up to class teacher role to teach Year 5 so that the Year 5/6 mixed class can be taught as separate year groups in the mornings for English and Maths lessons. Year 6 will have dedicated teaching every morning in a group of 17 chn to enable the class teacher to focus on ensuring as many of them as possible reach age related expectation in reading, writing and maths.</p> <p>- During times of school closure, Year 6 who are at risk of not meeting age related expectations to have 1:1 daily support with a teacher to structure their online learning, give feedback and check understanding etc.</p> <p>- Year 6 transition work for secondary schools competed in class rather than at home so that chn feel prepared and confident.</p> <p>Total budget: £8500</p>	<p>CM</p>	<p>End of each term</p>
<p>- We are aware of those chn who require additional support to return to school and families are referred promptly for support when needed.</p> <p>- Staff are highly skilled at identifying and supporting chn who are showing anxiety.</p> <p>- Staff have a good understanding of the importance of wellbeing and are able to promote positive wellbeing-in class and in targeted groups for identified individuals.</p>	<p>- We have some chn who were already showing signs of anxiety about leaving their parents and/or coming into school and this is likely to have worsened for these chn. In order to be effective learners, chn need to feel happy and secure so investing in their well-being will have a positive impact overall.</p> <p>- There may be increased social anxiety/concerns about returning to school.</p>	<p>- Questionnaire for parents regarding their views on the impact of the pandemic on the mental health of their children.</p> <p>- Contact made with families prior to the return to school and zoom calls offered to chn to talk through their return (if age appropriate).</p> <p>- 'Invisible string' resources purchased including the workbook and small group weekly sessions set up (delivered by KM) to work through these resources.</p> <p>- CM to attend the 'Wellbeing return to education' training delivered by SEND Services Educational Psychologists.</p> <p>- KM and JW to attend wellbeing training</p> <p>- JW to collate resources linked to supporting chn who have experienced loss or bereavement.</p> <p>Total budget: £300</p>	<p>CM</p>	<p>Autumn 2020</p>

- All chn have access to high quality reading texts.	- Our focus on developing a love of reading should continue even though chn's access to reading books is limited as libraries are closed, books are not shared etc. - If chn are learning at home they may not have access to high quality texts	- Chn asked which books they would love to read from the list of the top 100 books for their age range. Books purchased. - New reading books available for parents to collect from school when chn are learning from home – for younger chn these can be available daily to parents if necessary. Total budget: £800 (£200 per class)	CM	Summer 2021
Targeted support				
Intended outcomes	What's the evidence and rationale for this choice?	What action will you take? What will they cost?	Staff lead	Review date
- Specific interventions are effective for chn who require specific support to meet a need which is unlikely to be met through high quality classroom teaching alone,	- In order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary.	- Training for TAs in specific interventions or a specific area of expertise for example KM in Speech and Language, CM in fine motor, SR in Reading/ Benchmarking. - Groups set up for specific support particularly in early years and Year 1 – phonics, fizzy programme, ERT, daily reading etc. Total budget: £500	CM	Termly
Wider strategies				
- All chn will have access to technology at home and online teaching and learning tools will be accessible to all.	- The use of technology is an important factor affecting the extent to which the chn can learn effectively at home. - We do not want lack of access to technology to be a barrier to any of our chn.	- Survey sent to parents on access to Wi-Fi, access to technology etc. for chn at home. - Results used to supply laptops and/or Ipads to chn. SG to clear laptops/lpads to ensure that they are appropriate for use at home and guidance and 'rules' written for parents to sign on receiving the technology. £50	LN	Ongoing