

Catch up Premium Plan 2020 – 2021

Summary information					
School	Ryhope Infant School Academy				
Academic year	2020 - 2021	Total catch up premium	£10,760 Actual £10,240	Number of pupils	128

Guidance	
<p>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.</p> <p>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.</p> <p>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.</p>	
Use of funds	EEF recommendations
School 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.	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> • Supporting great teaching • Pupil assessment and feedback • Transition support <p>Targeted approaches</p> <ul style="list-style-type: none"> • One to one and small group tuition • Intervention Programmes • Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> • Supporting parent and carers • Access to technology • Summer 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 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.	

Identified impact of lockdown	
Reading	Children accessed reading during lockdown due to the Bug Club Online Library. This is something that was more accessible for families. However children are less fluent in their reading and the gap between

	those children that read during lockdown and those children who did not access reading materials has widened.
Phonics	Phonics lesson were recorded and shared on the Dojo app. Phonics activities were also planned for daily however there is a gap between the pupils who accessed phonics lesson in school and those accessing them at home.
Writing	Many children working from home have not engaged in practising various writing skills. Specific knowledge has not been embedded/covered and in some children, this has led to a lack of fluency with their handwriting, spelling and structure. Poor letter formation/handwriting has been identified. Those who have maintained writing throughout lockdown are less affected, however those who did not have access to regular writing opportunities have needed to work additionally hard on writing stamina.
Maths	Children still have an appetite for mathematics and lockdown has not affected their attitudes as much as reading and writing however there are clear gaps in learning identified through baseline assessments. Recall of basic skills has been impacted. This is reflected in mathematics assessments.
Other subjects	There are some significant gaps in knowledge, 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, powerful curriculum moments.

Planned expenditure – (The headings below are grouped into the categories outlined in the Education Endowment Foundation’s coronavirus support guide for schools)

Priority 1 - Teaching and Whole-School Strategies

Desired outcomes	Chosen approach and anticipated cost	Impact	Staff lead	Review
Ensure Quality First Teaching across the curriculum ensuring broad and engaging learning experiences.	Specific CPD to address any areas staff feel less confident at planning and delivering. Subject leaders to have additional management time to monitor the impact of their subject, identify gaps and	Staff will feel confident delivering a broad and balanced curriculum. Subject leaders will have a clear overview of their subject understanding the strengths and areas for development and	Subject leaders HT DHT	Each half term

	support staff to close those gaps.	working with staff to strengthen their subject knowledge.		
Cost	£1800	Actual Spend £1507		
School and home engagement enhanced by Dojo app to ensure clear communication for home learning and celebrating achievements in school to raise engagement.	Dojo to be used to support virtual induction to year group, home learning and remote learning. The tool can also be used to celebrate the successes seen in school instantly with home.	Greater engagement in learning activities both at home and in school. Platform for remote learning.	All	Ongoing
Cost	£3700	Actual Spend £3748		

Priority 2 - Targeted approach				
Desired outcomes	Chosen approach and anticipated cost	Impact	Staff lead	Review
Ensure that identified pupils are working in line with ARE by the end of the year or in line with personal targets.	Year 1 and Year 2. targeted support in phonics, reading and writing.	Pupils in the intervention groups will make rapid progress, working at ARE by the end of the year or achieving their personal target.	Class teachers HT DHT	Each half term
Cost	£3000	Actual Spend £1164		
Nuffield Early Language Intervention - to improve children's vocabulary, listening and narrative skills	Reception staff release time to complete the training. LH release time to deliver intervention.	Pupils show progress in the three areas and progress evident in learning journals as well as ongoing assessment.	EYFS lead	January 2021 – July 2021
Cost	£1000	Actual Spend £245		
Resources available to support small	All year groups to use the same resources – flash	Pupils confidently using and applying phonics.		

group phonics intervention	cards, magnetic letters, whiteboard grids.	Pupils achieving the pass mark in the phonics screening at the end of year 1 or		
Cost	£500	Actual Spend £136		
Greater engagement in home reading through high quality texts	Enhance the current reading scheme especially for the Y2 pupils.	Motivating pupils to read will result in better engagement, developing a love of reading. This will also impact the progress pupils make to achieve ARE or better at the end of the year.	AS HT	Half termly
Cost	£500	Actual Spend £437		
Focus on the well being of our pupils to ensure they feel happy and safe in school.	Family Liaison officer to work with pupils who are not emotionally ready to learn.	Pupils will feel safe and happy enabling them to access their learning in the classroom.	All FLO	Ongoing
Cost	£500	Actual Spend £251		

Priority 3 - Wider strategies				
Desired outcomes	Chosen approach and anticipated cost	Impact	Staff lead	Review
Enable access to learning at home resources for families that have limited access to devices	All families to have access to home learning packs and supportive links on the school website and Dojo. All families will have access to printed packs each Friday for the week ahead.	All families will be able to access paper copies of home learning resources. Pupils will be able to engage in their learning on an ipads if they don't have the IT equipment at home.	Class teachers HT DHT	Weekly

	Pupils without access to IT equipment will have access to ipads to support their learning.			
Cost	£750	Actual Spend £279		
Our Family Liaison Officer (FLO) will have strong links with our families.	Promote the positive support and advice our families can receive from our FLO and the links to other services.	Our families will have a clear understanding of the support on offer and how to access any support needed. The relationship with our parents will strengthen as a result of this.	HT FLO	Ongoing
Cost	£500	Actual Spend £251		
The new RSHE curriculum will be embedded across the school.	All staff to attend RSHE CPD. RSHE training to focus on why we must deliver this, how to deliver and information on the DFE guidance.	All our pupils will feel happy and safe in school and know the appropriate route to take if they don't.	HT FLO	Ongoing
Cost	£250	Actual Spend £63		
Total Cost	£12500	Actual Total Cost £8081		

£2160 will be carried forward to 2021/2022 to continue with the targeted support with support staff undertaking additional interventions as detailed in Priority 2.