

## Catch-up Plan & Use of Catch-up premium-coronavirus (COVID-19)

SUMMARY INFORMATION					
<b>School</b>	Richardson Endowed Primary School				
<b>Academic Year</b>	2020-2021	<b>Number of Pupils</b>	201	<b>Total Catch up-Premium</b>	
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. Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in Reception through to Year 6. 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
<p>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 <a href="#">curriculum expectations for the next academic year</a>. 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 <a href="#">Coronavirus ( covid19)</a></p>		<p><b>Teaching and whole school strategies</b></p> <ul style="list-style-type: none"> <li>● Supporting great teaching</li> <li>● Pupil assessment and feedback</li> <li>● Transition support</li> </ul>
<p><a href="#">Support Guide for schools</a> 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. They have also published <a href="#">The EEF Guide to Supporting School Planning</a></p>		<p><b>Targeted approaches</b></p> <ul style="list-style-type: none"> <li>● One to one and small group tuition</li> <li>● Intervention programmes</li> <li>● Extended school time</li> </ul> <p><b>Wider strategies</b></p> <ul style="list-style-type: none"> <li>● Supporting parent and carers</li> <li>● Access to technology</li> <li>● Summer support</li> </ul>
IDENTIFIED IMPACT OF LOCKDOWN		
<p><i>Due to the impact of successive lockdowns Spring term results are not where we would usually expect them to be.</i></p>		

PLANNED EXPENDITURE							
ACADEMIC YEAR		2020-2021					
		The three headings below are grouped into categories outlined in the ‘Education Endowment Foundation’s coronavirus support guide for schools’					
1. TEACHING AND WHOLE SCHOOL STRATEGIES							
Rationale & Baseline	Desired Outcome	Who	Provision	Time frame	Cost	Impact (Exit Data & Small Steps)	Staff Lead & review
<i>ITrack and NFER data identified Maths as a whole school area for development.</i>  <i>Number, calculation fractions/decimals/percentages identified through question-level analysis as an area where rapid progress can be made across the school.</i>	<i>Increased knowledge and application of key skills.</i>  <i>Fluency in recall of x tables.</i>	<i>Whole School</i>	<i>Extra 15 minutes of maths daily to focus on key skills, particularly number, calculation and fractions/decimals/percentages.</i>  <i>Weekly key skills tests, areas of weakness identified and embedded in starters of daily maths lessons.</i>  <i>Extra 15 minutes x tables practice daily.</i> <i>Use of Big Maths ‘Learn Its’ weekly.</i> <i>Promote use of TT Rock Stars in school and at home.</i> <i>(Class battles between classes, school wide celebrations – investigate having battles against other schools in Embark.)</i> <i>Use ‘White Rose Problem of the day’ daily.</i> <i>Weekly homework set using MyMaths.</i>	<i>Summer Term 2021</i>  <i>Autumn Term 2021</i>		<i>Internal data increase.</i>	<i>K. Mason</i> <i>M. Redgrave</i> <i>E. Reckless</i>
<i>ITrack and NFER data identified Reading as a whole school area for development.</i>		<i>Whole school</i>	<i>Extra 15 minutes whole class reading session daily.</i>	<i>Summer Term 2021</i>		<i>Improvement of children achieving secure or better.</i>	<i>K. Mason</i> <i>M.Redgrave</i> <i>E. Reckless</i>

Recall in Years 1, 2 and 3. Inference in Years 4, 5 and 6.	Improvement in recall questions in Years 1, 2 and 3.  Improvement in inference questions in Years 4, 5 and 6.		Focus on recall questions in Years 1, 2 and 3. Focus on inference questions in Years 4, 5 and 6.  Vocabulary – whole school. Reading session to involve finding a word, putting it on a class word wall, sharing the meaning and using in writing that week. Word session to look at synonyms, antonyms - tied into grammar session. Vocabulary a focus when reading Class book and in guided sessions. Vocabulary displays. Investigate reading intervention programmes.	Autumn Term 2021			
ITrack and NFER data identified Writing as an area for improvement, particularly transference of Grammar, Punctuation and Spelling (GPS) across into general writing and writing assessments.		Whole school	English lessons to contain starter with a recap and focus on one particular grammar objective and then opportunity provided within the lesson to apply in written work. Grammar picked up and highlighted in Class book when reading. Focus on vocabulary from class book and guided reading. Vocabulary displays.	Summer Term 2021  Autumn Term 2021		Improvement of children achieving secure or better.	K. Mason M. Redgrave E. Reckless
Learning time lost due to enhanced handwashing procedures/staggered toilet breaks/playtimes coupled with extra time needed to deliver key skills.	Extra teaching time to deliver key skills and strategies.	Whole school	Later finish time for KS1 and KS2.	Summer Term 2021		Improvement of children achieving secure or better.	K. Mason M. Redgrave E. Reckless

2. TARGETED ACADEMIC SUPPORT							
<i>Rationale &amp; Baseline</i>	<i>Desired Outcome</i>	<i>Who</i>	<i>Provision</i>	<i>Time frame</i>	<i>Cost</i>	<i>Impact (Exit Data &amp; Small Steps)</i>	<i>Staff Lead &amp; review</i>
<i>Identified cohort who have missed the largest amount of their education, proportionately, and after analysing results, they are a focus year group.</i>		<i>KS1</i>	<i>Extra class teacher for two days a week to enable the year group to be split into two smaller groups in the morning enabling higher teacher/lower pupil ratio. Two daily phonics sessions in target year group, am phonics session and second in the afternoon to revisit. Target group withdrawn pm for focused intervention work.</i>	<i>January 2021 onwards  Summer term 2021</i>			<i>K. Mason E. Reckless</i>
<i>NFER assessment results Identifies target year group</i>		<i>KS2</i>	<i>Focused small group intervention work with targeted children with HLTA, 4x weekly. Objective work based on targeted question analysis.</i>	<i>Wb 10.05.21</i>			<i>M. Redgrave</i>
<i>NFER Spring data identified children with a standardised score of below 100 in Reading who were not on track to make expected progress based on previous year ITrack data.</i>	<i>For identified children to make accelerated progress to bring attainment data in-line with previous end of year data.</i>	<i>Identified target groups of children with a standardised score below 100 in KS1 and KS2.</i>	<i>Small group intervention work with a focus on recall and inference questions. Small group guided reading sessions. Focus on vocabulary.</i>	<i>7 weeks</i>		<i>Focus/intervention group increase standardised score.</i>	<i>K. Mason M. Redgrave E. Reckless</i>
<i>NFER Spring data identified children with a standardised score of below 100 in Maths who were not on track to make expected progress based on previous year ITrack data.</i>	<i>For identified children to make accelerated progress to bring attainment data in-line with</i>	<i>Identified target groups of children with a standardised score below</i>	<i>Small group intervention work with a focus on number and calculation.</i>	<i>7 weeks</i>		<i>Focus/intervention group increase standardised score.</i>	<i>K. Mason M.Redgrave E. Reckless</i>

<p>Question level analysis showed an improvement in calculation and key skills would have the biggest impact.</p>	<p>previous end of year data. For % achieving Secure in Summer to increase + 20% in each year group.</p>	<p>100 in KS1 and KS2.</p>					

## 2. WIDER STRATEGIES - Re-connection to learning

<i>Rationale &amp; Baseline</i>	<i>Desired Outcome</i>	<i>Who</i>	<i>Provision</i>	<i>Time frame</i>	<i>Cost</i>	<i>Impact (Exit Data &amp; Small Steps)</i>	<i>Staff Lead &amp; review</i>
<i>Improve Phonics/reading confidence and understanding of parents in order to better help their children at home.</i>	<i>For parents to gain a better understanding of phonics.  To support parents in helping their children with phonics at home.</i>	<i>Parents of children in EYFS &amp; KS1</i>	<i>Parent Phonics workshops Follow up, provide parents with links to online phonics videos.</i>	<i>By the end of Summer Term 2021</i>		<i>KS1 &amp; EYFS parents feeling confident in being able to support their child/ren with phonics.</i>	<i>K. Mason E. Reckless</i>
<i>Support for Year 6 to close the gap and aid transition to secondary school.</i>	<i>Improve the cognitive, emotional, social, creative and physical skills of our Y6 children to facilitate a smooth and efficient transition to secondary school.</i>	<i>Year 6</i>	<i>7-week programme delivered by Premier Sport:  Week 1 - Personality and short, medium- and long-term goals. Week 2 - Cognitive skills Week 3 - Emotional skills Week 4 - Social skills Week 5 - Creative skills Week 6 - Physical skills Week 7 - Review and complete.</i>	<i>Summer 2 2021</i>		<i>The children will have a better understanding of these skills and this will help to enable a smooth transition to secondary schools as they form new relationships and start to make more important decisions.</i>	<i>M. Redgrave</i>
<i>Help children recover their self-esteem and confidence, restore their mental health, promote positive attitudes, improve concentration, and reduce stress and anxiety.</i>	<i>Improved levels of confidence, self-esteem and concentration.</i>	<i>Whole school</i>	<i>Yoga program delivered across the whole school.</i>	<i>Summer term 2021</i>		<i>Increased levels of concentration and improved mental health across the school.</i>	<i>K. Mason</i>
<i>Year 1 children missed opportunity to use Reception outdoor play equipment area.</i>	<i>Develop gross motor skills.</i>	<i>Year 1</i>	<i>Year 1 to use outdoor equipment every playtime. (No mixing of bubbles, minimising risk of cross contamination.)</i>	<i>Summer term 2021</i>		<i>Improved gross motor skills.</i>	<i>K. Mason E. Reckless</i>