



Catch-Up Premium Plan Ruskington Winchelsea Primary School

Summary information

School	Ruskington Winchelsea Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£16,720	Number of pupils	209

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 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.

Use of Funds

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 cohorts 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.

EEF Recommendations (Education Endowment Foundation)

The EEF advises the following:

Teaching and whole school strategies

- Supporting outstanding teaching
- Mental health and wellbeing support

Targeted approaches

- Intervention/ enhancement provision (including 1:1 tuition and small group work)
- Extended school time (including Easter school)

Wider strategies

- Supporting parent and carers
- Access to technology

Identified impact of Covid-19

Maths	<p>Specific content has been missed from March 2020- July 2020 leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply 'behind'.</p> <p>Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments. Confidence to apply skills to problem-solving activities has declined and therefore there will need to be a focus on application skills and the un-picking of problem solving questions.</p>
Writing	<p>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 a lack of fluency in writing. Those who have maintained writing to a greater extent at home through lockdown or through return to school for some year groups 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. Writing is particularly an issue within the EYFS and KS1 where children haven't had quite as long to consolidate key skills as those in KS2. Handwriting practice to maintain a fluent and joined, cursive style needs to be regular and focussed.</p>
Reading	<p>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. Whilst children may be able to decipher a text in order to read it aloud, children are not showing confident understanding of a text need more practice in identifying key information or drawing inference from a text. Reading stamina for longer texts needs to be further developed.</p>
Non-core	<p>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 that school provides through active/immersive learning opportunities. This is difficult to rectify in current circumstances but teachers will need to explore opportunities to make connections across the curriculum and use experiential opportunities in their planning.</p>
Mental health and well-being	<p>Many children have experienced changes to their mental health and well-being through the lockdown period. Exposure to information about the virus and the responses of adults in their lives have affected their interpretation and fears of the consequences of the virus e.g. own health fears and those of their family, anxiety about the need for cleanliness or the impact of isolation. Other effects on the children can be seen in their fears around the return to school after a long period of time away e.g. school refusal, fears about contact with others, worries about their academic progress or loss of learning etc.</p>

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 (to be completed once the plan has been reviewed)	Staff lead
<p><u>Supporting outstanding teaching:</u></p> <p>The foundation subjects will need to be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced. Assessment will need to be thorough across the curriculum to identify how best to accelerate pupil progress and extra release time can be used to create highly effective provision maps and action plans.</p> <p>Due to the limitations placed on schools in terms of use of physical resources and the sharing of them, school will need to invest in more of this kind of item to ensure that children can have access safely to the resources that support them to learn practically in areas such as numeracy, DT, ICT and science.</p>	<p><i>Additional time for teachers to research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional PPA. (KJ to provide one additional PPA session for each member of staff. One additional session will be granted each term)</i></p> <p><i>(£515 x3 = £1545)</i> <i>Covid Catch Up funding</i></p> <p><i>Purchase additional resources to support practical work due to the limits placed on the capacity for shared use</i></p> <p><i>(£500)</i> <i>Covid Catch Up funding</i></p>		<p>HD/ Subject co-ordinators and teaching staff</p>
<p><u>Mental health and well-being support</u></p> <p>Adaptations to provision, lesson delivery, timetabling and curriculum will be put in place for all children to support transition back into the school setting following disruption to school attendance. Children will also need some support in any anxieties specifically around Covid and where individuals may have difficulty entering school or managing their fears additional support will be put in place.</p>	<p><i>Additional TA support time at the start of the day to support children into the school setting where required.</i> <i>£75 covers a TA for half an hour every day in each class for the first two weeks of term (£525)</i> <i>Covid Catch Up funding</i></p> <p><i>Purchase additional resources to support curriculum delivery with regard to mental health and wellbeing.</i> <i>(£200)</i> <i>Covid Catch Up funding</i></p> <p><i>The school will be involved in the Mobilise work provided by Kyra teaching school. This will involve some non-contact time for AS who will be leading this work. There is also a subscription charge to Kyra.</i> <i>Charge to Kyra based on pupil numbers (£832.50)</i> <i>Cover release for AS (£500)</i> <i>Covid Catch Up funding</i></p>		<p>AS to lead and oversee</p>

Total cost (£4102.50)

ii. Targeted approaches			
Desired outcome	Chosen action/approach	Impact (to be completed once the plan has been reviewed)	Staff lead
<p><u>Intervention/ enhancement provision</u> Identified children will have significantly increased rates of reading fluency and expression. 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>Children with difficulties in problem solving and reasoning will receive additional practice and confidence building in order to show improvement in application within both classroom activities and assessment situations.</p>	<p><i>Additional teaching staff will be sourced to support each cohort one day a week to enable the class teacher to either work directly with targeted children whilst the class is led by the additional teacher or vice versa.</i></p> <p><i>In Year 1 and 2 this will be two additional days provided by AM</i> <i>(£5386)</i> <i>Pupil Premium funding</i></p> <p><i>In Year 3 and 4 this will be two additional days provided by SM</i> <i>(£5386)</i> <i>Pupil Premium funding</i></p> <p><i>In Year 5 and 6 this will be two additional days provided by DW</i> <i>(£8360)</i> <i>Covid Catch Up funding</i></p>		<p>HD to implement. Class teachers to be responsible for organisation of additional staff provision.</p>
<p><u>Extended school time</u> Identified children are able to access a catch-up club (1 hour per week). The attainment of those identified children improves and effect of lockdown is becoming negated. Parents are supportive of the club and understand the identification process.</p> <p>Provide an Easter school over the Easter break to run for one week for year 5 and 6 pupils. This will support Year 6 pupils to have a boost in preparation for end of the Key Stage 2 assessments and prepare for secondary transition but for Year 5 pupils this will prepare them for the move into Year 6 in September and boost their skills ready for the final year in primary school.</p>	<p><i>Year 5 and 6 staff will provide small group tuition on a rolling programme for one hour once a week after school to 'boost' key areas for identified children. This will run as an after school club for one term.</i> <i>Pay rate -£27 per hour for 12 weeks for each year group</i> <i>(£324 x 2 = £648)</i> <i>Covid Catch Up funding</i></p> <p><i>Literacy and numeracy co-ordinators will run an Easter school for one week over the Easter break to boost learning in key areas and improve confidence in preparation for transition to secondary school or final primary year.</i> <i>Pay rate - £27 per hour for 6 hours per day for 5 days</i> <i>(£810 x 2 = £1620)</i> <i>Covid Catch Up funding</i></p>		<p>HD/SR and JK to organise and implement</p>
			Total cost (£21,400)

iii. Wider Strategies			
Desired outcome	Chosen action/approach	Impact (to be completed once the plan has been reviewed)	Staff lead
<p><u>Supporting parents and carers</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 online learning.</p>	<p><i>Additional online learning resources will be purchased, such as Accelerated Reader/ MyOn to support children reading at home.</i></p> <p style="text-align: right;">(£3300) Pupil Premium funding</p> <p><i>Home-learning paper packs are printed and distributed to homes where necessary. Additional stationery packs with additional resources such as counting cubes are provided on request.</i></p> <p style="text-align: right;">(£250) Covid Catch Up funding</p>		<p>SR to implement and oversee Accelerated Reader and MyOn implementation.</p> <p>Teachers to support own cohorts.</p>
<p><u>Access to technology</u></p> <p>Due to the need for limitations on shared resources there will be the need to purchase more ipads so that children can access additional devices so that they can rotate through discrete teaching, reading fluency and independent online activities.</p> <p>Teachers have improved laptops that are equipped with webcams and allow the teachers to access school-based resources from home. New programmes are purchased such as 'Explain Everything' so that teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.</p>	<p><i>Purchase 20 ipads. They are to be used to further support online access to resources for the children both at home and in school. The costs also include the storage charging unit.</i></p> <p style="text-align: right;">(ipads £5240 +Storage and charging unit £869 = £6109) Devolved Capital funding)</p> <p><i>Explain Everything purchased for 10 users</i></p> <p style="text-align: right;">£90 Covid Catch Up funding</p>		<p>RR /ARK</p> <p>RR / ARK/ FC</p>
			Total cost (£ 9,749)
		Cost paid through Covid Catch-Up	£15,070.50
		Cost paid through Pupil Premium	£14,072
		Cost paid through Devolved Capital	£6,109
		TOTAL COST	£35,251.50