



Catch-Up Premium Plan

Summary information					
School	Randwick C of E Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£7040	Number of pupils	88

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 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. It will not be added to schools' baselines in calculating future years' funding allocations.

Use of Funds	EEF Recommendations
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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

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- Supporting parent and carers
- Access to technology
- Summer support

Identified impact of lockdown

Maths	<p>Specific content has been missed, 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.</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. SPAG 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 additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.</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.</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.</p>

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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?
<p><u>Supporting great teaching:</u> Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, manipulatives are accessed regularly in maths and this supports great mastery teaching.</p> <p>Children have strategies to help them manage their mental health and well-being Teachers have access to easy-to-access and use online resources to support positive behaviour, mental health, wellbeing, resilience and achievement.</p>	<p>Purchase additional manipulatives for all classes as required £300 from catch-up funding</p> <p>Purchase SCARF Personal Health Social and Emotional programme (including the new Relationships and Health Education requirements) £350 from catch-up funding</p>		<p>DP/HRB</p> <p>JD</p>	<p>March 2021</p> <p>June 2021</p>
<p><u>Teaching assessment and feedback</u></p> <p>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.</p>	<p>Existing assessments used and completed in term 1 Ongoing formative assessment identifies gaps and these are addressed in class and through interventions.</p>		All CTs	Oct 2020
<p><u>Transition support</u></p> <p>Children who are joining school from different settings or who are beginning their schooling have an opportunity to become familiar and confident with the setting before they arrive.</p>	<p><i>School making two films to go on our website to help all new children transition who are unable to visit in person.</i> £1000 from school budget</p>		DP/LN	Feb 2021
			Total budgeted cost	£ 650

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ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>1-to-1 and small group tuition</u> Identified children will have significantly increased rates of reading fluency and be back on track with learning in maths, reading and writing. 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><i>Two existing teachers employed to work 2 afternoons each per week to support children identified from assessments as needing additional support as a result of missing learning during lockdown</i> C £5000</p>		JD/LS	Dec 2020
<p><u>Intervention programme</u> An appropriate intervention, such as Catch-Up Numeracy, supports those identified children in reinforcing their understanding of basic maths skills and application of number.</p>	<p>Online tuition from Pearson Education for three children in y6 to support them with English. £225 Catch-Up Funding Tutoring for with Fisher Family Trust's (FFT) Lightning Squad is a tutoring programme which improves reading skills for 4 children in Years 2. Children work with a tutor in cooperative pairs supported by an online tutoring platform to improve reading skills, fluency, comprehension, spelling and phonics. £220 Catch-Up Funding</p>			
<p><u>Extended school time</u> Identified PP children are able to access a teacher for an hour a week in the autumn term. The attainment of those identified children improves and effect of lockdown is becoming negated. Parents are supportive and understand the identification process.</p>	<p><i>Existing teacher employed to work 121 with children in year 5/6 after school once a week to help them catch up with learning.</i> £600 from Pupil Premium funding</p>			
			Total budgeted cost	£5445

iii. Wider Strategies

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Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting parents and carers</u> 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><i>Additional online learning resources has been purchased, such as Bug Club and White Rose Maths Premium, to support children learning at home.</i> <i>£1500 from school budget/PFORs fundraising</i></p>			
<p><u>Access to technology</u> During the catch-up extended school provision, children can access additional devices so that they can rotate through discrete teaching, reading fluency and independent online activities. Teachers have laptops that are equipped with webcams and allow the teachers to access school-based resources from home. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.</p>	<p><i>TBC: Randwick Charitable Trust are to purchase Chromebooks. They are to be used to further support online access to resources for the children accessing extended school time.</i> <i>£460 Randwick Charitable Trust</i></p> <p><i>Purchase 3 Chromebooks. Chromebooks are used by the children to support the curriculum and can also be leant to parents to support home-learning if needed.</i> <i>£690 Catch-Up funding</i></p>			
<p><u>Summer Support</u> NA</p>				
			Total budgeted cost	£690
			Cost paid through Covid Catch-Up	£5780
			Cost paid through charitable donations	£460
			Cost paid through school budget	£3100