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**NORTH RIGTON CE PRIMARY SCHOOL**

**Coronavirus (COVID-19) Catch Up Plan and**

**Catch Up Premium Spending List 2020 -2021**

**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.

Coronavirus (COVID-19) Catch-Up Premium allocations are 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.

This document has been produced to demonstrate our school’s commitment to ensuring we are supporting all children on their return to school after a Covid Lockdown, as well as documenting our spending.

**Total premium received: £7920**

This document was produced in line with *Covid Support Guide for Schools* EEF June 2020

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| Identified Impact of Lockdown at North Rigton CE Primary School | |
| Maths | 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.  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. |
| Writing | Children haven’t necessarily missed ‘units’ of learning in the same way as Maths, however they have lost essential practising of writing skills which has also impacted on stamina and a 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. The increased use of technology has also impacted on ability of children to write for any length of time as well as spelling. Handwriting standards have dropped. |
| Reading | 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. |
| Foundation  Subjects | 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. |
| EYFS | Some children struggle to listen. Some children have speech and language difficulties. |

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| **Support strategies:** | | | |
| **Whole school strategies** | **ACTIONS** | **DETAILS** | **COSTS** |
| **Wellbeing**   * Continuing ELSA to ensure vulnerable or identified children are supported * Ensuring children have daily support from familiar adults in school * Timetabling of additional PSHE lessons to discuss worries or concerns surrounding the return to school/COVID (use of Subject Leader release time) * Giving pupils reflection/mindfulness time * Organising a yoga club for mindfulness * Teachers to use Tapestry as a means of keeping in touch throughout the day; encouraging families to talk about what they have been up to when they are home from school * Ensure all teachers have PPA, Subject Leader Time and Wellbeing Time in order to manage their own workload whilst taking on additional tasks such as MSA roles and virtual parent meetings out of school hours and in addition to written reports | Microsoft Teams Wellbeing checks  Maintaining a Tapestry subscription for communication with all families  All children to be bought a mindfulness colouring book for reflection time (FONR)  Base Leader at North Rigton to coach our PE specialist in the delivery of the Yoga sessions for wellbeing | Continue to deliver the PSHE units outlined in the MTP alongside timetabling in additional sessions | Teaching and Management Time  £585 |
| **Teaching and whole school strategies** | **ACTIONS** | **DETAILS** | **COSTS** |
| **Supporting Flourishing Teaching**   * New Project Plans will commence this year, as planned. * Existing Curriculum Progression documents ensure that knowledge and skills taught provide accurate coverage and challenge. * English and Maths will be planned and delivered according to our existing GBF methodology with consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced. | Keep Calm and Carry On (with our new) Curriculum  Planned regular times for Subject Leaders.  White Rose Maths  TTRockstars  Phonics Play  Oxford Owl  ReadWriteInc Phonics  ReadWriteInc Spelling  Sumdog  IDL | Continue to teach all subjects  Increased subscriptions to be used in school and a as an addition for Remote Home Learning.  KS1 and EYFS reading scheme reviewed and any gaps in provision identified and remedied. | Teaching and Management Time  £780  Online resources  £852 |
| **Pupil assessment and feedback**   * Teachers have a very clear understanding of gaps in learning, across all subjects and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy | Baseline assessments:   * Reading and Phonics using ReadWriteInc, NFER * Spelling using SWST * Number and Place Value using White Rose Maths Small Steps Progression and Maths No Problem | Continue to use PEAs to assess children’s progress, effort and attainment. Planned Flourishing Meetings (Pupil Progress) between class teachers, Headteacher and SENDCo. | Teaching and Management Time  £878 |
| **Targeted approaches** | **ACTIONS** | **DETAILS** | **COSTS** |
| **One to one and small group tuition**   * Identified children from specific year groups will have the opportunity for extra support in identified key catch up areas of learning | Targeted Tutoring sessions (English and Maths) | Delivered by a class teacher or tutor (qualified teacher). | Supply teacher/tutor for 3hours per week from January 2021  £2625 |
| **Intervention programmes**   * Interventions support those identified children in reinforcing their understanding of basic skills in phonics, spelling, reading, handwriting, writing, number and place value | Beat Dyslexia  ReadWriteInc Phonics Catch Up  Colourful Semantics  Zones of Regulation | Used in class or out of class with teacher/TA support or in Targeted Tutoring sessions. | Supply teacher/tutor for 1 afternoon per week from January 2021  £2625 |
| **Wider strategies** | **ACTIONS** | **DETAILS** | **COSTS** |
| **Supporting parent and carers**   * Children will have greater opportunities to access learning at home. * All children have access to appropriate stationery and paper-based home-learning | Tapestry  48 Hour First Aid Kit for Learning  Care Pack (includes stationery items)  Remote Education Plan | See *North Rigton* *Remote Education Plans and Procedures* document for more detail. | Tapestry  £288  Care Packs  £101  Admin time  £702 |
| **Access to technology**   * All children have access to technology and wifi to enable them to access Remote Education | Loan out school equipment | Audit undertaken and families identified who need loaned items of technology |  |
| **Total** | | | **£9436** |

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| Barriers to Implementing the Catch-Up Plan |
| * National Lockdown * Local lockdown * Class/bubbles isolating * Individual pupils isolating * Class teacher/TA isolating * Costs associated with employing supply teachers * Availability of high-quality supply teachers * Availability of tutors * Staff members deemed extremely clinically vulnerable * Costs associated with extra cleaning and purchasing of PPE * Time and costs associated with managing a school through a pandemic * Additional Health and Safety measures |

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| Evaluating the Impact of the Catch Up Plan through ICE (Invitations, Conversations and Evaluations): |
| * Classroom invitations by classroom teachers to each other, SENDCo, Base Leader, Headteacher (virtually where appropriate) * Progress made by pupils * The performance of pupils in standard assessments (where appropriate) * The analysis of pupil tracking and testing data for both individual pupils and cohorts * Termly Flourishing (Pupil Progress) Meetings * The monitoring of policy and practice by the designated Pupil Premium Leader/Governor * Parental involvement in pupil consultation meetings and telephone contact calls/Teams meetings, where necessary * Comments from parents and pupils * Staff meetings |