



# Catch-Up Premium Plan

## Raeburn Primary School

Summary information					
<b>School</b>	Raeburn Primary Primary School				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£33,360	<b>Number of pupils</b>	417

### 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
<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>.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a <a href="#">coronavirus (COVID-19) 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.</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> <li>➤ Supporting great teaching</li> <li>➤ Pupil assessment and feedback</li> </ul> <p>Targeted approaches</p> <ul style="list-style-type: none"> <li>➤ One to one and small group tuition</li> <li>➤ Intervention programmes</li> </ul> <p>Wider strategies</p> <ul style="list-style-type: none"> <li>➤ Supporting parent and carers</li> <li>➤ Access to technology</li> </ul>

➤ Summer support

## Identified impact of lockdown

<b>Maths</b>	<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>
<b>Writing</b>	<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 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>
<b>Reading</b>	<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>
<b>Non-core</b>	<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>

**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></p> <p>English and Maths will 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.</p> <p>Gaps in knowledge will be taught by an experienced teacher to focus on key skills of spelling, arithmetic, reading and phonics.</p> <p>Gaps in spag and writing have been identified across the school.</p>	<p><b><i>Additional time for teaching assistants to support children as a point of need. Extra sessions in the afternoon to focus on catching up.(post it time)</i></b>  <b>(£3500)</b></p>		JB/LC	Feb 21
	<p><b><i>Additional HLTA to work with each class across the school to release class teachers to work with children on basic skills in English and Maths.</i></b>  <b>(10,000)</b></p>		JB/LC	Mar 21
	<p><b><i>Pathways to Writing- Spag intervention scheme/whole school scheme to be taught weekly to focus on all elements of spag and writing.</i></b>  <b>(1200)</b></p>		ST/CC	Termly
<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><b><i>Implement the NFER Standardised Assessments. Complete termly tests and record assessments on O TRACK to identify gaps. Use o track to monitor the progress of core subjects across the school to show the impact of interventions.</i></b>  <b>(£500)</b></p>		LC	July 21
<b>Total budgeted cost</b>				<b>£ 15300</b>

**ii. Targeted approaches**

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
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<p><u>1-to-1 and small group tuition</u></p> <p>Identified children will have significantly increased rates of reading fluency and comprehension. They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding.</p> <p>Knowledge of times tables, fluency and arithmetic will be improved by identified children.</p>	<p><i>Teaching assistants have been re-deployed with extra hours to focus on small groups of children.</i></p> <p><b>(3000)</b></p>		LC	Mar 21
<p>Speech and Language support</p>	<p><i>Employment of a HLTA half a day per week to support our pupils with speech and language delay/difficulties so they access reading and phonics efficiently.</i></p> <p><b>(£1300).</b></p>		JB/LC	Jul 21
<b>Total budgeted cost</b>				<b>£4300</b>

<b>iii. Wider Strategies</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Impact (once reviewed)</b>	<b>Staff lead</b>	<b>Review date?</b>
<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 the online learning.</p>	<p><i>Additional online learning resources will be purchased. Spelling Shed will be purchased so that children can practise spellings at home.</i></p> <p><b>£350</b></p> <p><i>Home-learning paper packs are printed and ready to distribute for all children. Stationery packs are to be purchased and set aside for children to take home when home-learning occurs.</i></p> <p><b>£200</b></p>		<p>JB/LC</p> <p>JB</p>	<p>Mar 21</p> <p>Feb 21</p>

<p><u>Access to technology</u></p> <p>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><u>Small focused teaching using google classrooms.</u></p> <p>Pupils will have access to google classrooms in all lessons using Chromebooks. This will allow the teacher to work with small focused groups to target gaps in learning</p>	<p><b>90 Chromebooks have been purchased and 10 laptops have been purchased.</b></p> <p><b><i>This will enable the existing stock of laptops to be allocated to teachers. Chromebooks can now be used by the children to support the curriculum. They can also be leant to parents to support home-learning if needed.</i></b></p> <p><b><i>Some of this funding has come from catch up premium and school budget.</i></b></p> <p style="text-align: right;"><b>(£22,528)</b></p>		<p>JB</p>	<p>Feb 21</p> <p>Feb 21</p>
			<p>Total</p>	<p>£23,078</p>
<b>Total budgeted cost</b>				<p><b>£ 42,678</b></p>
		<b>Cost paid through Covid Catch-Up</b>		<p><b>£33,360</b></p>
		<b>Cost paid through school budget</b>		<p><b>£9318</b></p>