



# RIVER HILL FEDERATION CATCH UP PREMIUM PLAN

## Summary information

<b>School</b>	Rotherhithe Primary School				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£7600	<b>Number of pupils</b>	171

## 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 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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<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> <li>➤ Transition support</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> <li>➤ Extended school time</li> </ul> <p>Wider strategies</p> <ul style="list-style-type: none"> <li>➤ Supporting parent and carers</li> <li>➤ Access to technology</li> </ul>
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➤ 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 gaps in learning have occurred.</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 conducted this term.</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 did not 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 do not 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. Although the school provided project work for some of these units it simply didn't cover the wide range of input the children would have received if they were in school. 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 good teaching:</u></p> <p>The foundation subject 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>Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, manipulatives are accessed regularly in Maths</p> <p>Gaps in knowledge in Writing are addressed, stamina is improved and children are more motivated to writing for longer periods of time</p>	<p><b>Additional time for teachers to research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional PPA.</b></p> <p><b>(£1000)</b></p> <p><b>Purchase additional manipulatives for EYFS initially.</b></p> <p><b>(£300)</b></p> <p><b>Staff training and resources provided for new grade 5 interventions TA to lead on literacy interventions for children.</b></p> <p><b>(£300)</b></p> <p><b>Additional phonics booster class to prepare and support Year 1 and 2 pupils for phonics. Employing a TA</b></p> <p><b>(500)</b></p>	<p>Teachers have mapped out gaps in coverage and have also mapped out Oak Academy lessons and the links to the curriculum. Leadership time however was reduced during Autumn term due high cover requirements related to self-isolation periods of staff.</p> <p>Completed.</p> <p>The training has been planned. The timing needs to be scheduled to avoid interfering with remote interventions.</p> <p>After school year 2 phonics boosters sessions were organised early in the Autumn Term and children made good progress with 84.6% passing the phonics screening check conducted in Dec 20.</p> <p>Year 1 phonics booster sessions were set up and occurred throughout the Autumn term. During lockdown remote sessions have been started. Consistency of attendance for some children has varied, but the children who do attend regularly appear to be making good progress. Children</p>	<p>HoS</p> <p>HOS</p> <p>Maths Lead</p> <p>HoS/ English Consulata nt</p> <p>HoS</p>	<p>Mid-year review 22.2.21</p> <p>Mid-year review 22.2.21</p>

		will be reassessed post lockdown.  Children in school have been receiving phonics boosters to raise progress.		
<u>Teaching assessment and feedback</u>  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.	<b>Purchase and implement the Rising Stars NTP termly tests and record assessments on MARK onto the SHINE platform to identify gaps to track performance and gaps and give suggestions for interventions.</b>  <b>(£1354)</b>	NTS reading assessments have been purchased and used throughout the school since last year. The school is trialling use of NTS maths test this term. English consultant has provided moderation of writing with suggested next steps. This is having an impact. Reading moderation/staff training also ensured that teacher's adjusted teaching based on reading misconceptions and interventions were then organised based on needs.	HoS/ AHT- EL	Mid-year review 22.2.21
<u>Transition support</u>  Children who are potentially thinking of joining Rotherhithe Primary School have an opportunity to become familiar and confident with the setting as they would during an Open Morning.	<b>A virtual tour of Rotherhithe Primary School is arranged and shared with all new-starters. Additional time is made so teachers can have a virtual meeting with their new starters so that the child is confident in joining</b>  <b>(£200)</b>	Virtual tour was created by HoS, DH, Maths lead, English lead, SENCO and Music specialist. This has been posted on the website and has been shared with parents. The website designer filmed and edited this for the school.  Nursery teacher integrated new starters following a shortened but carefully planned out approach to ensure social distancing and COVID guidelines were adhered to. This has been effective.	HoS / EHT – Tony	Ongoing

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Intervention programmes</u>		Bespoke interventions have been put into place across Key Stage 1		Mid-year review

<p>An appropriate numeracy and reading intervention, supports those identified children in reinforcing their understanding of basic maths skills and application of number. Use a range of resources and interventions based on misconceptions.</p>	<p><b>An intervention is identified and purchased. A level 5 TA / teacher is recruited x3 days a week to deliver the intervention sessions</b></p> <p><b>(£2240)</b></p>	<p>and Key stage 2 dependent on need– these consist of Phonics interventions, arithmetic interventions and some reading interventions. These are being delivered by intervention TA or HLTA. They are linked to the curriculum being taught and gaps identified in their learning. Staff delivering these interventions had TEAMS training and power point training to enable them to provide online support.</p> <p>Children in school are also having targeted interventions to accelerate learning. These also include editing interventions and spelling boosters.</p>	<p>HOS / EHT</p> <p>EY/SENCO</p>	<p>22.2.21</p>
<p>Children aged 4-5 years receive intervention targeting vocabulary, narrative skills, active listening and phonological awareness.</p>	<p><b>The Nuffield Early Language Intervention is a 20-week programme proven to help young children overcome language difficulties. TA to deliver and Teachers to receive training. Cover costs.</b></p> <p><b>Stand-out Project intervention to increase pupil engagement in Reception.</b></p> <p><b>(£760 of both projects)</b></p>	<p>Staff had started their training sessions. They are now starting to screen children who are in school. They will complete the screening process when all children</p> <p>Staff have started the training sessions. There is additional background reading that they have completed. The project has been interrupted due to lockdown.</p>		<p>Mid-year review 22.2.21</p> <p>Mid-year review 22.2.21</p>

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<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</p>	<p><b>Additional online learning resources will be purchased, such as Spelling Shed will be purchased so that children can practise spellings at home as well as Phonics Play to help children catch up on Phonics</b></p> <p><b>£450</b></p>	<p>RWI phonics online resources are currently being trialled for free – with the intention of purchasing.</p> <p>A subscription to Big Cats e library</p>	<p>HOS / EHT / AHT</p>	<p>Mid-year review 22.2.21</p>

<p>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><b>10-day 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.</b></p> <p><b>£500</b></p>	<p>has been purchased and will be used from Spring 2 onwards.</p> <p>These packs have been provided on a regular basis including during Lockdown.</p>	<p>HOS / EHT</p>	<p>Mid-year review 22.2.21</p>
<p><u>Summer Support</u> NA</p>				
<p><b>Staffing, resources, technology and training</b></p>			<p><b>Cost paid through Covid Catch-Up £7604</b></p>	