



Everybody Exciting, Every Day, No Excuses!

### Catch Up Premium Plan



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Summary Information					
<b>Academic Year</b>	2020-2021	<b>Total Catch-Up Premium</b>	£22,560	<b>Number of Pupils</b>	282
<b>Guidance</b>					
<p>Since the country went into National Lockdown on the 23<sup>rd</sup> March 2020 (and in the couple of weeks leading up to this), children have experienced unprecedented disruption to their learning as a result of the Coronavirus (Covid 19) pandemic. Evidence suggests that vulnerable children and children from disadvantaged backgrounds will be most impacted. However, at Randal Cremer we know that some children do not meet the definition of disadvantaged as defined by the DFE. (Parents on zero hour contracts, without recourse to public funds).</p>					
Attendance 1 <sup>st</sup> September to 5 <sup>th</sup> November 2021 <sup>1</sup> September to (All Pupils)	Attendance 1 <sup>st</sup> September to 5 <sup>th</sup> November 2021 Free School Meal Pupils)	Attendance 1 <sup>st</sup> September to 5 <sup>th</sup> November 2021(Children with an EHC plan)	Attendance 1 <sup>st</sup> September to 5 <sup>th</sup> November 2021 (children with a social worker)		
95.2%	93.8%	94.97%	95.7%		
<b>Use of Funds</b>		<b>Guidance</b>			
<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 curriculum expectations for the next academic year in actions for schools during the coronavirus outbreak.</p> <p>While schools can use their funding in a way that suits their cohort and circumstances, they are expected to use this funding for specific activities which will help pupils catch up on missed education.</p> <p>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.</p> <p>To support schools to implement their catch-up plans effectively, EEF has published the school planning guide: 2020 to 2021. This will provide further guidance on how schools should implement catch-up strategies and supporting case studies to highlight effective practice. (Government Guidance Catch Up Funding)</p>		<p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf</a></p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/</a></p> <p>The EEF has divided the guidance into 3 broad areas:</p> <ol style="list-style-type: none"> <li>1. Teaching and Whole School Strategies</li> <li>2. Targeted Approaches</li> <li>3. Wider Whole School Strategies</li> </ol>			



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Identified Areas of Impact	
Maths	<p>Gap analysis and teacher assessment have identified two main areas of concern:</p> <ul style="list-style-type: none"> <li>a) Fluency in age appropriate operations</li> <li>b) Mastery of curriculum content particularly in areas that would have been covered in the Summer Term</li> </ul>
Reading	<p>Gap analysis and teacher assessment have identified the following areas as concerns:</p> <ul style="list-style-type: none"> <li>a) Phonological recall of sounds for children entering Year 1</li> <li>b) Sight vocabulary for children entering Year 1</li> <li>c) Set 3 Sounds for children in Year 2 and Year 3</li> <li>d) Sight vocabulary of common exception words in Year 2 and 3</li> <li>e) Application of reading strategies for children in Year 4 to Year 6</li> <li>f) A small group of struggling readers in Year 3 to 6 seem to have got stuck</li> </ul>
Writing	<p>Gap analysis and teacher assessment have identified the following areas of concern:</p> <ul style="list-style-type: none"> <li>a) Stamina for writing</li> <li>b) Spelling rules</li> <li>c) Grammar rules</li> <li>d) Handwriting especially for children entering Year 1 and a smaller group in Year 2 and 3</li> <li>e) Vocabulary development</li> </ul>
Wider Curriculum	<p>Some units will not have been taught and as a result there will be gaps in children's understanding. A careful curriculum audit has identified gaps in skills and understanding which need to be addressed for children to develop the required subject knowledge. The restrictions in place mean that children are not having the same opportunities to learn from field trips and visits to places of cultural, historical, and geographical interest.</p>
Physical Wellbeing	<p>The restrictions on households imposed by the both National Lockdowns and later restrictions has meant that children are not as physically fit as they would usually be. The restrictions of access to swimming mean that the Year 3 children did not complete a complete year of swimming lessons in 2019-2020 and have not been able to access since September.</p>
Mental Health and Wellbeing	<p>Children's experiences from March will have varied dramatically. Amongst all children, but particularly in Key Stage 2, there has been an increase in children showing through their behaviour that they are struggling. One key result has been a handful of children finding it really hard to remain in the classroom.</p>



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Planned Expenditure (this has been grouped into the 3 broad areas identified by EEF)			
<b>Teaching and Whole School Strategies:</b> the evidence in the EEF toolkit has been considered in light of the additional restrictions we are having to implement to minimise the risk of infection during the on-going Covid 19 pandemic. Although other approaches to that chosen might have had more positive gains, for example, collaborative learning, the restrictions in place have meant we have needed to focus elsewhere.			
What	Description	Person Responsible	Cost
1. Writing	Jane Considine writing techniques – whole school approach to writing techniques designed to develop confident writers from EYFS to Year 6	MD and EV	£2,500
2. Maths	White Rose Maths – Blended Learning Approach and Training for all school staff	JR	£1,500
3. Reading	Adaptation of current reading programme to Hooked on Books, linked to the Jane Considine Writing and focused on reading stamina, author's voice and vocabulary development. Involvement in Flexible Phonics for 1 x Reception Class	MD & SR	£2,000
4. Feedback	EEF shows good, quality feedback can have high impact for very little cost. Ensuring staff are able to use visualisers and provide feedback that is relevant both whole class and individually will be a CPD focus over the year.	JR	£250
5. Inclusion and Mental Health	INSET planned for January 2022	JR	£250



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**Targeted Approaches:** To use what we know already works in our school and build on that to develop targeted interventions delivered by trained Teaching Assistants and overseen by a member of Senior Leadership Team.

Who	What	Overseen by	Cost
EYFS	<ol style="list-style-type: none"> <li>1. Language Groups for children overseen by SALT and specialist LSA</li> <li>2. Physical Literacy Intervention</li> <li>3. Social Emotional Support</li> </ol>	SENCO GJ AB	£13000
Yr 1	<ol style="list-style-type: none"> <li>1. Daily reading intervention for children 1:1</li> <li>2. Physical Literacy Intervention</li> <li>3. Social Emotional Support</li> <li>4. Handwriting Support</li> <li>5. Speechbubbles language support</li> </ol>	MD GJ AB MD	
Yr 2	<ol style="list-style-type: none"> <li>1. Daily reading intervention for children 1:1</li> <li>2. Physical Literacy Intervention</li> <li>3. Social Emotional Support</li> <li>4. Handwriting Support</li> <li>5. Speechbubbles language support</li> </ol>	MD GJ AB MD	
Yr 3	<ol style="list-style-type: none"> <li>1. Daily reading intervention for children 1:1</li> <li>2. Maths Intervention (1<sup>st</sup> Class at Number)</li> </ol>	MD JR	
Yr 4	<ol style="list-style-type: none"> <li>1. Daily reading intervention for children 1:1</li> <li>2. Maths Intervention (1<sup>st</sup> Class at Number)</li> </ol>	MD JR	
Yr 5	<ol style="list-style-type: none"> <li>1. Academic Mentors and School Led Tutoring Spring and Summer 2022</li> <li>2. Daily reading intervention</li> <li>3. Connect Maths for small groups Spring Term</li> </ol>	JR SR JR	
Yr 6	<ol style="list-style-type: none"> <li>1. Academic Mentors and School Led Tutoring Spring and Summer 2022</li> <li>2. Daily reading intervention</li> </ol>	JR  MD	

**Wider School Strategies:** 3 main areas of focus are 1. Supporting Parents and Carers, 2. Access to Technology 3. Summer Support

What	Description	Overseen By	Cost
Support for Parents and Carers	<ol style="list-style-type: none"> <li>1. How to videos created by school staff to support their understanding of the curriculum</li> <li>2. Phone calls and email support</li> <li>3. On-line meetings</li> </ol>	JR	£500



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	<ol style="list-style-type: none"> <li>4. Use of Learning Ladders to support parents</li> <li>5. SLT on duty at start and end of the day</li> <li>6. Parent ICT – delivered by E-Latt</li> </ol>		
Access to Technology	<ol style="list-style-type: none"> <li>1. School to purchase 50 chromebooks (Supported by UBS)</li> <li>2. School have secured 50 SIMS that provide 6 weeks of Internet Access</li> <li>3. Subscription to Now Press Play to support children’s wider curriculum understanding</li> <li>4. Subscription to Home Learning sites</li> <li>5. Revision Books for Year 6 Pupils</li> </ol>	JR	£3,060
<b>Total</b>			<b>£22,560</b>



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Additional Costs associated with ensuring the school is safe for children and staff:

Although the 'Catch Up' premium is a welcome addition to the school's funds it does not cover the costs associated with keeping the school open and safe for our staff and children. When carrying out the risk assessment and creating the reopening plan, the need for children's and staff's safety was paramount. It is important to note what these costs are in order to be able to keep track of spending and the impact on the school's budget for this academic year:

What	Cost
Additional Cleaning 30 hours per week	£17,550
Small class size in Yr 1 and Yr 2	£40,000
Barriers to separate prides in playground	£1,000
Additional cleaning supplies, sanitiser, wipes, soap etc	£6,000
Additional Heating Costs to keep classrooms warm while ventilated	£1,500
Additional Reprographics to produce home learning packs	£2,500

### Appendix 1

Definition of Vulnerable Children:

## Identification of vulnerable children and young people

Vulnerable children and young people for the purposes of continued attendance during the coronavirus (COVID-19) outbreak are those across all year groups who:

- are assessed as being in need under section 17 of the Children Act 1989, including children and young people who have a child in need plan, a child protection plan or who are a looked-after child
- have an education, health and care (EHC) plan and it is determined, following risk assessment, that their needs can be as safely or more safely met in the educational environment



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- have been assessed as otherwise vulnerable by educational providers or local authorities (including children's social care services), and who could therefore benefit from continued attendance. This might include children and young people on the edge of receiving support from children's social care services, adopted children, those at risk of becoming NEET ('not in employment, education or training'), those living in temporary accommodation, those who are young carers and others at the provider and local authority's discretion.

The term 'all year groups' in this context for attendance purposes refers to children under 5 eligible for early years entitlements and children and young people aged 5 to 18 (or aged 5 to 25 for children and young people with an EHC plan).