

COVID-19 Catch-up Premium Strategy Statement and Plan updated March 2021

Summary Information		
School	Rumboldswyke Church of England Infants' School	
Academic Year	2020-2021	Total Catch up Budget
Total Number of Pupils	32	£2560 £80 per pupil

Guidance	
<p>Following the COVID-19 pandemic and subsequent closures of schools, all schools have received an additional amount of money to provide catch-up support. Children across the country have experienced unprecedented disruption to their education; the most vulnerable and disadvantaged children will be amongst the hardest hit. This funding is to support these children and to close the gaps in their learning and social and emotional well-being. Schools have the flexibility to spend the funding in the best way for their cohort and individual school circumstances.</p> <p>School allocations will be provided on a per-pupil basis, providing each mainstream school with a total of £80 per pupil</p>	
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 past year. 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 coronavirus (COVID-19) support guide for schools with evidence-based approaches to catch up for all students.</p> <p>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><u>Teaching and whole school strategies</u></p> <ul style="list-style-type: none"> • Supporting great teaching • Pupil assessment and feedback • Transition support <p><u>Targeted approaches</u></p> <ul style="list-style-type: none"> • One to one and small group tuition • Intervention programmes <p><u>Wider strategies</u></p> <ul style="list-style-type: none"> • Access to technology • Extended School Time

Strategy Statement

At Rumboldswyke Church of England Infants' School, our **catch-up priorities** are:

- To ensure our pupils wellbeing and good mental health are supported through the relationships built in the school.
- To provide high-quality additional phonics and reading support
- To understand and use tier 2/3 vocabulary through explicit teaching
- To provide opportunities for the children to use newly acquired vocabulary in a variety of situations.

Identified Impact of Lockdown

PSHE	After the second lockdown, it was noted that many of our youngest children found the return to school routine and structure challenging. A number of children find separating from their parents hard and can be reluctant to attempt problem solving or recording tasks. They have lower levels of independence and resilience and often feel tired and/or hungry. A few children need support at approaching others and engaging in paired or group play.
Reading	Reading is fairly mixed. Some children have read every day and made the most of the books which were delivered to them during lockdown. Others have read very little. They have missed having a variety of books shared with the, and they have missed frequent exposure to higher level vocabulary and discussions about what it means.
Writing	Resilience to writing has reduced. We have seen a marked decrease writing stamina and output. Some children need a lot of recapping on how to use the sounds mat to help with their phonics application.
Maths	Specific content has been missed, leading to gaps in learning and interrupted sequencing of learning journeys. Resources and work packs were delivered weekly to provide the children with the practical equipment necessary. What the children have really missed out on is the discussion that are facilitated in class and the various manipulatives used to display learning in a variety of ways.
Non-Core	Non-core work has been limited due to resourcing during home learning. Each week work packs with resources to cover the wider areas of the curriculum were delivered. However, this has meant that content has been limited. Our curriculum needs developing to ensure that children are provided with exciting opportunities to engage them into furthering their learning and recording what they have learnt.

Teaching and Whole School Strategies

Desired Outcome	Chosen Approach, anticipated cost	Impact (once reviewed)
<p><u>Supporting Great teaching</u> To develop children's understanding and use of vocabulary through explicit teaching; to provide opportunities for the children to use newly acquired vocabulary in a variety of situations</p>	<ul style="list-style-type: none"> • Talk 4 writing used across the school • Tier 2 and 3 vocabulary will be taught explicitly across the curriculum. This will be applied using a Talk 4 Writing approach to provide children with modelled sentence structures. 	

Teaching and Whole School Strategies		
Desired Outcome	Chosen Approach, anticipated cost	Impact (once reviewed)
<p><u>Supporting Great teaching</u> the foundation subjects will be planned in greater detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.</p>	<ul style="list-style-type: none"> • Additional time for teachers to research and plan non-core subjects. Release time and additional cover will be required to facilitate this. £1200 	
<p><u>Teaching assessment and Learning</u> A stronger remote learning offer is in place. For children working at home, to be able to access the home learning and communicate with school effectively.</p>	<ul style="list-style-type: none"> • High quality remote learning using Seesaw (Year 2) or Tapestry (Yr/1). Staff to be trained in Seesaw. Parents/carers to be made aware of the platform and a video made to demonstrate how to use it. • Videos of staff introducing lessons, with clear explanations that build on prior learning. • Printed packs delivered to all families working from home (during lockdown, not blended learning) £250 	
<p><u>Transition</u> Children's well-being and relationships with their peers and staff prioritized</p>	<ul style="list-style-type: none"> • Wellbeing focus throughout the school • Forest Schools to improve mental health, well being and collaborative learning through team building. £100 	
		Total Cost:£1550

Targeted Approaches		
Desired Outcome	Chosen Approach, anticipated cost	Impact
<u>1:1 and small group tuition</u> To address gaps in reading and develop learning mentors.	<ul style="list-style-type: none"> Identified children will have significantly increased rates of reading fluency. 1:1 mentor sessions. Nurture sessions, building relationships. There is a lack of evidence that some children have read during the lockdown periods. They will comprehend the texts they read as a result of daily discussions with their learning mentor. £100 	
<u>Intervention Programmes</u> To address gaps in phonics and reading through high quality phonics teaching	<ul style="list-style-type: none"> Identified pupils will receive targeted phonics sessions using RWI scheme and additional reading sessions. £150 	
Total Cost:£250		
Wider Strategies		
Desired Outcome	Chosen Approach, anticipated cost	Impact
<u>Access to technology</u> All children have access to technology at home	<ul style="list-style-type: none"> Working with Business to Schools, all children will have the opportunity to have a device at home and at school to enhance their learning. £500 	
<u>Extended School Time</u> Children re-engage with school, feeling safe and ready to learn	<ul style="list-style-type: none"> All children offered access to breakfast club and three extracurricular sports clubs free of charge during the Spring and Summer Term. £ provided through PP and Sports Premium 	
Total Cost: £500		
Total cost so far: £2300		

