

COVID-19 catch up premium strategy 2020-21

Our catch-up strategy outlines how funding will be allocated in order to support the strategies outlined in the tiered plan. Spending is considered carefully with a clear rationale, clear steps to ensure the initiative is implemented well, and review to assess the impact of the strategy.

Date of strategy publication	Oct 20	Review dates	Half termly
Total number of pupils:	613	Total catch-up premium budget	£49,040
Disadvantaged pupils (%)	7.8%	Pupils with EHC plans (%)	2%
		Pupils on SEND support (%)	11%

See detail below outlining how catch-up funding will be allocated in order to support the strategies outlined in the [tiered academic plan](#). The tiered plan outlines the full range of strategies employed by the school to minimise the impact of Covid-19 on pupils.

Spending is considered carefully with a clear rationale, steps to ensure the initiative is implemented well, and review which will assess the impact of the strategy.

1. Teaching						
Support Strategy	Action	Desired Outcome	Cost	What is the evidence rationale for this choice?	How will ensure it is implemented well?	Impact – Review/Evaluation
High-quality teaching for all	To develop a whole school communal Library space	A multi-purpose library/intervention/innovation space is created which widens the learning potential and opportunities available for all children.	£15,000	A central library will consolidate our culture of reading and our intent for a reading-rich curriculum. Ofsted “Reading is prioritised to allow pupils to access the full curriculum offer... Pupils read widely and often, with fluency and comprehension” The library/innovation space will also be key in overcoming educational disadvantage by ensuring all children, but	Key stakeholders involved in planning the space (HST, Governors, PTCA, children etc) Quotes obtained from a number of companies to ensure value for money and the best design for the space to maximise learning potential Grants explored to supplement book stock	

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				<p>particularly those most disadvantaged, have access to high quality literature and a space in which to talk, discuss and reflect. DfE research suggests that, by the age of seven, the gap in the vocabulary known by children in the top and bottom quartiles is approx. 4,000 words (children in the top quartile know around 7,000 words). The space will ensure rich opportunity for children to be immersed in text, inspiring their thoughts, creativity and aspirations; building cultural capital. Ofsted state it is essential schools are... "Equipping pupils with the knowledge and cultural capital they need to succeed in life" (Inspection Handbook)</p>	<p>Plan for use established to ensure all children benefit from the space</p> <p>Technology installed to ensure space can be used for innovation, training, presentations etc (see below)</p>	
High-quality teaching for all	To purchase 18 iPad Minis to enable each class to have a device	Technology is used to support professional development. Staff are equipped with the tools to record high quality practice that can be shared with colleagues to support them to develop their own practice.	£6349.84	<p>Technology is used to film high quality teaching and learning practice and/or is used as part of the reflective process to aid development of practice. ITT Core Content Framework gov.uk "The quality of teaching is the single most important in-school factor in improving outcomes for pupils – and it is particularly important for pupils from disadvantaged backgrounds."</p> <p>Technology also used to support parental engagement e.g. online tutorials, demonstrations to support children's learning at home and support parental understanding of learning in school.</p>	<p>Ensure there is an iPad in every class that can be used to record teaching and learning for self-review, peer review and staff training</p> <p>Ensure that there are clear guidelines in place for device use</p> <p>Ensure that use of video is continually reinforced and revisited to ensure long-term impact</p> <p>Ensure that Fronter/Website are updated with video content to support parents.</p>	
Effective diagnostic assessment	Implementation of new assessment grids in Reading, Writing &	Assessment focusses on what is preventing children from reaching secure, with solution focussed approach to meeting needs.	No cost	<p>Ensuring that data collected is meaningful and directly supports effective Teaching and Learning at all levels (teacher, phase, team leaders, SLT) Grids identify children at risk of falling behind in Reading, Writing and Maths, identify the areas needing additional</p>	<p>Training for staff</p> <p>Allocated time to complete assessment grids and discuss in phase</p> <p>SLT review of children and identified strategies</p> <p>Team Leader release time to review strategies in place, monitor, and audit</p>	

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	Maths across the school.			<p>support and ensures strategies are in place to support pupils' to make progress.</p> <p>The EEF outlines the benefits of a successful assessment system..."will enable the teacher to understand thoroughly what is expected to be mastered by pupils at any given stage, and assess their progress towards doing so in a meaningful and fair way".</p>	training/resources required to ensure strategies are well implemented	
Professional development	To purchase whole school membership for the National College	All staff are able to access and undertake high quality, relevant CPD online which impacts on pupils	£1120.50	EEF states that improving the quality of teaching, both the planning and implementation, is almost always supported by high-quality professional development. Investing in high quality training ensures all staff continue to develop which has direct impact on the quality of teaching and learning.	<p>Access to high quality online training materials through the National College for all staff members (including all support staff)</p> <p>Online content enabling staff members to access in digestible chunks, revisit and explore own areas of interest</p> <p>Tracking of training undertaken and impact of training on practice</p>	
Professional development	Challenging Learning INSET training: James Nottingham		£2,250	Improving the quality of teaching—both the planning and implementation—is almost always supported by high-quality professional development. (EEF guide to supporting school planning)	<p>High quality speaker (course previously attended by DH/AHT)</p> <p>Bespoke training to meet school need (up-front training)</p> <p>Follow up to training through daily reflection/phase meetings</p> <p>Follow up session for phase groups to talk with James Nottingham re practices trialled (follow-on support)</p>	
High quality teaching for all High Quality CPD	To supply and install appropriate technology in Library and Music Room (Speakers, Projector & Screen)	The library and music room are equipped with technology to maximise opportunities for learning, creativity, performance and innovation.	£5,000	<p>Opportunities for children to be performers, orators and presenters are maximised , building aspirations and life-long skills for success (see above language and cultural capital)</p> <p>Technology enables space to be used for parent workshops and events. EEF states "levels of parental engagement are consistently associated with children's academic outcomes."</p>	<p>IT Technician, SBM and DHT plan for technology requirements consulting colleagues/specialists where appropriate</p> <p>IT technician to source quotes and purchase suitable equipment</p> <p>IT equipment installed and training provided for staff</p>	

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Technology enables space to be used flexibly for staff training. EEF states “whole-school planning that focuses on high quality teaching requires the support factor of sustained professional development.”

Teaching: £29,720.34

2. Targeted Support

Support Strategy	Action	Desired Outcome	Cost	What is the evidence rationale for this choice?	How will ensure it is implemented well?	Impact – Review/Evaluation
Ensuring access to remote learning for key children	To purchase laptops to have available for identified families in case of remote learning (20)	If children are required to learn remotely, devices are available to loan to ensure that children are not disadvantaged by not having access to sufficient technology.	£4544.60	Key families identified who need additional support to access learning online at home. Devices required to ensure most vulnerable children have full access to remote education. EEF state...“ensuring access to technology is key, particularly for disadvantaged pupils.”	Review of families requiring support during previous lockdown Quotes from LGFL and RM to ensure value for money Devices set up for home use including the installation of security software and communication app (Zoom) Devices loaned to most vulnerable families All requests met and no families are disadvantaged through lack of access to technology User agreement to ensure devices are used appropriately Ongoing monitoring of loans and engagement	
Targeted interventions that match pupil need	To promote early language skills in Reception through targeted resources – stage/performance area, story time area, woodwork/investigation	Investing in spaces to stimulate talk will impact on children’s early communication and language development	£5,000	EEF state...“ children’s language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning.” Children involved in communication and language approaches can made 6 additional months progress.	EYFS Team to identify key areas for development Resources sourced and ordered to meet need Staff training to maximise use of areas and resources Ongoing assessment of children’s language and communication skills and development	

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Targeted interventions that match pupil need	To purchase concrete Maths resources and targeted games	Resources and games support pupil's to reinforce and embed key skills to meet identified gaps in learning	£500	Children identified as LA or 'at risk' of falling behind need more opportunity to use concrete resources and manipulatives to develop core skills in Maths Identified children need opportunities to practice fluency in Maths concepts through the use of games that can be played at home and at school.	Maths TL release to analyse assessment grids and identify trends across school and ensure resources target need Maths resources audit carried out and resources ordered. Games selected by teachers to match pupil needs Games to be played in targeted groups Games to be loaned to identified children to play at weekends	
Targeted interventions that match pupil need	To utilise Word shark online across KS1 and KS2 to develop children's proficiency in spelling	Wordshark online will be used by identified children to support the development of spelling	TBC	English Team Leaders identified a school wide correlation in children not meeting secure in writing and issues with spelling.	Trial Wordshark online Obtain feedback from children and parents Plan approach to using Wordshark online (whole school or targeted groups) Roll out the programme and monitor usage Track progress in spelling of children using Wordshark online	

Targeted Support: £10,044

3. Wider Strategies

Support Strategy	Action	Desired Outcome	Cost	What is the evidence rationale for this choice?	How will ensure it is implemented well?	Impact – Review/Evaluation
Supporting pupils' social, emotional and behavioural needs	To establish the new Nurture Provision in school, including the new Nurture Room.	A new Nurture Room will be established, run by the Nurture Team. A range of social, emotional and behavioural support services will be offered to children, parents and staff	£5,000	EEF states Social and Emotional learning has moderate impact based on extensive evidence...“SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.”	Nurture Lead release time to plan provision Ongoing review with HST, SENCO and SBM to ensure a complete and joined-up service the meets needs of children, parents, community and staff Training identified/sourced for Nurture team	

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				<p>The Nurture Provision will also provide targeted behaviour support. EEF states... "Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours...Impacts are larger for targeted interventions matched to specific students with particular needs or behavioural issues than for universal interventions or whole school strategies."</p>	<p>Timetabled support offered by Nurture Team (based on current need). Examples may include: Breakfast club Parent Gym Drawing and Talking Theraplay/Sandplay/ Lego therapy Talking Groups Bereavement Groups Drop-in sessions</p> <p>Referral system in place for teachers Nurture Room equipment and resources installed ready for launch after Easter</p>	
Wider Strategies £5,000						

Needs will be reassessed at Easter 2021 in order to best focus spending of the outstanding funds of approx. £4,000. Where actual expenditure varies from the anticipated cost, the figures will be adjusted accordingly.