



Catch-Up Premium Plan for Ranvilles Junior School

Summary information						
School	Ranvilles Junior School					
Academic Year	2020-21	Total Catch-Up Premium	£ 18,885 - £5 difference relates to rounding the figures up over the 3 DfE payments		Number of pupils	236

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 are calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years Reception through to Y11.

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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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 [curriculum expectations for the next academic year](#).

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

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. Schools should use this document to help them direct their additional funding in the most effective way.

The EEF advises the following:

Teaching and whole school strategies

- Supporting great teaching
- Pupil assessment and feedback
- Transition support

Targeted approaches

- One to one and small group tuition
- Intervention programmes
- Extended school time

Wider strategies

- Supporting parent and carers
- Access to technology
- Summer support

Identified impact of lockdown & RJS Summary Response

Assessment	RJS has tracked pupil engagement during lockdown and can identify / specify how much work each pupil completed and the quality produced in relation to capacity/ ability. This information provides a summative overview of key learning completed during lockdown. Dedicated time has since been prioritised to examine pupil fluency, stamina, ability and attitude on return to school. Spring data identifies the pupils who have regressed, those who have made no progress and the learners who have made progress. A review of the actual assessment system requires the school to focus on the refinement of objectives tracked to illustrate steps in progress that will be captured effectively through appropriate software.
Maths	<p>Identified Impact of lockdown</p> <ul style="list-style-type: none">• 6% of pupils have regressed• 16% of pupils have made no progress• 68% of pupils have made little progress (1,2 or 3 steps)• 6% of pupils have made good progress (4,5 steps)• 1 % of pupils have made expected progress (6 steps)• Some pupils lack fluency and stamina, tiring easily• There is a need to revise and consolidate core skills which have not been routinely practised• There is a need to provide additional, dedicated time, within lessons, to ‘practise, prove and perfect’ core skills <p>*where data does not add to 100% assessments cannot be made for contextual reasons</p> <p>Summary Response</p> <p>The maths leader has carefully guided colleagues identifying key domains for focus and assessment as well as identifying core skills which must be prioritised and secured by the end of the academic year. Analysis of need focuses on supporting great Quality First Teaching for a wide ability range, identifying positive attitude targets, interventions and key areas for practising, proving and perfecting (PPP) crucial skills.</p>
Writing	<p>Identified Impact of lockdown</p> <ul style="list-style-type: none">• 5% of pupils have regressed• 16% of pupils have made no progress• 67% of pupils have made little progress (1,2 or 3 steps)• 8% of pupils have made good progress (4,5 steps)• 1 % of pupils have made expected progress (6 steps)• Some pupils lack fluency and stamina tiring easily with handwriting, spelling and key SPaG skills• There is a need to revise and consolidate core skills which have not been routinely practised• There is a need to provide additional, dedicated time, within lessons, to ‘practise, prove and perfect’ core skills <p>*where data does not add to 100% assessments cannot be made for contextual reasons</p> <p>Summary Response</p> <p>The English leader has carefully guided colleagues in relation to core skills that should be focused on to create positive gains and opportunities for children to reach age-related expectations. These core skills are identified in Ranvilles Writing Pathways. Ability targets also encourage a bias of pupil need and provide extended opportunities to revise and consolidate skills. PPP time has been identified to revise and consolidate core skills within lesson frameworks.</p>

<p>Reading</p>	<p>Identified Impact of lockdown</p> <ul style="list-style-type: none"> • 3% of pupils have regressed • 7% of pupils have made no progress • 80% of pupils have made little progress (1,2 or 3 steps) • 5% of pupils have made good progress (4,5 steps) • 1 % of pupils have made expected progress (6 steps) • Some pupils lack fluency and stamina in phonics and comprehension skills • There is a need to revise and consolidate core skills which have not been routinely practised • There is a need to provide additional, dedicated time, within lessons, to ‘practise, prove and perfect’ core skills <p>*where data does not add to 100% assessments cannot be made for contextual reasons</p> <p>Summary Response</p> <p>Additional resources have been purchased to build on Book Bands and facilitate greater opportunities for children to access graded reading support. Ranvilles Reading Masters create a common language for the school to teach and learn through. Dedicated reading time with structured guidance offers specific time and support for children to develop core skills. Dedicated phonics teaching in the lower school supports developmental readers. Guidance produced by the leader supports teachers to plan to accelerate outcomes through structured and sustained frequency / pedagogy. PPP time has been identified to revise and consolidate core skills within lesson frameworks.</p>
<p>Non-core</p>	<p>There are now significant gaps in knowledge where children have not accessed whole units of work/ learning at home. They 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. Leaders are beginning to plan these back into the curriculum for the summer term by thinking ‘out of the box’ within the guidelines.</p> <p>Social and emotional aspects of pupil need are evidently affecting pupils’ attitude to learning. The number of pupils requiring external expertise and resources has increased and is ever growing. Children have suffered through exposure to adult predicaments in unforeseen circumstances that have imposed strain and stresses on many families. RJS is increasing ELSA and FEIPS provision and accessing a counsellor to support pupils in need.</p>

Actions Planned to close gaps, focus teaching, revise and consolidate core skills and accelerate progress

Teaching and whole school strategies planned for and prioritised

1. Refinement of Quality First Teaching planning to reflect prioritised needs of pupils in core subjects for each year group
2. Target setting to focus positive learning attitudes
3. Target setting to prioritise individual and group needs
4. Reconfiguration of lesson structure to implement PPP – Practise, Prove and Perfect opportunities to secure core skills in reading, writing, SPaG and maths
5. Planned interventions focused on differentiated needs
6. Purchase of books to develop learning across the curriculum

Targeted approaches planned for and prioritised

1. PPP for phonics, handwriting and spellings
2. 1-1 readers
3. PPP for place value and number knowledge skills in maths
4. Planned interventions for core skills in maths and English led by Teaching Assistants
5. Planned interventions for core skills in maths and English led by designated teacher
6. Purchase of real books to expand structured reading scheme for STAR, Galaxy and Universe readers
7. Revision of formative assessment procedures to focus teaching and learning and transition

Wider strategies planned for and prioritised

1. Purchase of a wide range of literature and picture books to support social and emotional needs of pupils
2. Deployment of TA to facilitate additional ELSA sessions after school
3. Deployment of a counsellor to support more vulnerable pupils to access support
4. Deployment of a Teaching Assistant in the afternoons to support Year 3 pupils to settle, focus and make progress in prioritised learning
5. More effective parental engagement to support accelerated learning
6. Purchase of books to support social/emotional welfare