



COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION

Total number of pupils:	426	Amount of catch-up premium received per pupil:	£80.00
Total catch-up premium budget:	£34,080		

STRATEGY STATEMENT

The government announced £1 billion of funding to support children and young people to catch up on lost time after school closure. This is especially important for the most vulnerable and disadvantaged backgrounds. This funding includes:

- a one-off universal £650 million catch up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time
- a £350 million National Tutoring Programme to provide additional, targeted support for those children and young people who need the most help.

At John Ruskin Primary School, we strive to ensure that the individual needs of our pupils are met, including those of our most vulnerable pupils. We ensure that appropriate provision is made for all pupils, ensuring that the needs of our pupils are adequately assessed and addressed. All our work through our Catch-Up Premium Strategy will be aimed at accelerating progress and overcoming barriers (identified below), in order to address any regression in learning by Summer 2021. To aid us with this, we have used research published by the Education Endowment Foundation who have published a support guide for schools with evidence-based approaches to catch up pupils.

Throughout the year we analyse the effectiveness of the interventions, strategies and our revised curriculum in place, alongside their cost, and take action, if required, to ensure the priorities of all pupils as well as disadvantaged pupils are met.

At John Ruskin, we believe that quality first teaching is crucial to ensuring our pupils catch up academically, are successful learners and are well prepared for the next stage in their education. That's why, alongside the use of catch up funding for specific strategies and interventions, our school development plan focus on improving the quality of teaching and learning and improve our capacity for effective remote education in the event of school or bubble closures.

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Variable engagement with home learning during lockdown and partial reopening
B	Limited access to reading materials and KS1 and lower KS2 identified as having missed reading lessons at a significant stage of their development
C	Y1, Y2 & Y3 identified as having a high level of need due to SEND & social and emotional issues
D	Limited access to specific SEND programs and interventions during lockdown and partial reopening
E	Oracy skills of children in EYFS are traditionally weak and this has been increased due to missed nursery experience

ADDITIONAL BARRIERS

External barriers:

F	Access to digital technology
G	High number of EAL families with limited English spoken at home

Planned expenditure for current academic year

Quality of teaching for all					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Recovery curriculum; all classes have additional maths and English catch up lessons	Pupils will maintain the level and progress from before lockdown e.g any child on track at closure expected to be on track at the end of 2021	Baseline assessments showed significant numbers of pupils had not made the expected progress during lockdown	Learning walks Book scrutiny Monitoring of planning Regular communication with all staff of expectations	HN	Termly through analysis of termly assessment data
Reading, writing and maths assessments made to identify those children who are in need of targeted support and key areas to be focused on	All pupils to make at least expected progress and identified pupils to make rapid progress so that school targets for percentage of pupils at ARE are met	Baseline assessments showed significant numbers of pupils had not made the expected progress during lockdown	Progress meetings Monitoring of planning Book scrutiny	SLT	Ongoing teacher assessments during the year

Academic mentors to support groups in years 2, 5 & 6	Identified pupils will make rapid progress and be on track to meet age related expectations, or those that were working at a higher standard will be working at a higher standard	Baseline assessments showed significant numbers of pupils had not made the expected progress during lockdown	Progress meetings and booster meetings in targeted year groups	CT	Termly through analysis of termly assessment data
				Total budgeted cost:	£4750
Targeted support					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Small group tutoring for identified pupils	Identified pupils will make rapid progress and be on track to meet age related expectations, or those that were working at a higher standard will be working at a higher standard	Baseline assessment data showed a significant number of pupils had not made the expected progress during lockdown. Key aspects of learning of the reading curriculum had been missed.	NTP evaluation Start/ mid term & end data Observation of sessions Book scrutiny Feedback from staff	CT/ HN/ SG	Mid & end of program
Targeted TA support for Y2 & Y1	Pupils to maintain expected levels progress. Improved performance of targeted pupils	Cohort tracking data identified year 2 as having a high level of need due to SEND and Social Emotional factors.	Rigorous monitoring from SLT and Intervention lead. Weekly meetings between Year 2 staff and intervention TA. Regular review of interventions.	CT / HN	Mid & end of intervention

Targeted TA support for identified SEND children	Pupils to maintain expected levels of progress IEP targets met	Analysis of engagement with home learning showed limited engagement of SEND children in EYFS & KS1	Rigorous monitoring from SLT and SENCo. Weekly meetings between SENCo and intervention TA. Regular review of interventions.	DB	End of each term
Total budgeted cost:					£29,491.25
Other approaches					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Develop remote access to curriculum through digital technology	To ensure all students can access remote learning. To assist pupils in achieving their expected levels of progress.	Baseline assessment data highlights expected progress of our pupils were not maintained during lockdown. Having a digital platform which allows us to teach the curriculum remotely will be imperative to maintaining pupil progress. <i>"Focusing on high-quality remote learning will always be valuable for pupils. Planning for a well implemented remote learning strategy can be effectively combined with revisiting homework policies and related approaches to fostering independent learning." EEF</i>	Survey families re ICT availability Ensure staff are trained and confident in using Microsoft Teams Training for parents in the use of Microsoft teams Loan tablets to families where needed Use of tracking data to review and amend support	GG / IM	
Total budgeted cost:					£5,000

Total Expenditure £39,241.25