



Covid-19 Catch-Up Premium Plan

Summary information					
School	River Bank Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£56,480	Number of pupils	706

Guidance
<p>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.</p> <p>Schools' allocations have been calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to Y11.</p> <p>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.</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 previous months, in line with the guidance on curriculum expectations for the next academic year.</p> <p>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. 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>Teaching and whole school strategies</p> <ul style="list-style-type: none"> • Supporting great teaching • Pupil assessment and feedback • Transition support <p>Targeted approaches</p> <ul style="list-style-type: none"> • One to one and small group tuition
	<ul style="list-style-type: none"> • Intervention programmes • Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> • Supporting parent and carers • Access to technology • Summer support

Identified impact of lockdown	
<p>Maths</p>	<p>Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for maths and lockdown has not affected their attitudes however they have fallen behind.</p> <p>Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in their arithmetic assessments. The ability to apply the arithmetic skills effectively has also been negatively affected.</p>

Writing	Children haven't necessarily missed 'units' of learning in the same way as maths, however they have lost essential practising of writing skills. Those who have maintained writing throughout lockdown are less affected, however those who evidently didn't write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write. There has been a deterioration in handwriting in KS1 and KS2; possibly linked to a reduction in the use of fine motor skills over the lockdown period.
Reading	Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. However, children are less fluent in their reading and the gap between those children that read widely and those children who don't is now increasingly wide. The bottom 20% of readers have been disproportionately affected.
Non-core	There are now significant gaps in knowledge – whole units of work have not been taught meaning that children are less able to access prerequisite 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 and visitors.

Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools

i. Teaching and whole-school strategies

Desired outcome	Chosen approach	Cost	Impact (once reviewed)	Staff lead	Review date?
Supporting great teaching:	Staff Training in use of Google Classroom to ensure that if there is a further lockdown, staff are prepared to deliver quality, live, remote education as soon as possible.	DHT Time £0	<ul style="list-style-type: none"> • All teaching staff and identified TA staff were trained by four weeks into the autumn term. This included how to: live teach sessions, set assignments, mark work and feedback and other general uses of Google Classroom. • All pupils at River Bank during the January national lockdown were able to access 2/3 live sessions a day in KS1 and KS2 – every day. • Uptake across the school for these sessions was between 80-100% each day. 	AH	Jan 2021 Mar 2021 June 2021

			<ul style="list-style-type: none"> Any class isolations (10 classes in total) meant that live sessions were delivered the next day of the isolation beginning. 		
Teaching assessment and feedback	On-going analysis of PIRA and PUMA standardises scores to review main gaps for each year group. Curriculum in reading and mathematics to and reviewed and adjusted accordingly.	£500	<ul style="list-style-type: none"> PIRAs and PUMAs reviewed and maths and English curriculum has been adapted accordingly. Maths has focused on Number (post-January Lockdown). English has seen further training and adapted planning for Guided Reading to ensure that the texts are accessible to pupils, with a focus on vocabulary development. 	JT LA AH	Dec 2020 Apr 2021 Jul 2021

Transition support	Begin transition support for pupils in Y6 much sooner this academic year in order to mitigate against any lost time. Contact high school leads from last year as soon as allocations are made on the 1 st March 2021 (assuming no later applications)	Y6 lead time £1000	<ul style="list-style-type: none"> • Transition support with all pupils in Y6 has taken place one month earlier than it would have done, typically. • Clear liaison has been made with local high schools, with specific children identified for additional transitional support. 	SA	April / May 2021
	Total	£1500			

ii. Targeted approaches					
Desired outcome	Chosen action/approach	Cost	Impact (once reviewed)	Staff lead	Review date?
<p>1-to-1 and small group tuition Y1 phonics</p> <p>Improve reading accuracy and fluency in year one.</p>	<p>Use apprentice TA in the autumn term and then on a fixed term L3 contract in spring and summer terms to release experienced RWI TA to provide 1:1 intensive phonics interventions all day, five days a week.</p>	£13,337	<ul style="list-style-type: none"> • TA was appointed at the beginning of the autumn term, which has released a trained 2 RWI trained TAs to work an AM and PM with identified pupils from Y1. • 76% children assessed with phonics test scored >31 	MT	<p>Jan 2021</p> <p>Mar 2021</p>

<p>1-to-1 and small group tuition Y2 phonics</p> <p>Improve reading accuracy and fluency in year one.</p>	<p>Use apprentice TA in the autumn term and then on a fixed term L3 contract in spring and summer terms to release experienced RWI TA to provide 1:1 intensive phonics interventions all day, five days a week.</p>	£13,337	<ul style="list-style-type: none"> • TA was appointed at the beginning of the autumn term, which has released a trained TA to work all day with pupils from Y2. 	MT	<p>Jan 2021</p> <p>Mar 2021</p>
---	---	---------	--	----	---------------------------------

			<ul style="list-style-type: none"> 47% (from 17 children) assessed with phonics test scored >31 		
<p>Small group tuition Y4 timetables</p> <p>Improve automaticity and fluency of all multiplication facts for Y4 pupils up to 12x12.</p>	<p>Use teacher and TA to run a weekly times tables session after school for targeted children. Pupils to move in and out of the group in year four as they reach levels of competency. Reviewed regularly against MTC scores and daily class work (focus on mathematical fluency in arithmetic).</p>	<p>Members of Staff x 2 £934</p>	<ul style="list-style-type: none"> Y4 timestables after-school-intervention began early in the autumn term with 28 children attending, up until the January lockdown. Post January lockdown in the summer term 14 Y4 pupils attended. A test multiplication tables check (actual) took place: 73% children scored 20 or above out of 25 35% scored 25 / 25 7 children (115) scored less than 14 	<p>AH LA AW</p>	<p>Dec 2020 Feb 2021</p>

<p>Small group tuition Y3 timetables</p> <p>Improve automaticity and fluency of all multiplication facts for Y3 pupils with the 2, 3, 4, 5, 8 and 10 times tables</p>	<p>Use teacher to run a weekly times tables session after school for targeted children, in the Summer Term.</p>	<p>Member of Staff: £650</p>	<ul style="list-style-type: none"> Y3 timestables after-school-intervention began early in the summer term with 8 pupils attending. 	<p>AH DS</p>	<p>Dec 2020 Feb 2021</p>
<p>Small group tuition Y5 timetables</p> <p>Improve automaticity and fluency of all multiplication facts for Y5 pupils up to 12x12.</p>	<p>Use teacher and TA to run a weekly times tables session after school for targeted children. Pupils to move in and out of the group in year four as they reach levels of competency. Reviewed regularly against daily class work and standardised arithmetic scores (focus on mathematical fluency in arithmetic).</p>	<p>£789</p>	<ul style="list-style-type: none"> Prior to the first lockdown, Y5 timetables group included 20 pupils. 80% of children scored >20 on a MTC check (using Maths Frame) 	<p>AH GA</p>	<p>Dec 2020 Feb 2021</p>
<p>Guided small group interventions in Y6</p> <p>Pick out specific gaps using gap analysis from summer standardised tests (sat in autumn) and national standardised test (sat in November). Identify gaps e.g percentages and fractions, and create specific groups to improve these.</p>	<p>Focussed mathematics interventions to happen throughout the day with specialist maths TA, appointed on a fixed term contract between November and August.</p>	<p>£16,053 (Paid out of pupil premium)</p>	<ul style="list-style-type: none"> TA was appointed early in the autumn term and has worked with target interventions groups across Y6 and Y4, including: <ul style="list-style-type: none"> Y6 targeted Maths Y6 Greater Depth: Reading and Maths 	<p>SA MK</p>	<p>Dec 2020 Feb 2021</p>

			<ul style="list-style-type: none"> - Y6 Grammar - Y6 Targeted Grammar - Y4 Timestable - Y6 individual support for Maths 		
Extended day for Y6	<p>7 teachers to take the 90 Y6 pupils split into smaller focus groups in the autumn term . Groups to stay until 16:30 on Mondays and Thursdays for additional mathematics and English sessions. Session voluntary</p> <p>4 teachers and 2 TAs to take 90 Y6 pupils into smaller focus groups in the summer term. Groups to start at 8.00am until 8:55 on Wednesdays and Thursdays for additional mathematics and English sessions. Session voluntary</p>	£17,100	<ul style="list-style-type: none"> • Autumn Term take-up: 75 / 90 pupils • Summer Term take- up: 55/90 pupils 	SA	Autumn Term Summer Term
Extended day for Y5	5 teachers to take 120 Y5 pupils split into smaller focused groups in the Summer Term. Groups to stay until 16:30 on Mondays and Tuesdays for additional mathematics and English sessions. Session voluntary	£4983	Summer Term take up: 95/120 pupils	AH TL	Summer Term
Food / snack / drink items for extended days / mornings	Crisps / bread / preserves / cordial / butter	£610.20	Refreshments bought	SA NK	Autumn Term Summer Term
	<p style="text-align: center;">Total COVID Catch Up Spend</p> <p style="text-align: center;">Total pupil premium contribution</p>	<p style="text-align: center;">£51,740</p> <p style="text-align: center;">£16,053</p>			

iii. Wider Strategies					
Desired outcome	Chosen action/approach	Cost	Impact (once reviewed)	Staff lead	Review date?
Supporting parents and carers	<ul style="list-style-type: none"> • Create on line tutorials and guides for Google Classroom • Provide telephone support and face to face technical support (with measures) for parents who are struggling with access. • Paper copies and additional support for parents of SEND pupils offered by 1:1 TA if they are also isolating. Bespoke work set by these TAs in consultation with the teacher. 	<p>Time for Network Manager £0</p> <p>Time for office staff £0</p> <p>SENDCo time and 1:1 time £0</p>	<ul style="list-style-type: none"> • On-line tutorials were created and uploaded to the website to help with the use of Google Classroom. Parental support was very positive (see appendix 1) • Telephone and face-to-face support was given to everybody who 	<p>DSe</p> <p>KK</p> <p>JV</p> <p>Office Staff</p>	Ongoing

			<p>asked for it by either the Network Manager, trained office staff or the AHT and DHT. Parental support was very positive (see appendix 1)</p> <ul style="list-style-type: none"> SEND pupils received both learning packs, tailored to targets on learning plans or EHCP plans; live teaching from teachers or trained TAs and access to the live sessions delivered to their class. 		
Access to technology	<ul style="list-style-type: none"> Apply for access to laptops provided by the DFE. Allocation is 54 laptops to be set up ready (preferably Chromebooks) and be ready to allocate to pupils with no devices at the time they may need to start a period of remote education. Purchase 30 additional Chromebooks (with licences) to ensure that all children can access remote learning. 	<p>£0</p> <p>£8616 + £570</p> <p>£2835 (Pupil Premium)</p>	<ul style="list-style-type: none"> 54 laptops received. 50 free data SIMS received from Vodafone 30 Chromebooks purchased with trolleys Over 150 devices were given out during the January lockdown. No child was unable 		

	<ul style="list-style-type: none"> Purchase 3 Chromebook trolleys to ensure their safe keeping and regularly charged when in school 		to access remote learning due to not having a device.		
	<ul style="list-style-type: none"> Apply for access to internet routers for pupils who borrow laptops but cannot access the internet. Seek supply of SIM cards to use as a data source for parents with who may need to use mobile devices to support remote learning. Use laptops for vulnerable pupils – already allocated in summer term 2020. 	£0	<ul style="list-style-type: none"> Routers were bought and one was distributed SIM cards were acquired. And one was given out. All laptops / Ipads were given out. 		
Summer Support - NA	Not applicable	NA	NA	NA	NA
	Total COVID Catch Up Spend	£9186			
	Total pupil premium contribution	£2835			
Total budgeted cost					
		Cost paid through Covid Catch-Up			£ 62,426
		Cost paid through pupil premium budget			£ 18,888
		Total			£81,314

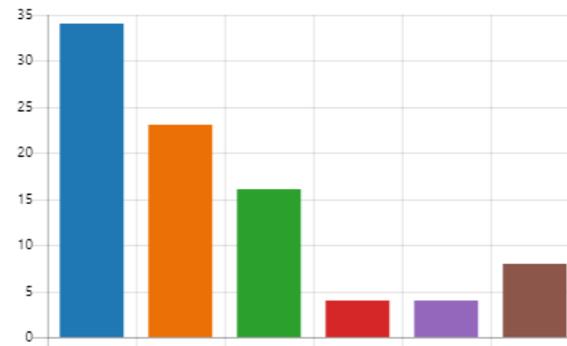
Appendix A

14 With thanks to Quarry Bank Primary School for the format and ideas relating to this document

11. How would you rate the school's IT support for Parents

[More Details](#)

Excellent	34
Very good	23
Good	16
Adequate	4
Poor	4
Did not need IT support	8

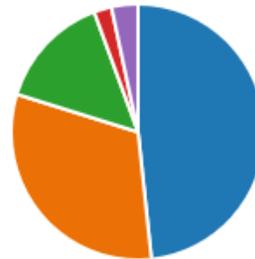


10. How would you rate the school's support for parents?

[More Details](#)

[Insights](#)

Excellent	43
Very good	28
Good	13
Adequate	2
Poor	3



5. Please select the comment which most applies to the level of work set for your child.

[More Details](#)

On the whole, the work is too ...	6
On the whole, the level of wor...	77
On the whole, the level of wor...	6



4. Please select the comment which most applies to the amount of work set for your child.

[More Details](#)

 Insights

- On the whole, my child is rece... 7
- On the whole, my child is rece... 74
- On the whole, my child is rece... 8



Feedback from Parents

‘Compared to lockdown 1, there is much more structure, engagement and feedback on work. It has made our lives as parents easier as the school have provided a great set of resources.’

‘Teachers let every child participate in each activity and, most importantly, they made sure everyone is paying attention and children must be in class on time.’

‘The platform was very detailed and organised. The explanatory videos made by the teacher about how to access Google Classroom, the phone-calls to check and reassure our girls was very kind and lifted our spirits.’

‘Laptops for the children [was the most helpful]. We were struggling with the tablet, but after receiving the laptop, the online lessons and assignments were easy to do.’

‘We really appreciate everting that the school and lovely teachers are doing for our kids – we can’t thank them enough. Also a big thanks to the headteacher, Mr Sansom who is being lovely and very funny during assembly every week! Thanks for making the kids laugh, which my kids love and talk to other family members about. Thanks to all the lovely teachers again for being there for our kids and us during

this unprecedented time. We also appreciate all those online classes and homework even though my kids complain that there is too much work for them, but we personally appreciate it as they don't have time to fight with each other all day long! Thanks again!

'The help from the teachers; the responses to their work – encouraging them. I also think how they make learning from home to be more fun, but at the same time to remain with something learned from each lesson. They don't stress the pupils and every time they are encouraging them to do their best.'

'The classes seem engaging, my child knows what is expected of him and also finds the social time given to interact with other students really helpful in terms of staying connected to friends.'

'The most positive aspects of home learning is when my child attends her live lessons her face always lights up with happiness from seeing her friends and her teachers. Another positive aspect is that they still do superstar assemblies and post the certificates which really boosts her confidence and encourages her.'

'Easy access to all activities in Tapestry. Lovely films with activities and definitely the live lessons. My child really enjoyed seeing the kids and teachers on camera.'

'Thank you River Bank team for ensuring all children have been accessing a learning platform where they see and hear friendly faces but also for giving Yr1 the opportunity to have a Friday chat too. We appreciate all of the hard work you have done.'

'I would like to say a big THANK YOU for all the teachers and ALL school team for the amazing care of children and parents in this difficult time.'

'Well done! Very, very good job. You deserve medals. You've achieved wonders during these times. And a great service to the whole community.'

17 With thanks to Quarry Bank Primary School for the format and ideas relating to this document

'Thank you to each and every member of River Bank's teachers, staff, workers for all your support, immense effort and dedication.'

'I was struggling with the first laptop supplied by the school but the receptionist helped me out so much. I would like her to know how much I appreciated it. My child was unable to participate in lessons until she sorted out the problem and very quickly. Thank you so much.'