



Catch-up Funding Strategy Statement

With reference to:

Catch-up premium: coronavirus (COVID-19) (DfE Nov 2020) and Covid-19 Support Guide for Schools (EEF June 2020)

Aims:

The catch-up premium will only be available for the 2020 to 2021 academic year. Ramsden Infant School will use this funding for specific activities to support our pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year. We will use the sum available to us as a single total from which to prioritise support for pupils according to their need.

Governors and school leaders are accountable for the funding and ensuring appropriate transparency for parents.

Amount allocated to Ramsden Infant School - £6,813

This will be used in full to fund NELI Tutors in Reception (from registered school staff) and additional tailored support for children in Year Two

Covid-19 Recovery Plan:

Curriculum	Implications
Teach an ambitious and broad curriculum in all subjects following the return to school, but with a focus on securing, and building on, core knowledge and skills	Identify which are the key components of learning and identify the gaps and strengths for individuals and groups EEF Tier 1 - High Quality Teaching For All
Prioritisation within subjects of the most important components for progression whilst maintaining a broad curriculum offer	Subject leaders: review what is in the term ahead. What must we do/what are the non-negotiables within each subject? What can we change, adapt? EEF Tier 1 - High Quality Teaching For All
Consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading.	Greater emphasis on Reading and Writing in foundation subjects EEF Tier 1 - High Quality Teaching For All
Modification to each year group curriculum following lockdowns so teaching time should be prioritised to address significant gaps in pupils' knowledge.	Consider key learning and the key skills in the core subjects and when and how they are taught Tier 1 - High Quality Teaching For All
Curriculum planning informed by assessment of pupils' starting points and addressing the gaps and strengths in their knowledge and skills.	Assessment (as far as possible) of children's learning from the learning shared with staff from home (online and home learning books) Assessment of children's new starting point on return to school. Identified gaps will feed into planning and intervention. Additional teaching support 2 days per week for Yr2. Additional use of TA support in Yr1 and

	Nursery. NELI Language Programme in Reception and focus on communication and language and physical development EEF Tier 1 - High Quality Teaching For All and Tier 2 - Targeted Academic Support
EYFS	
Nursery focus on the prime areas of learning, including: communication and language, personal, social and emotional development and physical development (core strength)	Liaison with Reception to identify gaps and strengths. EEF Tier 1 - High Quality Teaching For All and Tier 2 - Targeted Academic Support
Reception assess and address gaps and strengths in language, early reading, phonics and mathematics, particularly ensuring children's acquisition of phonic knowledge and extending their vocabulary.	Liaison with Nursery to identify gaps and strengths. Adapt the 'taught' curriculum and continuous provision NELI Language Programme with identified groups and individuals (13 hours per week) EEF Tier 1 - High Quality Teaching For All and Tier 2 - Targeted Academic Support

Wider Strategies to Support Pupils:

- Kidsafe programme taught annually to support safety, emotional resilience and self-respect
- Return to 'normal' programme of events that enhance the curriculum e.g., Forest Schools, World Book Day, the 'wolf visit' to Yr1
- Strong relationships with parents and carers and Attachment training enhance our understanding of family needs and strategies for support, during restrictions and on return to school. Small, long standing, consistent staff team, know the families well and have understanding of circumstances that can better help them in identifying needs and support
- Support for children and their families through signposting to other agencies and support services
- ClassDojo used by families and staff to share learning and communication during self-isolation and periods of restriction. Tapestry and ClassDojo used in Nursery. Weekly home visits by staff (and Head/DSL when required) during lockdown or self-isolation
- Public Health 5-19 Nursing Service support available

Monitoring:

- Remote Learning - Weekly monitoring of remote learning engagement, curriculum provision, pupil progress and attainment. Individual support for families according to need
- Ongoing assessment of strengths and gaps, build on strengths and identify strategies and systems for moving children through their learning, not just 'plugging the gaps'
- Half termly pupil progress meetings
- Weekly staff meeting focus on pupil wellbeing, curriculum development and adaptation, pupil progress and attainment