

**Coronavirus (Covid-19) Catch-Up Premium 2020**

**School Name: Riston Church of England Primary Academy**

**Total Allocation Amount: £5,183**

How it is intended that the grant will be spent	Amount Allocated	How the effect of this expenditure on the educational attainment of those pupils at the school will be assessed
<b>TEACHING</b>		
<p><b><u>Teaching-good quality teaching for all children</u></b></p> <p>Support for less experienced teachers in school:</p> <ul style="list-style-type: none"> <li>● Drop-ins and regular discussions with SLT</li> <li>● Demonstration lessons/team teach lessons from colleagues</li> <li>● Allocated time for colleague support</li> </ul>	<p><b>£300</b></p>	<p><u>Progress evidenced by:</u></p> <p>NTS assessments - reading and maths            Teachers formative assessments - ongoing to inform whole class and individual interventions.            Phonics assessments            Landmark assessments            Moderation of writing            Teacher trackers            Pupil progress meetings</p>
<p><b><u>Effective diagnostic assessment</u></b></p> <p>Release time for Phonics leads in EYFS and Year 1 to liaise over findings and to plan strategies for rapid plugging the gaps</p>		<p>Working with a specialist will ensure that the staff can take the advice to inform their own specific plan of action for catch up. This will ensure that the children successfully catch up in the first term.</p>

<ul style="list-style-type: none"> <li>Support bought in from the Trust's Phonics Specialist to discuss early intervention and plugging the gaps strategies</li> </ul>	<p><b>£400</b></p>	<p><u>Evidenced by:</u>          NTS assessments - reading and maths          Teachers formative assessments - ongoing to inform whole class and individual interventions.          Phonics assessments          Landmark assessments          Moderation of writing          Teacher trackers          Pupil progress meetings</p>
<p><u>Supporting remote learning</u></p> <ul style="list-style-type: none"> <li>Classroom Secrets Kids licence bought for whole school to supplement the existing platforms used to deliver remote learning</li> <li>The programme fits in with the existing platforms used for remote learning and for setting homework-see Remote Learning policy</li> <li>Every child is accessing the work regularly-each child has their own individual logons and can access the work on any device.</li> <li>Teachers have a baseline in each subject to track progress from-children given an age-appropriate, objective-specific baseline analysis incorporating interactive questions which assesses one or more objectives for each subject for that year group at the start of the learning</li> <li>The tasks are designed to promote independence. They are assessed and progress is tracked and shared with the child.</li> </ul>	<p><b>£186 p/annum</b></p>	<p><u>Classroom Secrets Kids</u>-immediate remote learning plans are available and are linked to the curriculum; the children will be set work covering the same objectives that their peers are covering in class.</p> <p><u>Impact Assessed by:</u>          Assessment of the work done online          Progress tracked online</p>

<p><b><u>Professional development</u></b></p> <ul style="list-style-type: none"> <li>• <u>Ebor Computing specialist</u>-advice and ideas working with the Computing lead ensures that computing lead can provide resources/support for teachers less confident in using IT across both schools.</li> <li>• Time provided for support staff to participate in phonics training online from Ebor Phonics specialist</li> </ul>	<p><b>£450</b></p>	<p>Professional development for staff will have a direct impact on quality of teaching for all children in school and therefore raise standards.</p> <p><u>Progress evidenced by:</u></p> <p>NTS assessments - reading and maths  Teachers formative assessments - ongoing to inform whole class and individual interventions.  Phonics assessments  Landmark assessments  Moderation of writing  Teacher trackers  Pupil progress meetings  Effectiveness of remote learning</p>
<p><b>TARGETED ACADEMIC SUPPORT (in conjunction with quality-first teaching)</b></p>		
<p><b><u>Provide structured interventions:</u></b></p> <ul style="list-style-type: none"> <li>• Sessions are short/regular and are maintained over a sustained period of time with an assessment of impact at the end of the sessions</li> <li>• Staff running the sessions have received training from experienced staff or have participated in phonics training online</li> </ul>	<p>Children who have been identified needing to catch up in maths, phonics/reading and writing are given intensive support in small groups (relevant data used)</p> <p><b>Additional hours of TA time= £3300</b></p>	<p><u>Progress evidenced by:</u></p> <p>NTS assessments - reading and maths  Teachers formative assessments - ongoing to inform whole class and individual interventions.  Phonics assessments  Landmark assessments  Moderation of writing  Teacher trackers  Pupil progress meetings</p>

<p><b><u>Provide support for SEND/PP children</u></b></p> <ul style="list-style-type: none"> <li>• Subject leads release to monitor SEND and PPG children in their subject</li> </ul>	<p><b>£200</b></p>	<p>Subject leads ensure that SEND children are supported effectively in their subject and provide teachers with resources/ideas for doing this- the result of which will be that SEND/PPG children make effective progress across the curriculum</p>
<p><b>WIDER STRATEGIES</b></p>		
<p><b><u>Supporting pupils' social, emotional and behavioural needs</u></b></p> <ul style="list-style-type: none"> <li>• Appointing a Wellbeing lead in school who is also part of the Trust group</li> <li>• Allocating half a day to ELSA support for pupils with the support of parents</li> <li>• Integrating social and emotional learning into the curriculum to provide opportunities for children to explore their feelings-SRE/PSCE lead to be allocated time to review the curriculum and make links explicit</li> </ul>	<p><b>£200</b></p>	<p>Children are given the opportunities to explore social and emotional situations that present themselves in the wider curriculum</p> <p>Eg Reading: Discussing a character in a book-dialogue on what should he/she do/how do they feel?/what would you feel?</p> <p>Eg Science: Mary Anning one of the greatest paleontologist ignored by the Science World-discussion</p> <p><u>Evidence of Impact:</u></p> <p>With teachers taking specific moments of lessons to discuss social and emotional issues, children will explore and learn from these different social and emotional situations and therefore, have more to draw on when managing their own emotions.</p> <p>Children ready to learn and engage in lessons</p> <p>Children take on challenges including higher order thinking skills</p> <p>Progress seen in books and data</p>