



Catch Up Funding

Our strategy

The Department for Education (DfE) has set out the following Curriculum Expectations, to ensure that all pupils – particularly disadvantaged, SEND and vulnerable pupils – are given the catch-up support needed to make substantial progress by the end of the academic year. Education is not optional. All pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.

The curriculum remains broad and ambitious. All pupils continue to be taught a wide range of subjects.

Remote Education - the DfE asks that schools meet the following key expectations:

1. Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content. In particular, schools may consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading.
2. Aim to return to the school's normal curriculum in all subjects by summer term 2021.
3. Plan on the basis of the educational needs of pupils. Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills.
4. Develop remote education so that it is integrated into school curriculum planning.

The Education Endowment Foundation (EEF) guidance suggests a 3-tiered approach and all of these areas will be applied across the school to enable children to catch-up and keep-up.

1. Teaching
 - High-quality teaching for all
 - Effective diagnostic assessment
 - Supporting remote learning
 - Focusing on professional development
2. Targeted academic support
 - High-quality one to one and small group tuition
 - Teaching Assistants and targeted support
 - Academic tutoring
 - Planning for pupils with Special Educational Needs and Disabilities (SEND)
3. Wider strategies
 - Supporting pupils' social, emotional and behavioural needs
 - Planning carefully for adopting a Social and Emotional Learning curriculum
 - Communicating with and supporting parents
 - Supporting parents with pupils of different ages
 - Successful implementation in challenging times

Our priorities

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19).

We know that we have the professional knowledge and expertise at Ringwood Junior School to ensure that children and young people recover and get back on track.

Our school's catch-up priorities are encompassed within the DfE curriculum expectations all of which contribute to helping pupils catch up missed learning.

The overall aims of our catch-up premium strategy are:

1. To reduce the attainment gap between our disadvantaged pupils and their peers
2. To raise the attainment of all pupils to close the gap created by COVID-19 school closures

Funding

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years 3 through to 6. Ringwood Junior School's allocation totals £29,680 payable in three tranches over two financial years.

How we are spending the grant

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances. In order to make the best use of this funding, Ringwood Junior School has used research from the (EEF) as well as our own knowledge of the children.

We have or are:

- Providing laptops to those children who do not have remote working devices at home so that they are able to access online learning provided by their teacher.
- Providing continual training to all teachers on how to deliver lessons through Google Classroom and Google Meet so that pupils are able to access daily high-quality learning opportunities.
- Employed three new members of staff who have joined our experienced HLTA (higher Level Teaching Assistant) and LSA (Learning Support Assistant) team which now means that each class has additional adult support.
- Completing 'in house' training for all members of the HLTA/LSA team so that they are 'up-to-date' with the range of interventions that are available at Ringwood Junior School. This will enable more children to access a wide variety of interventions to help support them with their learning.
- A larger amount of children who attend Ringwood Junior School are now able to access interventions to support their learning needs. This includes children who require 'catch up' interventions so that that they are able to 'bridge a gap' in their learning created by COVID-19 closures.
- Children identified as 'vulnerable'/identified on the SEND register, if they are not attending school, are being contacted on a weekly basis by a member of school staff. This ensures that we are able to discuss and respond any additional requests or queries that may arise. This also includes providing differentiated work, either online or on paper, for those pupils who require individual, tailored provision.