

Rathfern COVID-19 catch-up premium report

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:		Amount of catch-up premium received per pupil:	
Total catch-up premium budget:	£34,960		

STRATEGY STATEMENT
<p>Catch-up priorities</p> <ul style="list-style-type: none">• Pupil and adult well-being• Investing time and energy in building relationships with pupils and families• Focusing on Learning zones-comfort, fear, learning and growth <p>The core approaches</p> <p>Divided the curriculum into:</p> <ul style="list-style-type: none">• Non-negotiable key concepts, knowledge and skills all pupils need to understand• Deeper concepts and knowledge we believe pupils need to learn if there's time• We are ensuring pupils have a broad, balanced curriculum: teaching all subjects will help them get back on track (e.g. vocabulary they learned in history will impact overall learning)• We are dedicating time to this work, and being mindful of staff workload: Teachers are focusing on thoughtful lesson planning, and accurately assessing where pupils are - and avoid burn-out <p>Overall aims of your catch-up premium strategy</p> <ul style="list-style-type: none">• To reduce the attainment gap between your disadvantaged pupils and their peers• To raise the attainment of all pupils to close the gap created by COVID-19 school closures

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Emotional regulation linked to behaviour
B	Social and emotional issues resulting in low confidence and self-esteem
C	Poor working memory

ADDITIONAL BARRIERS

External barriers:

D	Low attendance of key pupils
E	Poor housing and low income
F	Low parental capacity to support learning habits at home e.g. the home may lack resources for learning

Planned expenditure for current academic year

1. Teaching								
	Identified Pupil Group	Pupil need/s	How were pupil need/s identified?	Chosen action / approach	Evidence and rationale for this choice	Expenditure	Desired Outcome and how/when it will be measured	Staff Lead
A	Year 2 who were not on track to pass phonics screening in year 1	Additional phonics teaching and catch up. Extra Phonics teaching time	Baseline assessments	Extra TA support for additional group teaching Time of the Assistant Headteacher (English hub specialist) to support training and delivery. Professional collaboration – coaching and mentoring	Pupils unable to complete Phonics screening. Gaps in learning and lack of practice at home leading to pupils regressing in their phonic knowledge. Pupils have not retained prior phonics learning.	£3000	Year 2 pupils making accelerated progress to develop and embed phonic knowledge and early reading skills	MR CD JW
B	All Pupils	Quality first teaching	Baseline assessments and knowledge of increased and prolonged disruption to schooling in a disadvantaged area	High quality Inset delivered by NM,JB, CD,ME,PZ,NK-CPD aimed at supporting the recovery curriculum Refer teacher to the EEF Great Teaching Toolkit	Prolonged time away from normal teaching routines New teachers to the school Flexibility in approaches needed in order to meet the needs of all pupils who may not be year group ready	£2000	Strong QFT to ensure pupils have the best chance of making up for time missed	NM CG

				<p>Refresher on line talk for writing training, to ensure staff are skilled up/ refreshed on the schools chosen approach to meet pupils needs – Provided by Talk for writing -when?</p> <p>Additional support for struggling teachers? After Jan?</p> <p>Maths and English lead time to complete 1:1 Curriculum CPD with teachers who request it – Support covered by additional teacher capacity that we have taken on</p> <p>CD to lead NELI project – focus on EYFS</p>				
C	Children moving from Yr. R to Year 1	To collaborate with EYFS and Year 1 professionals to ensure Year 1 children have a	Baseline assessment End of year assessments Professional	A continuum of reception created for first half term with more formal learning being merged in for a	It's clear that the lost learning time for many of these pupils coupled with low starting point's means that an extension of	£2000	For teacher to have the resources available to continue a play based approach to learning. Children will have reduced levels of anxiety around	CD

		balanced curriculum following the EYFS ethos for the first half term to help pupils transition into year 1 s after lost learning time and for high percentage of children who were working below age ARE.	dialogue around transition needs. Gap analysis of the foundation stage curriculum	strong transition. Money to be spent on resources and intervention-(Extra claims of TA time)	the foundation curriculum is required to ensure the building blocks for prior learning are not missed and misconceptions are identified and dealt with.		the key stage transition. Children will feel comforted by the familiar approach to learning.	
D	Pupils in Nursery And Year 5	Teachers early to their careers needing extra support to ensure they can deliver catch up learning for pupils and to allow their entitled career progression support to happen.	Through professional discussions	SLT providing extra teaching support through a coaching and mentor model. This will ensure quality and consistency throughout the early years Strong upper KS2 model and Year 5 teacher to have leadership time to support early career development of CT in KS2.	(EEF- Guidance The key- Supporting NQT's) Teachers new to their career didn't complete the full year didn't complete school placements attend all training courses.	£4000	To continue to provide and support strong teaching in Rec, Year 1 and Y3 due to support early career development. Staff will have to opportunity to collaborate with experienced colleagues.	CD ME SLT
	Nursery and Reception Pupils	Lack of transition and	Baselines and general visual	SLT providing extra teaching	(EEF- Guidance)	£2000	Children are well supported to be school	CD

		pupils not completing Nursery year meaning pupils aren't school ready	assessments Parent voice	support but coaching and mentoring to ensure quality and consistency throughout the early years Small Classes for class teaching to overcome lack of transition time etc. NELI Claim hours for Teaching Assistants for additional settling in support			ready and catch up on vital stages of early childhood development. Children's language gap will close. Children readiness for mainstream school will improve. Children's fine motor development will improve.	
E	Year 1-6	To ensure all teachers have a clear understanding of the curriculum gaps that need covering in the current year of teaching from previous years objectives	Gaps Analysis Professional dialogue	English and Maths Lead given time to analyse curriculums All staff to receive one day of inset training Maths and English lead given time to complete 1:1 Curriculum CPD with identified teachers.	(EEF- Support for teachers) Teachers need to be fully equipped to ensure QFT in every classroom	£500	All teachers have a clear understanding of the curriculum gaps they need to teach. Teachers will have increased levels of confidence in meeting the needs of their children. Teachers will improve their coaching and mentoring skills.	CD ME

F	All Pupils	To ensure that all children make expected or more progress in all curriculum subjects.	<p>Baseline assessments</p> <p>Assessment tracking analysis</p> <p>Flexible assessment for learning</p>	<p>All Teachers will have additional time and support to monitor their specific subject provided by the additional teaching capacity employed by the school</p> <p>Teachers will have the opportunity to conduct learning walks, book reviews and progress analysis. Spring</p> <p>Teachers will have the opportunity to complete subject action plans alongside CPD opportunities</p>	<p>Teachers will have the opportunity to improve subject knowledge.</p> <p>Improved teacher knowledge the whole school sequences curriculum showing an deeper understanding of progress.</p>	£2000	<p>Teacher will have greater subject knowledge across all key stages.</p> <p>Teachers to have a deeper understanding of the expectations of progressive skills.</p> <p>Children will experience the restorative curriculum</p> <p>Deeper understanding of a sequenced curriculum.</p>	NM CG CD
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2. Targeted Academic Support

	Identified Pupil Group	Pupil need/s	How were pupil need/s identified?	Chosen action / approach	Evidence and rationale for this choice	Expenditure	Desired Outcome and how/when it will be measured	Staff Lead
A	Year 2 who were not on track to pass phonics screening in year 1	<p>Additional phonics teaching and catch up.</p> <p>Target Extra</p>	Baseline assessments	Small group tuition	(EEF- Small group tuition) effective approach Pupils unable to complete Phonics screening.	£3000	Year 2 pupils making accelerated progress to develop and embed phonic knowledge and early reading skills	CD MR JW

		Phonics teaching time			Gaps in learning and lack of practice at home leading to pupils regressing in their phonic knowledge			
B	Less confident children in Year 3/4	Additional phonics teaching and catch up. Extra Phonics teaching time	Baseline assessments	Small group tuition	(EEF- Small group tuition effective approach) Pupils have gaps and Year 3 unable to complete National standards assessments. Gaps in learning from KS1 to KS2	£3000	Year 3 pupils making accelerated progress to develop and embed phonic knowledge and early reading skills	??
C	Children in year 6 significantly behind age related	Additional phonics teaching and catch up. Extra Phonics teaching time	Baseline assessments Last year's ass Baseline assessment End of year assessments Gap analysis of the previous year group curriculum Assessments	1:1 Tuition	(EEF- 1:1 group tuition effective approach) Pupils must be secondary ready and to ensure they have additional catch up learning to prepare them for secondary school EEF- Small group tuition effective approach	£1500	Year 6 pupils making accelerated progress to develop and embed phonic knowledge and early reading skills Year 6 will close the reading attainment gaps.	NK CG ME ??
D	Yr. 5/ 6 Pupils not on track to be age related at the end of Year 6	Extra teaching and learning opportunities	Last year's assessments KS1 Data	Small Group Tuition	EEF- Small group tuition effective approach Pupils must be	£1500	Year 5/6 pupils catch up and are secondary ready and those who can achieve the expected standard in R,W,M	ME/NK/PZ

			Baseline and informal assessment Practice age expected questions		secondary ready and to ensure they have additional catch up learning to prepare them for secondary school			
E	Y6 Pupils in Maths not on track to meet ARE.	Extra teaching though extending the school day.	Baseline assessment analysis alongside pre pandemic assessment outcomes. Professional dialogue.	Extended day provision to supplement in school activities Small group targeted intervention. January 2021	EEF- Small group tuition effective approach Pupils must be secondary ready and to ensure they have additional catch up learning to prepare them for secondary school EEF- Small group tuition effective approach	£1500		ME/PZ
F	Pupils in all year groups with social emotional needs brought about by lack of routine	Small group support and informal counselling support through Unlocking potential	By class teachers, Inclusion Lead, UP and SLT	Small group intervention by UP or specialist support therapists	EEF- Small group tuition effective approach To ensure pupils are confident and mental ready to learn with strong learning behaviours	£1000	Pupils are able to quickly adapt back into routines and access full learning opportunities. Pupils have greater resilience skills and strategies	DA/NM YGLs
G	Pupils in all year groups will develop their physical wellbeing.	Improve physical wellbeing of all pupils. Increased	Class teachers and SLT.	P.E team supporting Daily Mile The forest school		£500	Pupils are able to quickly adapt back into routines and access full learning opportunities.	SM EA

		physical activities through extended day provision.		provision				
H	EYFS and Ks1 pupils have returned to school with a significant communication barrier.	Additional support to improve expressive and receptive language skills.	EYFS lead, baseline data and class teachers.	NELI Using trained TAs to deliver 1-1 and small group intervention	EEF - supporting Early Language skills. NELI Speech and Language	£700	Pupils will close the language gap. Pupils will have improved understanding of reasons, means and opportunities to communicate. Pupils will have increased levels of confidence and self-esteem.	LL/CB

3. Wider Strategies								
	Identified Pupil Group	Pupil need/s	How were pupil need/s identified?	Chosen action / approach	Evidence and rationale for this choice	Expenditure	Desired Outcome and how/when it will be measured	Staff Lead
A	Pupils and parents anxiety on returning to school	Mental health and anxiety support	Through Unlocking Potential and SLT	Individual and group intervention support from UP	High proportion of parents and carers reporting to have Anxiety issues. (1:1/ Group support-EEF)	£2,500	Additional support available to break down anxiety and ensure pupil attendance	DA
B	Parents unable to work and struggling as financially as a result of COVID	Deprivation and financial difficulty	AWO and SLT through conversations and ongoing support	Continue to provide parents with food and uniform from the schools self-	(DFE guidance/ Schools experiences and prior work and pupil premium research)Children not	£1,500	Pupils are ready to learn, concentration is increased and pupils have good self esteem	SLT YGLs

				managed food/uniform bank organised By SLT	coming to school hungry and in the right uniform has a negative impact on self-esteem and concentration. Without providing pupils with the basics then they can't access learning			
C	Disadvantaged Pupils who don't have stationary and resources etc. for completing work from home if forced to self-isolate	Deprivation and financial difficulty	SLT through conversations and ongoing support	Ensure all families have access to resources to work from home when self-isolating	(DFE guidance/ Schools experiences and prior work and pupil premium research) 41% of pupils at the school are PP. Families don't have equipment and rarely access to the internet for sustained periods of time. These lack of resources would make it impossible for continued learning to take place.	£1000	All pupils are able to access home learning if having to self-isolate and continued learning can take place.	SLT YGLs
D	Pupils and parents suffering with mental health problems and anxiety on returning to school and suffering bereavement	Mental health and anxiety support	UP and SLT through conversations and ongoing support	UP Team Manager 1:1 conversations with parents	(1:1 support- EEF) Some individual cases of parents and carers reporting to have Anxiety issues.	£100	Additional support available to break down anxiety and ensure pupil attendance	DA LW SLT