

COVID-19 Catch-Up Premium Report

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils: Rise Park Infant School: 307 Rise Park Junior School: 351			
Estimated carry over of catch-up premium budget 2020-21: Rise Park Infant School: £6422.44 Rise Park Junior School £14,937	Autumn installment of catch-up premium: Rise Park Infant School: £ 2,068 Rise Park Junior School: £5,260		

STRATEGY STATEMENT

- To reduce the attainment gap between disadvantaged pupils and their peers
- To raise the attainment of all pupils to close the gap created by COVID-19 school closures
- Our proportion of disadvantaged pupils across the school is relatively low compared to both a local and national picture at 19% of children in total in the Juniors and 9% of children in total in the Infant school
- The vast majority of children from Reception to Year 6 engaged with the detailed online learning that the school provided in Spring 2021. Throughout the school closure, the school printed work packs and these were provided to families who did not have access to online resources. Overall, an average of about 13% of pupils required work packs during the school closure. The majority of our pupils were able to access online learning successfully. This was due to the decision to provide a blended approach to online learning. A mixture of live calls, pre-recorded lessons, online worksheets and tasks to complete and printed work packs enabled families the flexibility to complete work as and when they could daily. Pupil engagement was higher than the first lockdown and was tracked by teaching staff, so phone calls could be made to support and encourage families to access work.
- Upon re-opening in March 2021, we had a good response to children coming back to school. Attendance was stable across all year groups.
Overall attendance for the Infants in the week beginning the 8th March 2021 was 97.94% and overall attendance for the Juniors in in the week beginning the 8th March 2021 was 97.9%.
- As a staff we have discussed the need for the use of consistent assessment within Reading, Writing and Mathematics. The staff have jointly agreed revised milestones they are going to use so that we have standardisation and consistency across all year groups and cohorts.
- From Summer 2 data analysis and pupils progress reviews with class teachers, pupils who require catch up in reading, writing, mathematics, writing will be identified and SLT will look at how best to provide support and interventions across these core areas so pupils make accelerated progress.
- Catch up Premium will be targeted to provide this support and intervention using the following funding amounts:

Rise Park Infant School:	Autumn 2021: £ 2,068	Spring 2022:	Summer 2022:
Rise Park Junior School:	Autumn 2021: £5,260	Spring 2022:	Summer 2022:

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers: (issues addressed in school such as low levels of literacy/math)

A	<p>In both schools gaps in reading and maths have been identified by formative teacher assessment, with phonics also being a focus in the Infant School, specifically for years 1 and 2. These would require universal support, with more targeted support being allocated to pupils whose attainment levels have coasted or declined during the Summer term.</p> <p>All teachers have submitted end of year data, benchmarking pupils' attainment as at the end of Summer 2, which has been analysed by the Assessment Leads, in order to identify all children who are either coasting or whose attainment levels have dropped since Summer 1. These pupils will then be grouped and allocated to an intervention booster group, which will take place within the school day and as a wrap-around offer.</p> <p>Reception pupils have also just been baselined in order for their needs to be identified and supported by the separate EYFS funding premium.</p>
B	<p>When required, home learning is taking place via the current Google for Education platform.</p> <p>This is led and monitored by the Remote Learning Co-ordinator who has supported staff in the delivery of Google Classroom, which is used to supplement and strengthen the Class Dojo system, with Google Drive also being utilised by staff.</p>
C	<p>Some pupils, especially those from more vulnerable and disadvantaged families, have required more support with their emotional needs and mental health following the school closure period. Many of these pupils have needed 1:1 support from LSAs and the Pastoral Mentor in KS2 in order to manage their feelings and behaviour in a range of situations, including break and lunch times and occasionally during lessons. ELSA support has also continued across both schools.</p> <p>Engagement with external agencies, such as the LA Behaviour Support Service, may be required in order to fully meet the needs of all of these children. FSM pupils are being provided with daily vouchers if they are required to isolate or have been unwell due to COVID-19.</p>

ADDITIONAL BARRIERS

External barriers: (issues which require action outside school such as home learning environment and low attendance)

D	Some pupils may have had limited access to reading and/or maths materials during the spring term, or during isolation periods in the summer term and therefore, their reading attainment may be lower than expected at Summer 2 2021.
E	Some pupils have struggled to settle back into school and class routines and may have a limited concentration due to COVID 19 and lack of structured learning experiences due to two school closures in two consecutive academic years.
F	A small minority of children were absent from school for short periods during the summer term and as a result continue to have gaps in their skills and understanding which will need to be narrowed and closed in order for them to make required or better progress.

Planned expenditure for current academic year

Quality of teaching for all					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?

<p>Support from class-based LSAs for identified disadvantaged pupils for basic skills, nurturing and development.</p>	<p>Children's levels of confidence and resilience will have increased over time, with all related barriers to learning having been removed.</p> <p>Children to feel that they have a supportive and approachable point of contact if they are feeling any mental anxiety or are in need of emotional support.</p>	<p>Informal and formal observations of general and identified pupil social and emotional aspects of learning, as well as dialogue with external agencies e.g. LA SEND team, Behaviour Support, Ed. Psych, Attendance Officer etc.</p>	<p>Inclusion managers to monitor the welfare and achievement of vulnerable/disadvantaged pupils and to deploy both LSA and learning resources to support the needs of each of these pupils in both schools</p> <p>CPD for LSA's based on emotional and developmental needs of pupils.</p> <p>ELSA support in place across both schools</p>	<p>Inclusion Managers</p>	<p>March 2022</p>
<p>Targeted support</p>				<p>Total budgeted cost:</p>	<p>Juniors: £0 Infants £0</p>

Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Literacy and maths teacher based assessment undertaken in July 2021 will identify children in need of targeted support	<p>Any identified attainment and progress gaps and differences will be significantly diminished and/or eliminated by July 2022.</p> <p>Progress is accelerated term by term to ensure pupils are able to access age appropriate learning resources and teaching/learning.</p> <p>Majority of children to be at or above age related expectations by end of Summer term 2022.</p> <p>End of year targets to be used – Summer 2</p>	<p>Summer 2 data has been analysed and individual assessments to be discussed with teaching staff as preparation for provision mapping and the planning of targeted support and interventions.</p> <p>Ongoing teacher assessments during each term.</p> <p>End of year assessments in Summer 2 2022 to be used to give impact evidence over 2021/2022.</p>	<p>EHT and Heads of School to maintain an overarching responsibility for the intervention and booster programmes, as well as the procurement of any related resourcing of these, either for in school or remote learning.</p> <p>Key resources identified and procured for both universal and targeted use e.g. reading books/schemes (KS2 Reading Eggs) and phonics resources e.g. books and learning aids (primarily KS1). Annual subscription to Read Write Inc. Phonics training films and parent/ teacher videos (KS1).</p> <p>Resources for online learning (reading and maths programs, Mathletics and PA Maths/White Rose supplementary resources, past comprehension papers, maths assessments etc.) to be purchased to support remote learners (via Class Dojo and Google Classroom).</p> <p>Specific resources for use during literacy and maths interventions and booster groups (e.g. GLS exercises, reading support) as well as Teacher/LSA additional contracted time outside of the school day (KS1/2) and within the school day (KS1).</p>	<p>KS1 and KS2 Assessment Leads</p> <p>SLT overview</p> <p>Class Teachers</p> <p>LSAs</p> <p>English lead/ Maths lead</p>	<p>January 2022 (using Autumn 2 data capture to measure progress from Autumn 1)</p>

Total budgeted cost:					<p>Juniors: £4,260 and carry over (please see attached expenditure report)</p> <p>Infants £ 2,486 for staffing and £1300 for RWI online portal and videos</p>
Other approaches					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>Continuation of CPD training provided for staff on effective reading/writing lessons/ interventions and phonics.</p> <p>CPD training provided for staff on effective behavior management strategies.</p>	<p>Reading/writing/phonics interventions and boosters enable gaps in children's learning to be filled, and facilitates accelerated progress.</p> <p>All pupils able to positively access their full educational entitlement and make accelerated progress, to reach full potential.</p> <p>Pupils at risk of exclusion are supported to remain in school and build positive attitudes to learning.</p>	<p>To utilise this provision for the purposes of offering additional learning opportunities to targeted pupils, specifically vulnerable and disadvantaged pupils, which are available via the National Tutoring Programme.</p> <p>To develop staff subject knowledge in reading/writing interventions and phonics teaching developed, to ensure gaps in children's learning are effectively plugged.</p> <p>To develop staff's bank of strategies in managing behavior effectively.</p>	<p>Collate staff evaluations from training sessions delivered, plus pupil feedback during the system pilot/</p> <p>Use of staff surveys to measure the degree of staff engagement and confidence with interventions.</p> <p>Use of pupil and staff surveys, data collection and analysis before and after the interventions have taken place.</p>	<p>Remote Learning Lead</p> <p>EHT/Heads of School</p> <p>SBM</p>	February 2022
Total budgeted cost:					<p>Juniors: £1000</p> <p>Infants £500</p>

ADDITIONAL INFORMATION

- Please refer to Autumn 1 internal milestone data for each year group, accompanied by the RPAT spreadsheet analysis of each year group's pupil attainment levels in each of the core subjects (tabled separately)
- Please also refer to the FFT LA 2020 Data Analysis of the End of Key Stage Moderated Predictions for KS1 and KS2 (tabled separately)
- Attendance records also utilised, which show that the Infant School overall attendance stood at 96.25% and the Junior School at 95.49% in October 2021 (reported separately)
- Additionally cross-referenced to the 2019 LA QA reports for both schools (previously minuted)