



## COVID-19 catch-up premium report: 2020/2021

### COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	360	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£28,800		

### STRATEGY STATEMENT

Our Vision of 'Aim High, Achieve Together and Celebrate Success' provides the framework for education in our school. We are committed to providing the highest quality education for all our children regardless of background or barrier to learning in all aspect of school life.

*“Children from disadvantaged backgrounds are likely to have been more affected particularly severely by closures and may need more support to return to school and settle back into school life. Whilst all pupils will benefit from the EEF recommendations, it is likely that some forms of support will be particularly beneficial to disadvantaged.”* (Covid-19 Support Guide for Schools – June 2020)

#### Catch up programme at RFPS is:

*For all children:*

- **Working through well sequenced, purposeful learning schemes.** For example, White rose have amalgamated objectives from missed learning last year.
- **Focus on consolidation of basic skills.** The core skills which enable successful learning will require increased curriculum time across all year groups. These include: handwriting, spelling of high frequency words, basic sentence punctuation, times tables recall, basic addition & subtraction fact recall and reading skills relevant to age.

- **Additional lesson time on core teaching.** Reading, writing and maths teaching will require some increased teaching time in order to cover missed learning – from both lockdowns. In order to keep a broad and balanced curriculum, some subject areas may be taught as blocked days rather than weekly lessons e.g. Art and D and T. We still strongly believe that the pupils deserve to be taught a full curriculum in every year group.
- **Particular focus on early reading and phonics.** This is always a focus in the school and will continue to be so in order to develop children's reading ability and vocabulary.
- **Assessment of learning and of basic skills to identify major gaps.** Teachers will work to identify gaps in learning and adapt teaching accordingly.
- **Time spent on mental health, wellbeing and social skills development.** This will be at the core of all catch up work as many children will have not been in formal school setting for a number of months.

*For some children:*

- **Additional support and focus on basic core skills.** Supported by additional staffing utilising catch up premium funding – dependent on need as identified through ongoing assessment.
- **Additional time to practice basic skills.** This again will be dependent on need of children in order to re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics) and there will be flexibility on timetables to allow this.

**Catch up at RFPS IS NOT:**

- Cramming missed learning (so nothing is taught well or in depth)
- Pressuring children into rapid learning which will have a disadvantageous effect on their attitude to learning and self esteem
- Teachers time spent highlighting missed objectives
- Teachers time spent ticking off assessment points and extra tracking
- Missing out teaching of other subjects which is so vital to a broad and balanced curriculum and the passion for learning for all pupils.

**The overall aims of the Covid19 Catch up Strategy are:**

- 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
- To improve the learning attitudes/motivation of disadvantaged pupils
- To improve the mental health of pupils and support for their families

## Barriers to learning

### BARRIERS TO FUTURE ATTAINMENT

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

A	Low reading levels of groups of pupils throughout the school
B	Low phonics levels/missed phonics teaching in Reception, Year 1, Year 2 and Year 3
C	Low fluency skills in Maths in groups of pupils throughout the school
D	Low levels of memory recall in some pupils across the school in all subjects
E	Learning attitude/reduced motivation/low self-esteem amongst some disadvantaged pupils
F	Reduced/lower levels of attainment/fluency in Language and Literacy skills in EYFS

### ADDITIONAL BARRIERS

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

G	Low attendance of some disadvantaged groups of pupils
H	Home learning not being completed at home, including not being read with, particularly amongst disadvantaged pupils
I	Parental and Pupils Mental health concerns

## What's the evidence and rationale for these choices in Catch up Spending?

- Our professional knowledge of our pupils through constant Assessment for Learning (AFL) and formative assessments
- Attendance data
- Individual case studies e.g. low levels of good mental health in some parents
- Records of home and remote learning
- Evidence from approaches from Education Endowment Fund Covid19's support guide for schools and Family Fischer Trust research
- DFE catch up premium guidance

## Planned expenditure for current academic year

The headings below will help you demonstrate how you plan to use the catch-up premium to improve classroom pedagogy, provide targeted support and support whole-school strategies.

### Quality of teaching for all

Barrier	Action	Intended outcome and success criteria	How will you make sure it's implemented well?	Staff lead	Cost	Review
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<p>A Low reading levels</p>	<ul style="list-style-type: none"> <li>• High focus and priority on reading across the whole school in whole class reading sessions, guided reading sessions, whole class reading for pleasure texts.</li> <li>• CPD for all teaching staff on effective guided and whole class reading, focusing on the assessment strands, ensuring teaching of reading additional to POR sessions is planned for and assessed.</li> <li>• Power of Reading English lessons are focused, with pace and more opportunities to write at length. The books chosen are engaging for all pupils, particularly boys.</li> </ul>	<ul style="list-style-type: none"> <li>• High levels of engagement in English/reading lessons</li> <li>• Pupil voice being positive and enthusiastic about books they have read and reading in general</li> <li>• Vocabulary improved from reading wider texts</li> <li>• Majority (particularly disadvantaged) of pupils read with an adult frequently at home and at school.</li> <li>• High levels of progress each term from assessments, narrowing the gap that there was there due to lockdown.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment analysis</li> <li>• Monitoring</li> <li>- Learning walks</li> <li>- Work scrutiny</li> <li>- Pupil voice</li> <li>- Reading records</li> <li>- LGB/Trust scrutiny</li> </ul>	<p>CC</p> <p>CC/SW</p> <p>CC</p>	<p>Power of reading subscription £400</p> <p>Teacher library £500</p> <p>Additional TA for phonics and reading interventions £8,000</p>	
<p>B Low phonics levels/knowledge</p>	<ul style="list-style-type: none"> <li>• Phonics to have an even greater focus from Reception to Year 2, with daily (sometimes twice daily) small group phonics teaching for all and intervention groups happening systematically for those not meeting the required standard.</li> <li>• Teacher library created with high quality books to be read for pleasure at the end of the school day.</li> </ul>			<p>MB/CC/KS/NS</p>	<p>ECM English Co-ordinator training £400</p>	
<p>E Learning attitude of disadvantaged pupils</p>	<ul style="list-style-type: none"> <li>• Class libraries to be more engaging and with more books due to school library being closed.</li> <li>• All younger pupils to read at least once a week at school. Older pupils to read once a week if disadvantaged or are below ARE and fortnightly for other pupils.</li> <li>• Assessment of reading to be useful and used to plan for next steps in the teaching of reading.</li> </ul>			<p>RB</p> <p>SW</p> <p>SW/CC/KS</p> <p>CC/NS</p>		

<p>C Low levels of Maths fluency</p>	<ul style="list-style-type: none"> <li>• Introduction of the Daily 5 Maths fluency element of the Maths lessons</li> <li>• CPD for Maths lead as fairly new to the role.</li> <li>• CPD/training for all staff on fluency and how to teach it effectively.</li> <li>• Purchase of White Rose Premium to enhance our resources for the teaching of fluency.</li> </ul>	<ul style="list-style-type: none"> <li>• High levels of engagement in Maths lessons</li> <li>• Pupil voice being positive and enthusiastic about Maths</li> <li>• Improved fluency rates e.g. times tables</li> <li>• High levels of progress each term from assessments, narrowing the gap that there was there due to lockdown.</li> <li>• More time spent on fluency in lessons and greater use of physical resources to demonstrate and for the children to have the manipulatives to learn from.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment analysis</li> <li>• Monitoring</li> <li>- Learning walks</li> <li>- Work scrutiny</li> <li>- Pupil voice</li> <li>- LGB/Trust Scrutiny/questions</li> </ul>	<p>BS</p>	<p>ECM Maths Co-ordinator training £400</p> <p>White Rose Premium £200</p>	
<p>D Low levels of memory recall</p>	<ul style="list-style-type: none"> <li>• Training for Senior Leaders on the important of memory, recall and remembering key learning and teaching of this to all pupils in all lessons</li> <li>• CPD training for all staff on memory and recall and how our teaching should reflect recall daily/ideas of how to do this.</li> </ul>	<ul style="list-style-type: none"> <li>• All lessons to start with recapping on previous learning</li> <li>• All beginning of new topics in subjects e.g. History put the new learning in to context e.g. Where does Romans fit in with the Celts and Vikings etc.</li> <li>• Pupils retaining key information e.g. facts due to a focus on this in lessons.</li> <li>• Pupils being able to draw on past learning as they can now remember more.</li> <li>• Pupils are able talk about past learning easily</li> <li>• Pupils have different strategies to help them with memory recall.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment analysis</li> <li>• Monitoring</li> <li>- Learning walks</li> <li>- Work scrutiny</li> <li>- Pupil voice</li> <li>- LGB/Trust Scrutiny/questions</li> </ul>	<p>NS and RB</p>	<p>Training specifically on Memory and recall through the Consortium and ECM £400</p>	
<p>Total budgeted cost:</p>					<p>£10,300</p>	

Targeted support

Barrier	Action	Intended outcome and success criteria	How will you make sure it's implemented well?	Staff lead	Cost	
A Low reading levels  D and E	<ul style="list-style-type: none"> <li>- Family Fisher Trust National Tutoring Scheme. Starting in March 2021. 40 pupils from Years 2 – 4 reading every day for 30 mins in pairs with tutor for 6 weeks. We then get the resources and access to the scheme after the 6 weeks to continue with more pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• 4 months+ progress per child 1 reading score/age during the 6 weeks on average</li> </ul>	<ul style="list-style-type: none"> <li>• Careful selection of pupils with assessments done before and after.</li> <li>• Monitoring progress alongside tutor</li> <li>• Pupil voice</li> <li>• Reading age/score data</li> <li>• LGB English link Gov monitoring</li> <li>• Trust Perf and Standards committee monitoring</li> </ul>	CC and RB	£3000 for National Tutoring Programme (25% of total cost due to DFE subsidy)	
C – Low Maths fluency levels  D and E	<ul style="list-style-type: none"> <li>- Purchased and trained staff on a new Maths Catch up Intervention – Rising Stars.</li> <li>- The intervention will be carried out with groups of children throughout the week for this year by Teaching Assistants.</li> </ul>	<ul style="list-style-type: none"> <li>• Closing the gap of Maths attainment between disadvantaged and non-disadvantaged.</li> <li>• Increasing levels of confidence with pupils in Maths</li> <li>• Increasing rates of progress in Maths for certain pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Careful selection of pupils with assessments done before and after.</li> <li>• Monitoring progress alongside TA by BS/NS and class teachers</li> <li>• Pupil voice/attitudes</li> <li>• Maths assessments</li> <li>• LGB Maths link Gov monitoring</li> <li>• Trust Perf and Standards committee monitoring</li> <li>•</li> </ul>	BS and NS	<p>Rising Star Intervention Programme £400</p> <p>Cost of additional TAs time to run intervention £4000</p>	

<p>F – Lower levels of Language skills in EYFS</p>	<ul style="list-style-type: none"> <li>- Signed up for the NELI – Nuffield Early Language Intervention specifically for EYFS.</li> <li>- Staff to take part in the training of this intervention</li> <li>- Running of the intervention for all pupils who require it based on the specific assessments.</li> </ul>	<ul style="list-style-type: none"> <li>• Improving groups of pupils individual language and literacy skills to be able to access the rest of the curriculum fully.</li> <li>• Higher levels of progress in these pupils and narrowing of the gap between disadv and non-disadv pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Careful selection of pupils with assessments done before and after.</li> <li>• Monitoring progress alongside TA by KS and class teachers</li> <li>• Pupil voice/attitudes</li> <li>• EYFS profile/DM assessments/observations</li> <li>• Parent voice</li> <li>• LGB EYFS link gov monitoring, challenge and support</li> <li>• Trust Perf and Standards committee monitoring</li> </ul>	<p>KS</p>	<p>£4000 additional TA time to run this intervention</p>	
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E - Learning attitude in some Disadv pupils	<ul style="list-style-type: none"> <li>- At least three times individual weekly mentoring with 8 disadvantaged pupils who are not engaging with learning and are not making progress in one or more core subjects run by both DHTs. The focus will be pre-teaching, home learning, teaching small gaps, making small steps of progress, gaining confidence and motivation.</li> </ul>	<ul style="list-style-type: none"> <li>• Higher levels of engagement in these pupils in lessons</li> <li>• Higher levels of engagement of parents with school and their child's learning.</li> <li>• Assessments show higher levels of progress than previously showed</li> </ul>	<ul style="list-style-type: none"> <li>• Careful selection of pupils with assessments done before and after.</li> <li>• Monitoring progress alongside class teacher</li> <li>• Pupil voice/attitudes</li> <li>• Parent voice</li> <li>• Case studies showing impact/next steps</li> <li>• LGB Pupil Premium link gov monitoring – challenge and support</li> <li>• Trust Perf and Standards committee monitoring</li> </ul>	KS to lead NS to support	£5000 approx DHTs x 2 time to run mentoring sessions	
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Total budgeted cost:					£16,400	
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Other approaches						
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Barrier	Action	Intended outcome and success criteria	How will you make sure it's implemented well?	Staff lead	Cost	Review
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G – Low attendance of some pupils	<ul style="list-style-type: none"> <li>• Reception/attendance officer to follow up any absences straight away and send any concerns on to Family and Child Support Worker (FCSW) to follow up on.</li> <li>• FCSW to build relationships/support network with families who are struggling with their child attending school.</li> <li>• FCSW to refer on to HT/DHT any cases where she is not making progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Whole school Attendance to be at 97% or above</li> <li>• Narrowing the gap between disadv and non-disadv attendance</li> <li>• Reducing the number of Persistent Absentees</li> <li>• All eligible pupils to be back at school in Sept 2020 and March 8<sup>th</sup> 2021</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis of attendance data</li> <li>• Parent voice</li> <li>• Case studies</li> <li>• Positive parent mental health</li> <li>• Higher levels of assessment data with pupils being in school more</li> <li>• Attendance monitored by Trust and LGB</li> </ul>	CV/CS/KS/RB	FCSW salary (50%) £8000	
H – Home learning/remote learning not being completed	<ul style="list-style-type: none"> <li>• Home learning to be done at school if not done at home</li> <li>• If pupils are remote learning due to lockdown/isolating, ensure that they have correct amount of support and IT equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Home learning and remote learning completed to a good standard on a regular basis.</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis of home learning and remote learning outcomes</li> <li>• Case study on the effectiveness of support of disadv pupils</li> <li>• Parent and pupil voice regarding school support</li> <li>• Trust Perf and Standards committee monitoring</li> </ul>	NS/KS/RB  Class teachers	Within SLT salaries	
I Parental and Pupils' mental health concerns	<ul style="list-style-type: none"> <li>• FCSW in place from Sept 2020</li> <li>• FCSW undertaking lots of training including: Mental health awareness, DSL, Early Help, Solihull approach.</li> <li>• FCSW working with our most vulnerable families to support and signpost them.</li> <li>• FCSW has a caseload of families who she works with closely and monitors their engagement, attendance levels etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Improved mental health of parents</li> <li>• Increased participation in school events e.g. parents evening.</li> <li>• Higher number of parents asking for support</li> <li>• Higher levels of attendance with certain pupils and improved lateness minutes.</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance/lateness data</li> <li>• Referrals to outside agencies</li> <li>• Early Helps started/closed</li> <li>• Pupil and parent voice</li> </ul>	CV/KS	FCSW salary (as above)	

<p>I Parental and pupils' mental health concerns</p>	<ul style="list-style-type: none"> <li>• Trained therapist/counsellor working with 6 pupils weekly for a minimum of 6 weeks.</li> <li>• Referrals of children for this service made by parents or members of staff.</li> <li>• Therapist and SLT triage/rank most urgent cases to be seen.</li> <li>• Drop in sessions for pupils who finish their therapy but still would like to discuss issues.</li> </ul>	<ul style="list-style-type: none"> <li>• Increased positive mental health of pupils seen by therapist – this may be seen by: <ul style="list-style-type: none"> <li>- Increased participation in lessons</li> <li>- Less behavioural incidents reported</li> <li>- Less friendship issues reported</li> <li>- Lower rates of self harming</li> <li>- Higher attendance</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Pupil and parent voice</li> <li>• Therapists assessment notes</li> <li>• Case studies</li> <li>• Behaviour/safeguarding and attendance data</li> </ul>	<p>KS/RF/RB</p>	<p>£5000</p>	
<p>Total budgeted cost:</p>					<p>£13,000</p>	

**Total spend on Catch up = £39,700**