

Catch Up Premium Action Plan 2020 - 2021



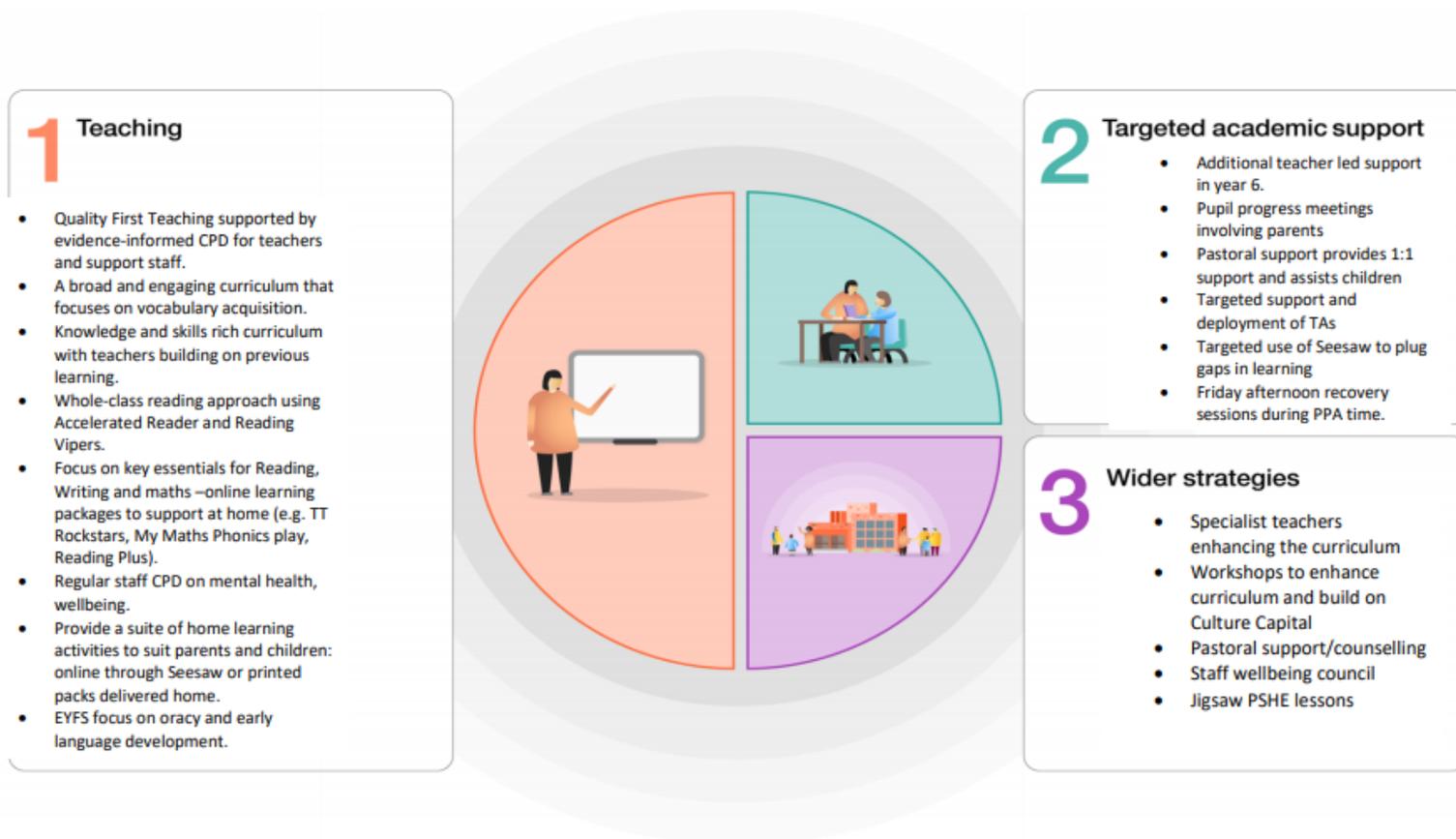
Summary Information			
School	Rodmarton Primary School	Academic Year	2020 - 2021
Total Catch-Up Premium Received	£5040	Number of Pupils on Roll in April 2021	63

Guidance
<p>As a result of coronavirus (COVID-19) pandemic, children and young people have experienced unprecedented disruption to their education. Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge. Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11.</p> <p>As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.</p> <p>The Education Endowment Foundation has provided research based strategies on how best to support vulnerable pupils. This guidance has been the starting point for our catch-up strategy:</p>

Use of Funds	EEF Recommendations
<p>Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a coronavirus (COVID-19) support guide for schools with evidence-</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> ➤ Supporting great teaching ➤ Pupil assessment and feedback ➤ Transition support <p>Targeted approaches</p> <ul style="list-style-type: none"> ➤ One to one and small group tuition ➤ Intervention programmes ➤ Extended school time

based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.

- Wider strategies
- Supporting parent and carers
 - Access to technology
 - Summer support



The headings that we have used below are grouped into the categories referred to in the Education Endowment Foundation’s Coronavirus Support Guide for Schools.

1 Teaching and Whole-School Strategies				
Objective	Chosen Approach	Impact (on review)	Cost	Review Date
<u>Supporting Great Teaching</u>				
i Following full re-opening, ensure that planning and lesson delivery matches school policy and procedures.	Teaching staff to make sure: -learning objectives are matched to the appropriate milestones for each year group. -Key Learning Points match the milestones and are used for every lesson. - A three tier approach to maths is consistently used so that the children are given the opportunity to ‘practise, Apply and Deepen’ their learning. - In English, the children Immerse themselves in literature so that they can then Innovate before Inventing their own writing.	-Teaching and learning is compliant with school policies and procedures. -children access high quality teaching and learning and produce good outcomes. -Pupils make good progress from Autumn 2 assessment baseline. -The majority of pupils are on track to meet ARE by the end of the academic year.	Subject Leader Monitoring Time £150	July 2021
ii Ensure that curriculum coverage gaps are identified and key missed learning opportunities are prioritised and planned in.	Teaching staff to: -Identify coverage gaps for the whole class as well as individual children during lockdown. -Prioritise and plan in key year group learning objectives and outcomes as set out in the NC are covered. -Differentiate learning to meet the needs of individual children who may have missed more learning than other pupils within lessons and through additional support.	-By the end of year, all pupils have covered the National Curriculum for their year group as detailed in the school’s Long Term Plan. -Areas of missed learning are covered. -Pupils make good progress from Autumn 2 assessment baseline. -The majority of pupils are on track to meet ARE by the end of the academic year.	Additional PPA Time £250 Subject Leader Monitoring Time £150	July 2021

<p>iii To ensure pupil books reflect the high expectations that the school has for the recording of pupil work.</p>	<p>Teaching staff to ensure that:</p> <ul style="list-style-type: none"> -children are reminded to present their work clearly and neatly with sheets stuck in carefully. - the three tiered maths model and the immerse, innovate and invent English models is clearly labelled in all pupil books. - all work is dated and Key Learning Points are completed for each lesson. - cursive handwriting is modelled and expected; children are given opportunities to practise their handwriting and those who need additional support and intervention are given this regularly. 	<ul style="list-style-type: none"> - Pupils communicate their learning clearly. -Pupils make good progress from Autumn 2 assessment baseline. -The majority of pupils are on track to meet ARE by the end of the academic year. 	<p>Subject Leader Monitoring Time £150</p>	<p>July 2021</p>
<p><u>Pupil Assessment and Feedback</u></p>				
<p>i To formatively assess pupil achievement, attainment and progress.</p>	<ul style="list-style-type: none"> -Carry out formal Assessments in phonics, reading, writing, maths and science. -Record outcomes on Insight. -Use Autumn 2 assessment data as a benchmarks. -Identify underachievement. -All identified pupils become main focus of interventions. -amend teaching and curriculum coverage as necessary. 	<ul style="list-style-type: none"> - Pupil underachievement is identified and support is put in place. - Teaching and learning is adapted to ensure that missed learning and gaps are taught. -Pupils make good progress from Autumn 2 assessment baseline. -The majority of pupils are on track to meet ARE by the end of the academic year. 	<p>Staff Time Subject Leader Monitoring Time £150</p>	<p>July 2021</p>
<p>ii To summatively assess pupil achievement, attainment and progress.</p>	<ul style="list-style-type: none"> -identify assessment opportunities within each lesson- through questioning, discussions and reflections. - use verbal feedback whenever possible and record this as a 'VF' 	<ul style="list-style-type: none"> - Pupil underachievement is identified and support is put in place. - Teaching and learning is adapted to ensure that missed learning and gaps are taught. 	<p>Staff Time Subject Leader Monitoring Time £150</p>	<p>July 2021</p>

	<p>symbol in books or by asking older children to record the feedback they are given.</p> <ul style="list-style-type: none"> - wherever possible, pupils self - mark their work or verbally peer assess. -amend teaching and curriculum coverage as necessary. 	<ul style="list-style-type: none"> -Pupils make good progress from Autumn 2 assessment baseline. -The majority of pupils are on track to meet ARE by the end of the academic year. 		
iii To ensure parents and carers are fully aware of their child's achievements.	<ul style="list-style-type: none"> - SEND pupil meetings arranged for May 2021. -An additional Parents evening arranged for May 2021. - weekly star awards are shared in the newsletter. - other achievements and any areas of concern are communicated at drop off and pick up or by telephone, email or socially distanced meetings. 	<ul style="list-style-type: none"> -Parents are fully informed of their child's achievements, their strengths and areas that they need to develop. -Parents are more able to support their children with their learning at home. -Pupils are better supported to make good progress and achieve ARE by the end of the year. 	<p>Staff Time</p> <p>Supply x2 Days £300</p>	July 2021
Estimated Cost				£1300

2 Targeted Approaches				
Objective	Chosen Approach	Impact (on review)	Cost	Review Date
<u>1-1 and small Group Intervention</u>				
TA's to deliver 1-1 and small group interventions.	<ul style="list-style-type: none"> - Identified pupils needs agreed. -Additional TA allocated to support 1:1 and small group intervention. -Identified children will have Interventions planned and taught, including phonics, reading, handwriting and maths. 	<ul style="list-style-type: none"> -Pupils to have made rapid and good progress from Autumn 2 assessment baseline. -The majority to be on-track for ARE by the end of Summer 1. - Identified children will have significantly increased rates of reading fluency and comprehension. -Pupils in Year 5 are well prepared for end of Key Stage 2 tests. 	<p>Planning, Preparation, Delivery and Review</p> <p>£4500</p>	1/2 termly April; June; July 2021

		-Pupils in Year R and 2 are better prepared for learning in their next key stage. -Pupils in Year 6 are well prepared for secondary school transition.		
Estimated Cost				£4500

3 Wider Strategies				
Objective	Chosen Approach	Impact (on review)	Cost	Review Date
<u>Supporting Parents and Carers</u>				
i To further develop the role of the School Parent Support Advisor (PSA).	-Remind parents and carers of our PSA and their role. -Free up time for the PSA to meet with parents, whenever possible. -PSA to keep in weekly contact with more vulnerable parents. -HT and staff to continue to engage with outside agencies to seek support for children and their families.	-Pupils attend regularly - Pupils are more able to access learning. -Parents know how to get help. -They report that they feel well supported by the school. -The number of reported safeguarding concerns decreases.	Additional PSA time £250	1/2 termly April; June; July 2021
<u>Access to Technology</u>				
i All disadvantaged children to have access to a Chromebook or Laptop if the class needs to self-isolate.	-For any covid related absence, those children who are entitled to FSM or who the school deemed vulnerable, will be issued with a school computer which the parents will sign for.	-Children have greater opportunities to access learning at home. - Children will have greater independence and parents will be likely to sustain home-learning. -Pupils make good progress from Autumn 2 assessment baseline. -The majority of pupils are on track to meet ARE by the end of the academic year. -The gap between different groups of pupils decreases.	Existing Hardware to be Used. Maintenance and IT Support £100	1/2 termly April; June; July 2021

Supporting Emotional Health and Wellbeing				
-All staff to give ongoing pastoral support to all pupils.	-staff to regularly check in with pupils. -staff to communicate regularly with parents to understand any issues or concerns. -staff to share concerns or issues more widely with their colleagues. -PSHE given a high profile with regular opportunities to explore feelings and how to seek support. -Pupil questionnaire/ review of the Boxall profile in Summer term 2. -Forest School offered to all classes.	-Pupils are better prepared to access learning. -Any concerns about pupils are known to staff and support is put in place. -children report feeling safe and happy at school. -Children report that they know who to turn to if they are sad or worried.	Teacher Time	Weekly
- TA's to support emotional health of identified pupils through interventions.	- Identified pupils receive weekly nurture group from Miss Withey. -Identified pupils receive Art Therapy from Mrs Bowen.	-Pupils are better prepared to access learning. -Any concerns about pupils are known to staff and support is put in place. -children report feeling safe and happy at school. -Children report that they know who to turn to if they are sad or worried.	Weekly Interventions until Summer 2021 £2500	1/2 termly April; June; July 2021
Estimated Cost				£2850

Total Estimated Cost of Covid Catch-Up Action Plan	£8650
Cost paid through Covid Catch-Up	£5040
Cost paid through school budget	£3610