

# Rudston Primary School

## Covid 19 Catch Up Premium Funding (2020-21)



Our Mission Statement *‘To develop a love of learning, enabling all children to reach their full potential’* 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)***



## STRATEGY STATEMENT

### **Teaching**

Quality First Teaching is the most important lever schools have to improve outcomes for their pupils.

### **Targeted Academic Support**

There is extensive evidence supporting the impact of high-quality one to one or group tuition as a catch up strategy. Tuition delivered by qualified teachers is likely to have the biggest impact.

### **Pupil Assessment and Feedback**

Assessment information can help teachers determine how to most effectively support their pupils. Every pupil will have been affected differently by Covid-19. Setting aside time to enable teachers to assess pupils' wellbeing and learning needs is likely to make it easier for teachers and other school staff to provide effective support.

### **Wider Support**

Schools have provided extensive pastoral support to pupils and families during the pandemic. Additional support in the new school year could focus on providing regular and supportive communications with parent, especially to increase attendance and engagement with learning.

### **Blended Learning**

**Effective home learning programmes have been found to mitigate the impact. Rudston Primary School provided a remote learning offer via Google Classroom for all pupils during lockdown (March- July 2020). There is an acknowledgement that whilst the take up of remote learning was strong, a significant number of pupils (including disadvantaged pupils) have had a prolonged period without face to face teaching and learning. The purpose of this report is to effectively plan the way the Catch-Up money will be spent over the coming year and enable us to inform parents, carers and trustees of the impact it has on pupil achievement.**

**This blended learning approach will continue throughout 2020/2021 to provide a high quality curriculum to all children during self-isolation, bubble closure and full lockdown.**

## Summary Information

<b>School</b>	<b>Rudston Primary School</b>		
<b>Academic Year</b>	<b>2020/2021</b>	<b>Total COVID Catch- Up Funding</b>	<b>£33,840</b>
<b>Total number of Pupils</b>	<b>423</b>	<b>Date for next internal review</b>	<b>January 2021</b>

## Identified vulnerable groups for gaps in skills and knowledge upon return in September 2020

Vulnerable group	Number in Year Group							Comments
	Rec	Y1	Y2	Y3	Y4	Y5	Y6	
PA	0	1	1	6	3	2	2	2 of these children are now EHE (both Y4)
Non Engagement through lockdown	x	x	x	x	x	x	x	
Disadvantaged	1	1	7	6	11	10	10	
SEND	3	6	5	8	7	6	8	6 with EHCP
LAC/CP or ever in care	0	1	0	0	1	0	0	
EAL	5	2	2	2	1	3	3	
Prior Low Attainment	x	x	12	13	9	17	24	

## Barriers to learning

### BARRIERS TO FUTURE ATTAINMENT

#### Academic barriers:

A	Issues with Attendance/ Engagement due to school closure (March – July 2020) resulting in loss of learning
B	Prior underachievement
C	KS1 identified as missing key basic skills teaching at a significant stage of their development
D	Lack of opportunities for physical writing activities during lockdown affecting handwriting and stamina
E	Social and Emotional needs linked to lack of interaction with school, peers and teachers during lockdown

### ADDITIONAL BARRIERS

#### External barriers:

F	Lack of engagement by small % of children in remote learning due to lack of appropriate hardware of internet access
G	Issues with attendance due to parental concerns regarding return to school

## DESIRED OUTCOMES

Desired outcomes and how they will be measured		Success criteria
A	All pupils attend in line with pupils Nationally	Attendance % matches or exceeds national for all groups
B	Pupils who have prior low attainment or who were not on track to hit targets prior to partial closure demonstrate rapid progress	% of Pupils with identified low attainment reduced to match/ exceed national.
C	KS1 pupils are competent in basic skills and achieving ARE in Reading, Writing and Maths	% at ARE matches or exceeds Nation in Reading, Writing and Maths
D	All children respond positively to whole school writing scheme and toolkits and are performing at ARE at End of academic year	% of children achieving ARE in writing is inline or exceeding national levels
E	Children are fully engaged in the Recovery Curriculum responding positively. They are fully integrated back into school life with a positive attitude to relationships and learning	% of children requiring additional Social and Emotional support is reduced over time
F	Families with limited access to remote learning at home will be supported with access to technology via Chrome Books and 4G Routers to ensure equal access for all children	All children are fully engaged in remote learning during self-isolation, bubble closure and full lockdown
G	Welfare calls and support will be given to anxious parents to support the attendance of children at risk of nonattendance. First day response will highlight children and trigger support calls from SLT	All children who are well to attend school everyday

## Planned expenditure for current academic year (2020/2021)

Quality of teaching for all					
Reasons for the approaches taken:					
During the 2020 summer term, school leaders and teachers identified vulnerable pupils that we believed would be most effected academically during the Coronavirus lockdown. Staff considered a number of factors including prior attainment, engagement with home learning and general learning attitudes. There is substantial evidence that reducing class sizes to below 20 pupils can impact on pupil progress by up to 3 months. To support this research we have redeployed UPS 3 teacher from PPA cover to 0.6 FTE in Year 6 to support smaller class sizes for core subject teaching.					
Desired Outcome and success criteria	Action	How will you make sure it's implemented well?	Staff lead	Resources/ Cost	When will you review this?
A/ G All pupils attend school in line with all pupils nationally.	<ul style="list-style-type: none"> <li>• First Day response to ensure children who should be in school are attending</li> <li>• Clear guidance regarding COVID-19 attendance shared with parents regularly</li> <li>• Additional support from EWO when needed to support families</li> <li>• Individual support strategies in place for children with anxious parents</li> <li>• Whole school attendance initiatives in place to celebrate 100%, 95%+ and improved attendance</li> </ul>	Weekly attendance monitoring with any children at risk of falling below 95% highlighted and intervention implemented	Wendy Walters Tracey Sillifant		Jan 2021

<p>B/C/D</p> <p>All pupils have sufficient opportunity to access regular basic skills revision and instruction</p>	<ul style="list-style-type: none"> <li>• Term 1.1 focus on basic skills and teaching from previous years expectations</li> <li>• Reading focus on Guided reading for all children during term 1.1 to assess current attainment and gaps in learning</li> <li>• Maths focus on NPV during term 1.1 with a delayed start to MNP until 1.2</li> <li>• Writing focus on visiting previous years toolkits to embed basic skills while improving writing stamina</li> <li>• Implementation of SIL curriculum recovery documents</li> <li>• Additional teacher in Year 6 providing smaller group class teaching</li> </ul>	<p>Ongoing formal and informal assessments of progress</p> <p>Introduce O Track assessments in 1.2 to track progress to ensure gaps are closing for all children</p> <p>Term 2 all children are ready to access current year group expectations</p>	<p>Class Teachers</p> <p>Subject Leaders</p> <p>Phase Leaders</p> <p>SENDCo</p>	<p>Purchase of high quality class reading texts £730.32</p> <p>Purchase of Literary Shed + £273.00</p>	<p>Jan 2021</p>
<p>E</p> <p>All teachers deliver Recovery Curriculum during term 1.1 to reengage all children into school life and re-implement positive attitude to learning</p>	<ul style="list-style-type: none"> <li>• All children engaged in a broad and balance recovery curriculum incorporating forest time, outdoor physical activity and play based activities- timetable implemented in week 1</li> <li>• Head boys and Girls elected to support Social, Emotional and Mental Health (SEMH) strategies throughout school e.g. hot Chocolate Friday and Class Listeners</li> <li>• Implementation of SEMH support through Pat Charnock, CAMHS, Seedlings</li> <li>• Full broad and balanced curriculum implemented during term 1.2</li> </ul>	<p>Term 2 all children are ready to access current year group expectations</p> <p>Number of children requiring SEMH support and playground incidents reduced</p>	<p>Class Teachers</p> <p>Subject Leaders</p> <p>Phase Leaders</p> <p>SENDCo</p>	<p>Hot chocolate Friday resources £81.20</p>	<p>Jan 2021</p>
<p>C</p> <p>Gaps in knowledge and skills are accurately identified</p>	<ul style="list-style-type: none"> <li>• Additional fortnightly supervision meetings for teachers – Autumn and Spring</li> </ul>	<p>Staff need accurate information around gaps to inform planning and intervention</p>	<p>Class Teachers</p> <p>Subject Leaders</p> <p>Phase Leaders</p> <p>SENDCo</p>		

Total budgeted cost:

Targeted support

Reasons for the approaches taken:

Decision was made to employ additional full time LSP to enable redeployment of current staff to provide at least 0.8 support for all KS2 year groups.

Click on link below for further details. [https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-classsize/?utm\\_source=site&utm\\_medium=search&utm\\_campaign=site\\_search&search\\_term=small%20class%20s](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-classsize/?utm_source=site&utm_medium=search&utm_campaign=site_search&search_term=small%20class%20s)

This additional staff member has an impact for all classes across the school by allowing staff to to be focused in 1 year group for teaching and cover thus increasing time to identify pupils that have gaps in learning and implement intervention rapidly to take place rapidly so that pupils 'keep up' as opposed to 'catching up'.

Desired Outcome and success criteria	Action	How will you make sure it's implemented well?	Staff lead	Resources/ Cost	When will you review this?
B All pupils have sufficient opportunity to access regular basic skills revision and instruction	<ul style="list-style-type: none"> <li>High quality individual and small group intervention delivered LSPs and teachers (during student placement)</li> <li>Additional teacher in Year 6 providing smaller group class teaching</li> <li>Employment of Full time LSP to enable redeployment of current KS2 LSPs to provide all year groups with at least 0.8 LSP support</li> </ul>	Term 2 all children are ready to access current year group expectations	Class Teachers Subject Leaders Phase Leaders SENDCo	LSP employment £21,876	
D Pupils identified as requiring additional 1:1 support in reading/ writing , maths or SEMH receive effective intervention	<ul style="list-style-type: none"> <li>1:1 support assistants delivering bespoke programs of support for children with EHCP</li> </ul>	Targets in EHCPs are delivered and met	Class Teachers Subject Leaders SENDCo	Additional SEND resources £273.91	



<p>F</p> <p>All children have equal access to blended and remote learning that it is integrated into school curriculum planning during self-isolation, bubble closure and full lockdown</p>	<ul style="list-style-type: none"> <li>• Purchase of 4 staff laptops to support the provision of high quality blended learning via Google Classroom</li> <li>• Allocation of 27 Chrome books from DfE 'Get help with Technology' scheme available for home loans to enable access to remote learning</li> <li>• Allocation of 15 4G routers from DfE 'Get help with Technology' scheme available for home loans to enable access to remote learning</li> <li>• Remote learning Lead provided allocated time to coordinate the school's approach.</li> </ul> <p>-Develop hybrid approach that supports maximum access using intelligence gathered from parental questionnaire.</p>	<p>% of children engaging in remote learning increases</p> <p>Re-engagement interviews when children return to school.</p>	<p>Remote learning team</p> <p>Class Teachers</p>	<p>Staff Laptops £1000</p>	<p>Jan 2021</p>
Total budgeted cost:					
Other approaches					
Reasons for the approaches taken:					
In order support identified pupils develop their social skills, our Pastoral Manager will complete Mental Health Trackers. These will allow us to identify which skills to develop in order to provide pupils with much needed support when reconnecting with friends etc.					
Action	Intended outcome and success criteria	How will you make sure it's implemented well?	Staff lead	Resources/ Cost	When will you review this?
To implement an effective method to track the SEMH needs of all learners to enable swift and effective intervention	MH trackers to be completed each half term to highlight needs and issues early to enable the implementation of swift and effective intervention and support				

Range of strategies and platforms used to enhance motivation and engagement in Blended learning approach	Purchase of online subscriptions to blend in class and remote delivery			TestBase £260  TT RockStars £94.90  WhiteRose Maths £139  Deepening Understanding – Maths £196.00  Nessy £400	
	Total budgeted cost:			£8515.67	
January 2021 – Review data and consider how to make best use of remaining balance					

## ADDITIONAL INFORMATION

Please refer to the following documents for further information:

Rudston Primary School Recovery Curriculum

SIL recovery curriculum documents

EEF research guidance

DfE school reopening Guidance