

# COVID-19 catch up premium strategy 2020-21

## Rockliffe Manor Primary School

### What catch-up funding is for

The government announced £1 billion of funding to support children and young people to catch up lost time after school closure. This is especially important for the most vulnerable and disadvantaged backgrounds.

### Funding allocations

School allocations will be calculated on a per pupil basis.

Mainstream school will get £80 for each pupil in from reception to year 11 inclusive

Special, AP and hospital schools will get £240 for each place for the 2020 to 2021 academic year

Date of strategy publication		December 2020	Review dates		March 2021 July 2021	
Total number of pupils:		217	Total catch-up premium budget		£16,480	
Disadvantaged pupils (%)	34.1%	Pupils with EHC plans (%)		2.3%	Pupils on SEND support (%)	17.4%

### Barriers to learning and achievement

Academic barriers	
1.	Recall of known facts and confidence in applying these to help solve problems



2.	Gaps in phonetic knowledge and spelling rules which are subsequently not being applied to writing
3.	Oral language skills, communication and vocabulary development is lower for pupils who did not engage in home learning

**Additional barriers (including external barriers such as access to home learning, attendance, etc.)**

1.	Less engagement in home learning for a variety of reasons including parental engagement, technological support and attitude to learning
2.	A decreased self esteem and motivation for learning compared to peers

## Catch-up premium strategy statement

Rockliffe Manor is a one form entry school which serves a diverse community. The school has 217 pupils, which includes a morning nursery. Mobility of pupils is low with the vast majority of pupils staying at the school from Nursery until Year 6. New local housing means that many families have moved into the area or are moving from housing stock within the locality as the area undergoes regeneration. We serve a social housing estate, as well as private housing and have an above average percentage of pupil premium children. Every year we effectively support children who enter our school who are new to the English language, through work on communication and language development children acquire a proficient level of the English language to successfully meet their full potential whilst at Rockliffe Manor. The catch-up premium is funded on a per pupil basis at £80 per pupil. This will be based on the previous year's census and will not include Nursery numbers, meaning we are predicting Rockliffe Manor's Primary School will be in receipt of £16,480 (206 x £80). At Rockliffe Manor we believe the best way to spend this money will be to ensure that gaps are filled for children who did not engage in the home learning opportunities during lockdown, children who were securely working at expected level or above and now because of the time lost in education this is now at risk for the current academic year. Our aim is to ensure that we close the gaps that would not have been there if it were not for the national lockdown. In our approach we believe it is best to provide catch up to children with staff who have good knowledge and relationships with the children, with this children will have trust and respect for their teacher and so learning can be built upon solid relationships built on mutual respect. With this in mind we aim to support and sustain the highest quality teaching for all, reduce the attainment gap between children in different groups and raise the attainment of all pupils to close the gap created by COVID-19 school closures. We use diagnostic assessment and regular gap analysis to inform planning and day to day teaching. Children are also placed in flexible groups – which, when they are assessed they can come out of, therefore intervention and groups can be formed for an explicit purpose and disbanded when that purpose is met.

## How the school intends to use the catch-up premium

### Quality first teaching

Intended Outcomes	Actions	Success criteria	Dates	Lead	Review date	Cost
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<p>All children make progress in line with the 2019-2020 outcomes</p>	<ul style="list-style-type: none"> <li>• Continued focus on excellent teaching and learning</li> <li>• Coaching model for performance management established for continued professional dialogue</li> <li>• Introduction of gap tasks in CPD to ensure there is a direct correlation between CPD and development in practice.</li> <li>• Restructuring of pupil review meeting in line with the limitless minds approach, empowering teachers to identify the actions needed for their children to overcome their barriers to learning.</li> <li>• Learning looks, learning walks and observations will monitor teaching and learning</li> <li>• Learning explorations conducted by SLT will identify strengths and areas of development for each subject to ensure the progression in quality of teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>• Data will show that children are making the expected progress</li> <li>• Pupil voice, books and lessons show that children are being challenged from their starting points</li> <li>• An increased number of pupils, particularly disadvantaged are making the progress necessary</li> <li>• All children are able to describe how they learn best and the strategies they use to support their learning across subjects</li> <li>• Pupil voice demonstrates that pupils retain knowledge learnt across the curriculum, make links to previous learning and can articulate how their learning has had an impact on themselves</li> </ul>		SLT	Half Termly	£0
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<p>CPD planned and delivered to support challenge for all through a limitless minds approach</p>	<ul style="list-style-type: none"> <li>• Initial limitless minds CPD delivered</li> <li>• CPD planned half termly, responsive to the needs of the school</li> <li>• CPD sessions will include a GAP task to ensure opportunities for teachers to put developed understanding into practice</li> <li>• Teacher voice collected to help plan sessions; What do the teachers want to develop?</li> <li>• Performance management include a project which will have direct measurable impact on the teaching and learning of children.</li> <li>• Coaching will ensure teachers are being supported as they lead for impact ensuring challenge for all</li> </ul>	<ul style="list-style-type: none"> <li>• Gap tasks will show an impact on teaching and learning within the classroom</li> <li>• Teachers will be able to articulate how they have lead for impact, ensuring challenge for all</li> <li>• All children will be challenged in their learning from their starting points</li> <li>• Teachers voice will show direct impact of CPD</li> </ul>		<p>AV/NC</p>	<p>Half Termly</p>	<p>£0</p>
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		can articulate how their learning has had an impact on themselves				
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Targeted academic support and intervention



<p>Identified, targeted children will have the gaps between them and their peers significantly reduced</p>	<ul style="list-style-type: none"> <li>• Identify members of staff, known to the children, to facilitate catch up and back fill their posts.</li> <li>• Release key members of staff</li> <li>• Baseline conducted to assess gaps in knowledge and understanding</li> <li>• Gap analysis identified target children</li> <li>• Additional identification of children who did not engage well in home learning</li> <li>• Interventions and group tuition will be based on data and co constructed with a member of SLT</li> <li>• Plan, do, review approach, regular monitoring of sessions and the needs of the learners</li> <li>• Pupil voice and teacher voice collected to measure impact.</li> <li>• Assessment information will help with identification of children and area of support needed</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil voice shows that children feel supported in their learning</li> <li>• All staff and children targeted are able to articulate the impact that the catch up sessions have had</li> <li>• Pupil voice, books and lessons show that gaps are closing between targeted children and their peers</li> <li>• An increased number of pupils, particularly disadvantaged are making the progress necessary to support the Expected + standard across the curriculum</li> <li>• Learning looks and observations show that all children are consistently being challenged from their starting points</li> <li>• All children are able to describe how they learn best and the strategies they use to support their learning across subjects</li> <li>• Pupil voice demonstrates that pupils retain knowledge learnt across the curriculum, make links to previous learning and can articulate how their</li> </ul>		NC/ SLT	Half Term ly	£14000
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		learning has had an impact on themselves				
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<p>The gap reduces in oracy development between targeted children and their non targeted peers</p>	<ul style="list-style-type: none"> <li>• Launch of Oracy Framework oracy elements in catch up sessions</li> <li>• Staff training on Oracy framework in Autumn 1, will follow up sessions through the academic year</li> <li>• Quality assuring teaching of phonics throughout EYFS and KS1, including interventions</li> <li>• Ensure EYFS has phonics embedded within the provision inside and out so that children are immersed in a rich dialogic environment.</li> <li>• Catch up sessions will have a focus on vocabulary building, using a wide range of texts and evidenced in the environment and on word banks.</li> <li>• Intervention groups/1:1 reading implemented to focus on the needs of individual pupils to help close the gaps</li> <li>• Gap analysis and precision teaching / informed interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil voice shows that children feel supported to articulate their learning</li> <li>• All staff and children targeted are able to articulate the impact that the catch up sessions have had on oracy development. and the impact that oracy has had on written work</li> <li>• Pupil voice, books and lessons show that gaps are closing between targeted children and their peers,</li> <li>• An increased number of pupils, particularly disadvantaged are making the progress necessary to support the Expected + standard across the curriculum</li> <li>• Learning looks and observations show that all children are consistently being given opportunities to develop their oracy skills</li> <li>• Pupil voice demonstrates that pupils retain knowledge learnt across the curriculum, make links to previous learning and can articulate how their learning has had an impact on themselves</li> </ul>		AL/ SLT	Half Term ly	£0
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## Wider strategies

<p>Children are aspirational and are confident and resilient to tackle new learning.</p>	<ul style="list-style-type: none"> <li>• Launch of limitless minds approach across the school at whole school inset to introduce the notion that no limits should be placed on learning, learning should be scaffolded for all children to support them in making good progress from their starting points</li> <li>• Follow up CPD each term to monitor the successes of the limitless minds approach and identify barriers/ next steps for each class</li> <li>• Each classroom has growth mindset embedded and teachers teach through a growth perspective with a multi dimensional approach, this will be identified through learning walks and observations.</li> <li>• MTP checks show opportunities for multi dimensional teachings, these will also be evident in learning looks</li> <li>• Rolling agenda item on Phase meetings to discuss key children and approaches taken to support.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil voice shows that children have high aspirations for the future</li> <li>• Pupils are resilient in tackling new challenges</li> <li>• MTP checks will show regular opportunities for the children to build resilience planned for throughout the curriculum</li> </ul>		<p>SLT/ CT/PL</p>	<p>Half Term ly</p>	<p>£0</p>
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<p>Parental engagement in home learning increases children's remote learning.</p>	<ul style="list-style-type: none"> <li>• Introduction of Google Classroom, so parent's feel more connected to the school/ teachers if needed to home school due to bubble closure</li> <li>• Workshops delivered and recorded, for those parents who cant make it, on how to access google classroom and how best to support children using it</li> <li>• Whole school project planned to engage families to use Google classroom</li> <li>• Technology provided where children do not have access to it at home</li> <li>• Identification of parents who are not engaging and targeted support given.</li> <li>• Regular Zooms between isolating children and teachers to review learning, supporting parents with subject knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Engagement in home learning will increase</li> <li>• Parent's voice reveals they feel supported in facilitating home learning at home</li> <li>• Pupil Voice shows that children feel well supported when learning from home</li> <li>• Gaps in knowledge and understanding do not widen when learning from home due to lack of parental engagement</li> </ul>		SW/SLT	Half Termly	£0
<p>Whole School Bug Club subscription</p>	<ul style="list-style-type: none"> <li>• Sign up for Bug Club and Launch within the school.</li> <li>• Workshops delivered and recorded, for those parents who cant make it, on how to access BugClub and how the playform can support children learning remotely</li> <li>• Whole school pdm to introduce to staff how BugClub can enhance</li> </ul>	<ul style="list-style-type: none"> <li>• Children engage in reading throughout remote periods of education</li> <li>• Children's fluency and comprehension skills continue to progress in line with what is expected</li> </ul>		NC/SLT	Half Termly	£1,537.89

	provision for reading within the classroom <ul style="list-style-type: none"> <li>• Measure impact and useage. -</li> </ul>	<ul style="list-style-type: none"> <li>• Gaps in reading, which appeared from the first Lockdown, continue to close.</li> </ul>				
<b>Total expenditure:</b>						£16,480

### Review of strategy:

Date	Impact of actions taken
December 2020	<ul style="list-style-type: none"> <li>• All children identified for the catch up programme have been engaged in sessions, the groups are fluid so teachers are ensuring timely catch up opportunities are available when a gap is noticed</li> <li>• 25% of our pupil premium children are receiving additional catch up interventions. 33% of all children targeted for these sessions are pupil premium. These children were identified to close the gaps in their learning to support them in making the same progress from their starting points as their non PP peers. This has improved confidence and resilience in the classroom, as a result children are engaging and actively participating in whole class sessions. These children are also taking more risks in the classroom and embrace being challenged from their starting points.</li> <li>• The biggest success of our session across all year groups were that children’s confidence and their resilience had grown, children were able to tackle challenging learning with a positive mindset and set high aspirations for themselves. Children were indirectly reminded of and taught strategies to help their resilience grow, this hugely impacted their self esteem and led to benefits back in the classroom and beyond.</li> </ul>

March 2021

**Partial school opening:**

- PRMs were held in Spring 1 to discuss the needs of the children across the school. An action plan was created to ensure from the beginning we were able to set up intervention groups for the children who needed this support.
- Due to the knowledge we have from the last lockdown we are aware of children who struggled to learn from home, those children were our first priority to engage into groups to receive virtual interventions and targeted support during the lockdown period. These sessions had increased elements of development of oral language skills and communication as well as focused on developing the confident recall of previous learning and how the new learning built on this. As a result children were able to articulate their learning, gain confidence in being able to 'say it before they wrote it' and engagement was high across the school.
- We signed up to 'Bug Club' an online platform where children have access to a range of books which are banded by phonics levels, as they would be reading and taking home at school. This ensured we were able to assign children reading books at their appropriate level and to support the progression in reading whilst learning remotely.
- Teachers scheduled interventions throughout the remote period when a gap arose. Sessions were timely, focused and purposeful to close the gap.

**Wider school opening:**

- An additional 2 adults are now assigned to catch up sessions as a result more children are receiving support.
- Teachers used their knowledge of the children to create their groups for the first week back and altered these once they had completed their assessments.
- PRM updated documents show the movement of children into groups and those who no longer require the additional support. PRM identify focuses for Summer 1.
- Resources audit to be conducted to see what resources we can use to further support the children within the classroom.

**Review of funding:**

Committed costs	£16,480
Uncommitted funds	£0