

COVID-19 catch up premium strategy 2020-21

Name of school/academy: Rowdown 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	26/1/2021		Review dates	May 2021 April 2021	
Total number of pupils:		367	Total catch-up premium budget	£27,440	
Disadvantaged pupils (54%)	198	Pupils with EHC plans (1.9%)	7	Pupils on SEND support (18%)	64

The Strategy was originally set to begin when the school returned in January 2021. Due to the current lockdown, this was not possible and so the launch of the strategy has been postponed until all pupils return to school. It would be too problematic, to try and provide catch up sessions for children who are remote learning, as we do not have complete control on who logs in nor the support children might need or get. We have considered this carefully and with our experience of the children returning from the last lockdown and summer break, we are confident we can get the children on a programme of catch up that will be

effective as soon as we return to school. This strategy has been created as a short term start to what will no doubt be a longer term strategy once the new permanent head takes up her position.

Barriers to learning and achievement

Academic barriers	
1.	Many of the children who arrive at school are behind their peers nationally in terms of social emotional and physical development this means they are starting from a lower base line than children are nationally. The school has to mitigate against this with the learning they provide.
2.	Oral language skills in Nursery/Reception are lower for our pupils than for others nationally, this can affect reading progress in subsequent years and on number of children achieving a good level of development. The school however has been able to provide accelerated learning for most pupils, which enables them to achieve national levels by the time they leave the school.
3.	Acquisition of phonics skills has been slower in the past for children in year one, this is pivotal to learning as a whole as it impacts on reading.

Additional barriers (including external barriers such as access to home learning, attendance, etc.)	
1.	Parental support for learning is not always as strong as it could be, some parents do not encourage levels of maturity for their children that would be expected of children nationally (eg.toilet training in Nursery and reception)
2.	Children and families also lack resilience in coping with their own emotions and this can impact on the children's progress across the school. The school does have exceptional inclusion programmes to support this.
3.	The level of poverty in the local area is a major issue for many families as this impacts on the welfare of the children and subsequently on their school readiness and ability to learn at times.
4.	Not all families have access to laptops or Broadband. These have been provided by the school to support children but where adult support is needed, some parents lack the confidence/knowledge to help with home learning tasks.
5	Although attendance is on the rise, and almost at national, there are still some persistent absences which impact on children's learning.

Include a brief overview of your catch-up premium strategy. This might include

Context of the school:

Rowdown is a two-form entry primary school with morning nursery provision and 367 children on roll.

The school serves a large estate of mainly local authority housing. The school is growing in popularity with the local community with 38 children joining the school in the last academic year (excluding EYFS intake). 198 (54%) of the pupils are in receipt of PPG. 177 (48 %) of pupils are currently in receipt of FSM. The intake is mostly white British children. The number of ethnic minority pupils has increased in recent years, with 72 pupils 18% of pupils recorded as English second language.

There are currently 64 (18%) pupils registered as SEN (7 EHCP)

Our pupil premium is directed at supporting our PPG pupils in as many ways as we possibly can. We provide additional staff to support with learning, speech and communication, fine and gross motor skills, reading and pastoral support. The school provides small group teaching of core subjects every morning for our most challenging and needy pupils from year groups 1 – 6. We also recognise that we have many pupils needing additional support who may not be eligible for PPG funding.

There are a significant number of vulnerable children in the school. We have responded to this by providing a Trust run counselling service for pupils and parents (SPIL) as well as Manager, 2 Mentors in school, and counsellors currently being recruited

Home visits are conducted, prior to entry into Nursery or Reception. Analysis indicates that:

- Levels of speaking and listening of children entering nursery are below their chronological age,
- Pupils are below their chronological age in confidence and awareness health, and managing feelings and behaviour.

In response to this, we have invested in specific staffing, resources, Speech and Language, and EAL provision in Nursery and Reception.

Catch-up premium priorities:

The schools priorities are to identify the children who have fallen behind and provide appropriate catch up sessions to enable them to make accelerated progress to the levels of attainment they would have been at had the Covid lockdowns not happened.

The aims of your strategy:

The aims of our overall strategy is in line with our whole school development plan, to provide the best possible learning for all pupils at Rowdown. This sometimes means that individual provision is the only way specific children, or groups of children, can make the progress that is expected. This comes from quality first teaching and accurate assessment procedures, which identifies any pupils or groups that may be falling behind. The catch up provision will be an extension of this, and the procedures that have already been judged by Ofsted to be good will allow us to ensure that children make progress.

Key approaches to the implementation of your strategy:

The senior management team will ensure that the strategy is monitored and has the desired impact.

All teachers will be aware of the strategy and they have a clear understanding of their individual responsibility for its delivery.

The provision of Quality First Teaching will be the main trust augmented by the identification of catch up groups.

Members of staff will be asked to identify children who have fallen behind where they might have otherwise been, these children will be divided into small groups and there will be a focus on the gaps in their learning.

Catch up provision may be provided by members of staff before or after school.

The school has also decided to engage the Connex company who provide tutors to support the pupil's catchup.

The catch up provided will be monitored on a regular basis to ensure that there is the appropriate impact and that pupils make the progress that is expected of them to bring them in line with where they should be.

Clear expectations will be set by the teacher, through a gaps analysis for each group of children, targets will be set and these will be monitored by the class teachers, the tutors and the SLT on a regular basis to ensure that the provision is having an impact.

The catch up sessions will be delivered in half hour sessions or hourly sessions depending on the age of the children.

The catch up sessions will be provided in English and in Maths.

Value for money will be evidenced by the outcomes of the pupil's progress.

Precision teaching intervention sessions which involve 3-5 minutes tasks to build basic literacy and numeracy skills (e.g. HFW, number bonds/addition facts) by practicing them regularly. The essence of this tool is to create fluency and mastery of a skill by using short sessions of practice every day. Once a specific need is identified, individually designed tasks allow a child to practice a specific skill within 3-5 minutes any time of a school day, depending on a class timetable. SENCO to introduce/model Precision Teaching to all teaching staff over the next 4 weeks. Individual tasks to practice first 200HFW and basis numeracy skills are already completed and ready to use.

How the school intends to use the catch-up premium

Quality first teaching Teachers will deliver Quality first teaching. This involves them providing a range of teaching skills that ensures there is differentiation across the class to meet the needs of all pupils.

Intended Outcomes	Actions	Success criteria	Dates	Lead	Review date	Cost
All children will be targeted to make age appropriate progress in literacy and maths	Teacher will provide a range of strategies in class to ensure that differentiation is effective and having an impact.	All Children will have been targeted and supported to make age appropriate progress in literacy and maths Children will have been identified and catch up put in place. A good level of progress for these groups will have been made	March 2021	Head teacher	May 2021	£500 Resources
The class as a whole will make progress and children who need to make accelerated progress to close the gap will be identified and receive support	Teachers will carry out gaps analysis of the children in their classes, which is part of normal practice. This will enable them to create an appropriate range of teaching.	All Children will have made age appropriate progress. Children will have been identified and catch up put in place. A good level of progress for these groups will have been made	March 2021	Head teacher	May 2021	£500 Resources

<p>Maths focus for all children to catch up/close attainment gaps.</p> <p>The teaching of maths mastery will improve further due to improved resources</p>	<p>School has been part of maths Hub focusing on introduction and embedding of maths mastery programme across the school.</p> <p>Hub/DFE is subsidising 75% purchase of text books to support learning/lessons in school – catch up funding to be used to pay remainder</p>	<p>Children and staff will have access to resources to support teaching/learning in maths lesson, focusing on maths mastery skills.</p> <p>Maths attainment will improve, as will skills in problem solving, thinking and communicating in understanding of maths</p>	<p>Spring 2021</p>	<p>Maths co-ordinator and support</p>	<p>Summer 2021</p>	<p>£1,200</p>
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Targeted academic support and intervention

Intended Outcomes	Actions	Success criteria	Dates	Lead	Review date	Cost
<p>Early Years language programme</p> <p>Complete training and implement NELI to impact on the development of children's language.</p>	<p>Attend all training sessions for the NELI programme .</p> <p>Create an action plan for the delivery of NELI</p> <p>Disseminate this information to the rest of the EYFS and SLT</p>	<p>Ensure that the practice suggested by the programme is being delivered to pupils and is having a positive outcome on their learning.</p> <p>SLT and EYFS leader will monitor it through NELI self- evaluation system.</p> <p>Impact seen on language and communication skills of EYFS pupils – targeted focus where lack of socialising has created communication issues</p>	<p>Spring 2021</p>	<p>EYFS lead</p>	<p>Summer 2021</p>	<p>£1,000 (release)</p>
<p>Children will make progress and catch up will be seen in identified key skills</p>	<p>Members of staff will volunteer to deliver sessions of catch up for groups of children where they have been identified, sessions taking place during and after school</p>	<p>All Children will have made appropriate progress.</p> <p>Children will have been identified and catch up put in place and a good level of progress for these groups will have been made</p>	<p>March 021</p>	<p>SLT</p>	<p>May 2021</p>	<p>£1550</p>

Children will make progress and catch up will be seen in core learning	Tutors will be used from Connex to provide catch up sessions for identified children in each year group where the teachers were not providing the catch up sessions outside normal school hours.	All Children will have made appropriate progress. Children will have been identified and catch up put in place and a good level of progress for these groups will have been made Sessions will target small groups of children with a focus on core learning skills – writing or maths, or a combination of these across the sessions	March 2021	Tutors / SLT	May 2021	£8,100
Regular short, focused sessions help children catch up in identified key skills in core subjects	Following training, all staff are able to deliver precision teaching sessions to pupils on a daily basis	Short daily sessions target children most in need and impact is evidenced in acquisition/re-establishing of key skills/learning for these children	Feb 2021	Senco	Summer One	£100 (release/re sources)
Wider strategies						
To develop the spelling Hub across the school to enhance the tools available to members of staff to make improvements.	Introduce staff to spelling shed which is a programme from Reception – year 6. This has phonics and spelling games that pupils use to practice spellings. Each child has their own login & can access from a phone/tablet or computer. Teachers can upload word lists for individuals or groups of children. Lists of words linked to each KS can be accessed on the programme.	Appropriate progress will be made by children in their spelling and any catch up gaps will be closed.	Feb 2021	Deputy head / Eng lead	Review in May will continue for the year.	£350

Children will make catch up progress in reading. Wide variety of teaching resources and planning to deliver sessions.	Re-subscribe to the Literacy Shed to access reading resources to deliver whole class/small group VIPERs sessions Reception – Year 6	Children will close the gaps in reading. Teachers will have differentiated resources to target groups.	Feb 2021	Deputy head / Eng lead	Review in May will continue for the year.	£260
Children will log on regularly to practice their x-tables	Continue to use TT Rockstars to practice x-tables. Access at home on phone/tablets during lockdown & when back at school. Teachers set competitions to encourage the children to engage.	Children will have good X tables knowledge & quicker mental recall of related facts.	Ongoing since May 2020	Maths Lead	Review usage when back at school	£300
Total expenditure planned to date :						£13,860

Review of strategy: There will be a review of the strategy in April .

Date	Impact of actions taken