

The Raleigh School Universal catch-up premium for the 2020 - 2021 academic year

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	436	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£34,880	<ul style="list-style-type: none">In 3 instalments - in autumn 2020, 'early 2021' and summer 2021A total of £46.67 per pupil split across payments 1 and 2£33.33 per pupil for payment 3	<p>Governors and trustees will scrutinise plans for / use of catch-up funding with reference to the school's catch-up priorities.</p> <p>Ofsted will discuss plans for / use of catch-up funding. As part of the quality of education judgement they will look at how the school is using catch-up funding to make sure the curriculum has a positive impact on all pupils.</p>

Intent:

- To support pupils to catch up for lost learning. To teach an ambitious and broad curriculum in all subjects from the start of the autumn term, making use of existing flexibilities to create time to cover the most important missed content, returning to the school's normal curriculum content by no later than summer term 2021.
- Planning is based on the educational needs of pupils, informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills, especially in English (Reading, Comprehension, Writing, SPaG and Phonics) and Mathematics.
- Having identified pupils that will benefit most from the funding, regular formative assessment will monitor progress and impact of interventions alongside the school's 'intelligent' assessment systems.
- In addition, we have identified the following groups: PP/FSM, SEN/EHC Plan, EAL.
- Development planning to use the catch-up premium to improve classroom pedagogy, provide targeted support and support whole-school strategies.
- Significant investment in additional staff and IT resources means the figures listed below are far in excess of the catch-up premium allocated.

Planned expenditure for current academic year

Quality of teaching for all					
Action	Intent: Intended outcome and success criteria	What's the evidence and rationale for this choice?	Implementation: How will you make sure it is implemented well?	Staff lead and cost	Impact: When will you review this?
Summer tuition programme – quality first Mathematics and English tuition (last week of August).	Intensive group sessions delivered for children to refresh the basics in Maths and English and address key areas missed, due to Covid19, before they move into their new year group.	Targeted support for disadvantaged and vulnerable pupils who need the most help to catch up.	Training for staff delivering sessions. Daily briefing and debriefing.	Headteacher £3,145	Daily debriefing. Evaluation at end of week. Feedback from children and parents.

<p>Assessment for pupils in Reception to identify gaps in language, early reading and mathematics. Plan curriculum and ensuring children's acquisition of phonic knowledge, extending their vocabulary and oral language interventions.</p>	<p>Frequent formative assessment as a central point of teaching and learning to ensure all children, especially disadvantaged, experience success.</p> <p>Use high-quality structured interventions to help pupils who are struggling with their literacy and/or numeracy.</p> <p>Develop practitioners' understanding of how children learn mathematics.</p>	<p>Analysis of assessment data.</p>	<p>Additional reading books, phonics and reading comprehension resources purchased.</p>	<p>EYFS Leader English and Maths Leaders</p> <p>£650 for book-banded books</p>	<p>Regular formative and summative assessment to monitor progress/impact of interventions with school's 'intelligent' assessment systems. SLT to conduct termly pupil progress meetings to ensure interventions are effective/impactful. Forensic analysis that the gap is closing.</p>
--	---	-------------------------------------	---	--	---

<p>Assessment for pupils in key stage 1 in weeks 1 and 2. Teachers will prioritise identifying gaps and re-establishing good progress in the essentials (phonics and reading, increasing vocabulary, writing, reading comprehension strategies and mathematics), identifying opportunities across the curriculum so they read widely, and developing their knowledge and vocabulary.</p>	<p>Frequent formative assessment as a central point of teaching and learning to ensure all children, especially disadvantaged, experience success. Use high quality information about pupils' current capabilities to select the best next steps for teaching.</p> <p>Effectively implement a systematic phonics programme.</p> <p>Teach pupils to use strategies for developing and monitoring their reading comprehension and for planning and monitoring their writing.</p> <p>Dedicate time for children to learn mathematics and integrate mathematics throughout the day.</p>	<p>Analysis of NFER results and FFT data.</p>	<p>Additional reading books, phonics and reading comprehension resources purchased. Laptop trolley purchased to support use of Mathletics, spag.com and Times Tables Rockstars. Analysis of NFER results and FFT data.</p>	<p>EYFS and KS1 Leader Deputy Headteachers</p> <p>Initial laptop trolley and tablet/computers £11,922</p>	<p>Regular formative and summative assessment to monitor progress/impact of interventions with school's 'intelligent' assessment systems. SLT to conduct termly pupil progress meetings to ensure interventions are effective/impactful. Forensic analysis that the gap is closing.</p>
---	---	---	--	---	---

<p>Assessment for pupils in key stage 2 in weeks 1 and 2. Teachers will prioritise identifying gaps and re-establishing good progress in the essentials (phonics and reading, increasing vocabulary, writing, reading comprehension strategies and mathematics), identifying opportunities across the curriculum so they read widely, and developing their knowledge and vocabulary.</p>	<p>Frequent formative assessment as a central point of teaching and learning to ensure all children, especially disadvantaged, experience success. Teach reading comprehension and writing composition strategies through modelling and supported practice. Use manipulatives and representations to help children help pupils engage with mathematical ideas. Teach pupils strategies for solving problems using manipulatives and representations to develop understanding.</p>	<p>Analysis of NFER results and FFT data.</p>	<p>Laptop trolley purchased to facilitate use of Mathletics and Times Tables Rockstars. Analysis of NFER results and FFT data. Additional mathematics resources.</p> <p>Benchmarking for assessment of reading to allow regular assessment of progress in reading.</p>	<p>Deputy and Assistant Headteachers</p> <p>Mathletics £3,466</p> <p>Spag.com £450</p> <p>Times Table Rockstars £170</p>	<p>Regular formative and summative assessment to monitor progress/impact of interventions with school's 'intelligent' assessment systems.</p> <p>SLT to conduct termly pupil progress meetings to ensure interventions are effective/impactful. Forensic analysis that the gap is closing.</p>
<p>Enable blended and remote learning for all children, especially disadvantaged.</p>	<p>Strong remote learning offer in place using Zoom to provide outstanding 'live' teaching.</p>	<p>Best Evidence research on Supporting Students to Learn Remotely</p>	<p>Provide ongoing technical support. Ensure most vulnerable children have priority access to classroom teaching and online materials.</p>	<p>Headteacher, Deputy and Assistant Headteachers</p>	<p>Strong remote learning offer in place using Zoom to provide outstanding 'live' teaching.</p>

<p>Regular focus on mental health and wellbeing for children and staff.</p> <p>Ensure pastoral contact for disadvantage children and identify barriers to engagement.</p>	<p>PSHE/wellbeing daily sessions timetabled for first three weeks to ascertain children's experience of COVID-19.</p> <p>ELSA sessions for identified children supporting mental wellbeing. New ELSA trained.</p> <p>New DSL trained to support with additional safeguarding and wellbeing concerns</p>	<p>Professional knowledge</p>	<p>Resume breakfast club, after school care and clubs with focus on disadvantaged children.. ELSA support for identified children. Training of an ELSA</p>	<p>SENCO</p> <p>ELSA training £400</p> <p>DSL training £300</p>	
<p>Total budgeted cost:</p>					<p>£20,503 plus staff costs in next section</p>
<p>Targeted support</p>					
<p>Action</p>	<p>Intent: Intended outcome and success criteria</p>	<p>What's the evidence and rationale for this choice?</p>	<p>Implementation: How will you make sure it is implemented well?</p>	<p>Staff lead</p>	<p>Impact: When will you review this?</p>

<p>Focus Groups – daily small group tuition in English, mathematics - maximum 12 students - targeted support for disadvantaged and vulnerable pupils who need the most help to catch up with high quality feedback.</p>	<p>Same day intervention. Teacher led targeted group teaching for identified pupils. School staff used to cover classes rather than supply staff. Pre-teaching to make curriculum access more equitable.</p> <p>Pre-teaching resources and activities used to support individuals to learn subject specific vocabulary.</p>	<p><u>DfE's catch-up premium guidance</u> <u>EEF's COVID-19 support guide for schools</u> Analysis of NFER results and FFT data</p>	<p>Extra teaching capacity – additional teacher employed support Focus Groups, 1-to-1 tuition / Personalised learning with high quality feedback.</p>	<p>Headteacher SENCO</p> <p>16 hours 40 minutes per week for Y5 and Y6 focus groups £2386/wk =£93,054</p> <p>13 hours/ wk for Y4 focus group £760/wk = £29,640</p>	<p>Data shows closing of the gap for identified children and, as a result of regular reviews, different children are identified at different points of the year.</p>
<p>1-to-1 tuition / Personalised learning for identified children - targeted support for disadvantaged and vulnerable pupils who need intensive help to catch up.</p>	<p>Same day intervention. Teacher led targeted teaching for identified pupils.</p> <p>Use high quality structured interventions to help pupils who are struggling with their literacy.</p> <p>Comprehensive intervention timetable. Children identified from assessment data, interventions are tracked and effectiveness monitored.</p>	<p>DfE's catch-up premium guidance</p> <p>EEF's COVID-19 support guide for schools</p> <p>Analysis of NFER results and FFT data.</p> <p>Professional knowledge.</p>	<p>Extra teaching capacity to support Focus Groups, 1-to-1 tuition / Personalised learning with high quality feedback.</p> <p>Sustained CPD ensuring this is subject specific where necessary.</p>	<p>Headteacher SENCO</p>	<p>Data shows closing of the gap</p> <p>Precision teaching intervention to build skills by practising them regularly. Close monitoring and tracking of progress making changes to ensure the child is learning as fast as they can, for identified children.</p>

Educational Psychologists, speech and language therapists, occupational therapists and advisory teachers to support children	Comprehensive intervention timetable.	Professional knowledge DfE's catch-up premium guidance	Children identified from assessment data, interventions are tracked and effectiveness monitored.	SENCO	Data shows closing of the gap for identified children.
--	---------------------------------------	---	--	-------	--