

Use of COVID 19 Catch Up Funding October 2020

To be completed in conjunction with EEF guidance https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf

Summary Information	
School	Rushton Primary School
Total amount of funding	£8160
Use fo funding	
Summary of assessment undertaken to identify gaps	Observation and discussion with children Questioning A range of Formative and Summative Assessment Insight tracker statements Baseline assessments Assessment against end of year expectations, for previous years to establish gaps R-6 Parent Questionnaires Voice of the child
Gaps identified	A = Gaps in learning due to school closure (summer 2020 and spring 2021) Phonic knowledge Reading – stamina and comprehension skills Writing – Stamina and Grammar Punctuation Maths – key skills in number work Gaps in coverage of the Foundation subjects Curriculum enrichment has been restricted
	B = Lack of engagement in remote education Lack of devices and resources at home

	Staff knowledge for teaching remotely and using Teams
	C = Pupils mental health and wellbeing has been impacted
	Anxiety levels are high with a small number during this period of time with children / parents / staff
	Children's self-esteem and independent drive has been lessened

Desired outcomes		Success Criteria
Gap A	To ensure that all pupils in Year 1 and 2 receive sufficient support to achieve the expected standard in the phonics screening check.	82% and above of children in year ½ will achieve a pass in phonics (in line with national expectations of 2019)
	All pupils in year 1 – 6 to receive appropriate support in reading / writing and maths to ensure that they are able to close the gaps and get back on track by the end of academic year 2021.	End of KS1 and KS2 results are in line with national figures as they have been for the last few years at expected and GD.
	All EYFS children to receive appropriate support to ensure they are able to access all areas of the curriculum in a way that supports their learning and enables them to achieve GLD at the end of the academic year 2021.	72% and above of children in EYFS achieve a Good Level of Development (in line with national expectations of 2019)
	To ensure that all children have been offered a broad and balanced curriculum during the catch up period which is supported by enrichment activities where possible.	Pupil voice and subject deep dives show evidence of a broad curriculum offer with some adaptation to allow for catch up.
	Review 1: April 2021	
	Review 2: July 2021	
Gap B	To provide a remote learning package that is bespoke for the children at Rushton Primary and meets the needs of the children and their families	100% of children will be engaged in remote learning (completing 70% of the work set each day)
	To ensure that sufficient technology resources are available to families so that they are able to access home learning and catch up support provided by the school.	All families will access the remote learning through home / school borrowed devices
		Lessons will be differentiated to meet the needs of all children.

		14% Pupil Premium 7% EAL 8% SEN 2% EHCP Through activity, resources or delivery
	Review 1: April 2021	
	Review 2: July 2021	
Gap C	To identify and support the mental health and wellbeing of staff / parent / teachers To develop the self-esteem and independent drive that has been weakened through this pandemic.	To teach lessons on social and emotional learning which allow for pupil voice through a range of subjects. Planning of PSHE sessions using Jigsaw scheme of work Parents to be given a high level of communication in a reduced volume Support parent's mental health by personalizing communication and reinforcing realistic expectations. Families with pupils of different ages feel supported by realistic expectations through outcome.
	Review 1: April 2021	
	Review 2: July 2021	

Chosen Approach to address gaps					
Teaching and whole school strategies					
Chosen Approach	Evidence and Rationale for Choice	How will you ensure it is implemented well?	Gaps addressed	Staff Lead	Budget allocated
Purchase Schofields & Sims Mental Arithmetic books for Year 2-6	<p>Formative assessment in September showed that mental maths skills had dipped.</p> <p>This resources provides retrieval practice of previously taught skills.</p>	<p>Weekly timetabled sessions during the lockdown remote learning plan.</p> <p>Summative assessments made to make sure the resource is effective.</p>	A	JB SA JM	£310 to purchase books
<p>Reading</p> <p>Question packs to go with free reader text to ensure children reading at a deeper level y4-6</p> <p>Colour band weekly book swap</p> <p>Access of Oxford owl shared with parents</p> <p>Guided reading sessions linked to content domains</p>	<p>Formative assessment in September showed that reading comprehension skills had dipped.</p> <p>-10% in ks2 at the Autumn term data drop</p> <p>-19% in ks1 at the Autumn term data drop</p> <p>This resources will provide retrieval practice of previously taught skills for ks2</p> <p>This resource will hopefully allow children to continue to read a new book regularly and stay engaged.</p> <p>We follow the oxford reading tree scheme of work, so this will provide continuity.</p> <p>Formative assessment in September showed that reading comprehension skills had dipped.</p> <p>-10% in ks2 at the Autumn term data drop</p>	<p>Free reader questions – to become part of the weekly timetabled activities set by the class teacher</p> <p>Friday swap shop to allow parents to come and change books weekly.</p> <p>Parents will receive guidance notes and have access to staff email with any questions</p> <p>Through teaching and learning observations – taught by the class teacher</p>	A	JB SA JM	N/A

	Identify opportunities to teach reading writing and phonics across the curriculum. (schools coronavirus operational guidance feb 2021)	Monitoring by SLT Pupil voice			
Create a Friday swap shop to prevent parents from needing to print resources and provide 100% engagement	Access to paperwork in the first lockdown created a barrier to some children being able to access remote learning.	Staff aware when planning that resources need to be available for Friday swap shop collection	B	JB SA JM CP	Clear bags purchased for quarantine - £150

Targeted approaches					
Chosen Approach	Evidence and Rationale for Choice	How will you ensure it is implemented well?	Gaps addressed	Staff Lead	Budget allocated
Stareway to spelling intervention	Autumn baseline Proven to be an affective spelling intervention	TAs will run the sessions that have already had training Sessions will run 3 x a week for greatest impact Sessions run via Teams if the children are not in school	A	LD	N/A
Catch up reading intervention	Autumn baseline Proven to be an affective reading intervention	TAs will run the sessions that have already had training Sessions will run 3 x a week for greatest impact	A	KN	N/A
Phonics teaching / flash card support 3 x a week	When a MOCK phonics screening was administered to the current year 2 children – In January 2020 =% In September 2020 =% The % of children need to be targeted	Led by class teacher / TA with regular checks and feedback Teachers and Tas to provide tuition to ensure high quality provision Sessions will run for 20mins 3x a week 1:1 sessions given to provide bespoke support. Entry and Exit data will provide evidence of impact	A	KN JM	£180 for a week during the autumn 2 term

Class teacher pre / post teaching topics weekly when misconceptions identified in maths weekly	Weekly marking / feedback Year 2 - -21% off track for GD Year 4 - -13% off track for Exp Year 5 - -20% off track for Exp	Led by class teacher / TA with regular checks and feedback Teachers and TAs to provide tuition to ensure high quality provision 1 hour session, 20mins per child for 3 children. Children to be chosen in reflection of the lessons outcomes	A B C	JM SA	£180 for a week during the autumn 2 term £360 for a week during the autumn 2 term
Early writing tuition	Observation and marking during first ½ term -22% of year 1 children off track for meeting ARE	Monitored and reviewed by class teacher after 5 weeks with the intention of doing 10 weeks, Selected teacher with early writing specialism 1:1 activity 5 focus children with baseline and end result to measure impact	A	JA – supply	Autumn term £1375 spent on 12 sessions
Anxiety and behaviour changes during Covid 19	TAs deliver high quality interventions (pg 16 EEF supporting families with a range of age groups)	TAs trained to deliver group therapy sessions. Use therapy to support 3 vulnerable children Calming strategies to support mental health and anxieties	C	LD	N/A

Wider strategies					
Chosen Approach	Evidence and Rationale for Choice	How will you ensure it is implemented well?	Gaps addressed	Staff Lead	Budget allocated
Curriculum enrichment opportunities – Purchase 'here we are' books to deliver CLPE whole school transition unit for children returning back to school. Focusing of well-being and recovery. Chinese new year	Agreed at an academy meeting that all Pathfinder schools would deliver this in the first 2 weeks of returning from the summer. Deliver Chinese new year as a remote learning opportunity	All classes to contribute to whole school display	A C	JB SA JM	N/A

	(pg 22 EEF supporting families with a range of age groups)	Whole school planning and prep to be delivered at the same time. Resources purchased to support all year groups.			£25.00 for Chinese resources
Loaning devices to families to support with engagement	All families have the same opportunities to access remote learning – Survey sent home to parents identified 6 families did not have access to a device	Ipads will be loaned from the school Application to the DFE for devices will be applied for 33% of children are PP children without a device Parents and children will sign a loan agreement regarding the use of the device. Pupils will be required to return the device when not working at home.	B	AW ZM	DFE free devices
Friday swap shop	As a school we feel our children and parents respond better from personal interaction and familiar resources. Feedback and evidence taken from previous lockdown and bubble closures	Parents will be reminded weekly via text Teachers will remind children through daily video links. Teachers will organize packs, resources and printed materials in advance so packs are available from 7am – 6pm. Social distancing rules in place to allow people to use the resource with confidence Differentiated resources available for children in their packs, as and when needed	A B	JB SA JM CP	N/A
Jigsaw – PSHE scheme of work	The school purchased Jigsaw just before Covid 19 to support with teaching PSHE to all age groups. This is an ofsted approved scheme of work Children experiencing this pandemic will experience new	Teach from an approved scheme of work Cover relevant topics Activities that will suit school lessons as well as remote learning	C	JB SA JM CP	N/A

	<p>emotions, loss, suffering and anxiety.</p> <p>(Pg 20 EEF supporting families with a range of age groups)</p>				
Supporting parents through remote learning	<p>Evidence shows that parent communication needs to be reduced and manageable to parents</p> <p>Hedgehog class to use a remote tool that the class are already familiar with and not to introduce anything new</p> <p>(Pg 21 EEF supporting families with a range of age groups)</p>	<p>Create video clips using you tube channel</p> <p>Reduce letters sent home</p> <p>Continually offer parental support</p> <p>Make individual contact with vulnerable parents</p> <p>Use seesaw in Hedgehog class for remote learning offer</p>	<p>B C</p>	<p>AW</p> <p>All staff</p>	<p>N/A</p>
Children to become familiar with remote learning resources.	<p>Children have never experienced remote learning before and at the previous lockdown resources were sent via email to be printed out or by paper copy.</p> <p>Prepare children prior to future lockdowns so they are familiar with online resources, expectations and live lessons</p>	<p>Watch</p> <p>-Oak academy lessons</p> <p>Use</p> <p>-purple match log in</p> <p>Share</p> <p>-Teams accounts</p> <p>Catch up with children regularly to ensure 100% engagement and manage any technical issues immediately via a phone call.</p>	<p>A B C</p>	<p>JB SA JM</p>	<p>N/A</p>

Updated March 2021 by SLT