



Together we learn, together we succeed

COVID-19 catch-up premium report

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	100	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£8000		

STRATEGY STATEMENT

The Aim for Rusper Primary's Catch Up Strategy is

To raise the attainment of all pupils, closing gaps created by COVID19 school closures

The catch up Priorities for Rusper are

- Improving quality of writing via focused vocabulary development – reading and spelling
- Improving mathematical accuracy via focusing on place value and core number processes
- Improving mathematical understanding via focusing on mathematical vocabulary – written problems

The Principles central to our approach are

1. That our class teachers know the individual needs of our pupils best and so are best placed to deliver catch up teaching that will maximize impact
2. That all pupils will receive additional focused support teaching

The core approach is to facilitate booster sessions within the weekly timetable where 2 adults work with a maximum of 15 children to deliver targeted 'booster' teaching according to specific and group needs. Class groupings will be determined by age and ability.

Barriers to learning

The following data sources have been used to identify barriers to attainment in our school:

- Internal formative and summative assessment
- Staff, pupil and parent consultation
- Locality trends
- Attendance records

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Speech and Language Development is low for some pupils in YR and Y1
B	Breadth of vocabulary use and accurate spelling are broadly lower than expected in independent writing from Y2 to Y6
C	Confidence with understanding and application of Tier 3 Maths Vocabulary is a global barrier to progress within the school
D	Accuracy with core mathematical processes is lower than expected in key groups (Low Prior Attainment, Disadvantaged Pupils) in Y4-6

ADDITIONAL BARRIERS

External barriers:

E	Access to outdoor exercise and safe physical play is limited during Lockdown, potentially affecting overall fitness and well being of many pupils
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Planned expenditure for current academic year

Quality of teaching for all					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>30 – 60 min for every child per week: Y1-Y6</p> <p>Literacy booster teaching with class teacher and TA.</p> <p>Ratio 2 adults to 15 pupils.</p> <p>Vocabulary development through specific teaching of topic or text related words.</p> <p>Content of booster sessions is informed by daily formative assessments during Literacy lessons, providing the evidence base for each child's needs.</p>	<p>All pupils close learning gaps retaining previous learning position (pre March 20)</p> <p>Pupil independent writing shows a clear use of taught and modelled Tier 2 and Tier 3 vocabulary.</p> <p>Pupil independent writing shows improved accuracy in spelling... ...including via improved independent use of editing techniques and spelling aids.</p>	<p>Vocabulary development is a school priority in general for 20-21. It is assess that lockdown has emphasized the need for focusing catch up provision in this area.</p> <p>EEF Improving Literacy in KS1 Guide</p> <p>Points to the importance of developing pupil's wider understanding of language, stating schools should “plan and teach specific vocabulary, model and extend children’s language and thinking during interactions”</p> <p>EEF COVID 19 Support Guide states extensive evidence to support small group support as an effective strategy. The guide emphasizes that potential impact is increased when the catch up teaching is</p> <ul style="list-style-type: none"> - Delivered by QTS teachers - Informed by school assessments - Linked to identified areas of need <p>Booster Groups are organized by ability with regard to specific elements to be covered.</p>	<p>The staffing and low pupil numbers in these sessions will be facilitated by use of Sport coaches to deliver high quality, small group outdoor fitness and adventure sessions for the other half of each class on a rotation basis.</p> <p>The procurement of coaches and the timetabling of sessions will be done hand in hand to ensure sessions</p> <ul style="list-style-type: none"> -take place consistently each week -that sessions are available for all pupils in Y1-6 from beginning of November 2020 to end of May 2021 <p>The quality and effectiveness of these sessions will be monitored via</p> <ul style="list-style-type: none"> -Book Scrutiny -Learning walk -Pupil dialogue <p>Vocabulary development is a school priority in general for 20-21. It is assessed that Lockdown has emphasized the need for focusing Catch Up Provision in this area.</p>		<p>January 2021</p> <p>July 2021</p>

<p>30 – 60 min for every child per week: Y1-Y6 Maths booster teaching with class teacher and TA.</p> <p>Ratio 2 adults to 15 pupils.</p> <p>Focus on core processes as needed eg place value and application of multiplication knowledge. Content of booster sessions is informed by daily formative assessments during Literacy lessons, providing the evidence base for each child’s needs.</p> <p>Teach specific mathematical vocabulary to build confidence with solving word problems.</p>	<p>All pupils close learning gaps retaining previous learning position (pre March 20)</p> <p>Pupils gain confidence and improve outcomes with core number processes eg place value, X table application</p> <p>Pupils gain confidence with understanding specific (Tier 3) Maths vocabulary</p>	<p>Analysis of pupil performance prior to November 2020 showed that maths was the subject with the highest incidence of knowledge gaps – 16% of the whole school.</p> <p>Y6 has the highest incidence of gaps within a single year group – 46%. Catch Up teaching in Y6 will be weighted to emphasise maths support.</p> <p>EEF COVID 19 Support Guide states extensive evidence to support small group support as an effective strategy.</p> <p>The guide emphasizes that potential impact is increased when the catch up teaching is</p> <ul style="list-style-type: none"> - Delivered by QTS teachers - Informed by school assessments - Linked to identified areas of need <p>Booster Groups are organized by ability with regard to specific elements to be covered.</p>	<p>The staffing and low pupil numbers in these sessions will be facilitated by use of Sport coaches to deliver high quality, small group outdoor fitness and adventure sessions for the other half of each class on a rotation basis.</p> <p>The procurement of coaches and the timetabling of sessions will be done hand in hand to ensure sessions</p> <ul style="list-style-type: none"> -take place consistently each week -that sessions are available for all pupils in Y1-6 from beginning of November 2020 to end of May 2021 <p>The quality and effectiveness of these sessions will be monitored via</p> <ul style="list-style-type: none"> -Book Scrutiny -Learning walk -Pupil dialogue 	<p>Headteacher</p>	<p>January 2021</p> <p>July 2021</p>
Total budgeted cost:					£7,200

Targeted support					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>Complete Language Screen to assess levels of language development in all YR pupils and specific Y1. pupils</p> <p>Pupils with lower language development levels complete 12 week Nuffield Early Language Intervention</p>	<p>Targeted pupils make accelerated progress in speech and language development.</p> <p>Those in YR achieve ELG in language and Communication</p> <p>Those in Y1 make progress in core elements of speaking, listening and reading</p>	<p>All pupils in YR and some in Y1 missed extensive periods of 'in setting' learning during Lockdown. It is possible that this has negatively affected language development. Several EEF trials have found that NELI improves both children's oral language and early literacy skills. A recent trial of the programme found that children made on average three months of additional progress compared to children in the comparison group.</p>	<p>YR staff will be released to complete 2 x 5hr training sessions in Jan 2021.</p> <p>Designated YR staff member will run the intervention as prescribed.</p> <p>Lead staff member will monitor and report targeted pupil progress.</p>	<p>E Rodgers – YR Lead</p>	<p>March 2021</p> <p>July 2021</p>
				Total budgeted cost: £800	

ADDITIONAL INFORMATION

- Analysis of online attendance records during Lockdown showed that Disadvantaged Pupils were more likely to be less engaged with scheduled live teaching and in the completion of tasks. Despite this only 16% of the cohort is showing gaps in reading and maths assessments. In addition to Catch Up Teaching, our Pupil Premium interventions will specifically target the needs of this cohort.
- Analysis of attendance between September and December 2020 shows that overall attendance at Rusper Primary is significantly higher than all schools nationally, including for disadvantaged pupils. There have been no school or 'Bubble' closures since full school return in September. Thus all pupils are not disadvantaged by missing lots of time in school.
- All starting points for planning catch up provision have been informed by internal assessments. These have been in the form of pupil teacher dialogue, Q&A, marking work and feedback and quizzes and more formal assessments.
- Analysis of this data has shown that gaps (indicated by comparing pre Lockdown 1 learning positions with post Lockdown 1 learning positions) in Rusper Primary are minimal. Typically between 0 and 2 pupils in each year group in core subjects. The incidence of gaps is highest in maths – 16% of Y1-Y6
- Staff were consulted about the potential for lengthening the school day. It was agreed that this would be detrimental to our learners due to the fatigue incurred by lengthening the day leading to ineffective learning. Thus the decision to incorporate 'catch up' teaching in class.
- Across Y1 – 6 the use of PE coaches to take half class groups for outdoor physical learning creates a double benefit
 - Lowers the numbers in class for teacher and TA to teach a 'catch up' booster session
 - Maintains pupil well being and physical fitness – a compensation for the tightly controlled way that classes are managed with COVID 19 safety measures.
- The **EEF** refers to the **Education Endowment Foundation**, which collates data from academic research projects and provides guidance based on these. It is recommended as a point of reference for school leaders by the Department for Education
- **NELI** refers to the **Nuffield Early Language Intervention** – scheme designed to accelerate pupil progress in oral language and literacy skills.