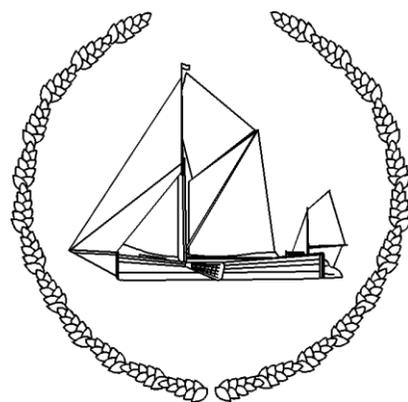


Rolph CofE Primary School and Nursery

Catch Up Plan 2020/21



What is the 'catch up' premium funding?

The government has announced £1 billion funding to support children and young people to catch up following the lockdown of 2020, caused by the coronavirus pandemic. This funding includes a one-off universal £650million catch up premium for 2020/2021 academic year, to ensure that schools have the support they need to help all pupils to catch up for lost teaching time over the previous months.

Rolph CofE Primary School and Nursey has £15,760 additional "catch-up" funding to support the school in closing gaps in attainment for the academic year 2020/2021.

Rationale for Rolph's catch-up plan

Rolph has been following guidance documents published by the Department for Education (DfE) and the Education Endowment Foundation (EEF), to ensure that the additional funding is used in the most effective way.

All children will benefit from quality first teaching but some children may need further support. Through careful analysis of the range of assessment data which is gathered in school, teachers track the progress of pupils and identify which strategies are needed to help close gaps in learning, attainment and personal development for children.

Tier 1 – Quality First Teaching

Expert teachers develop a broad array of teaching strategies that, combined with subject knowledge and knowledge of their pupils, positively impact upon learning. The Education Endowment Foundation (EEF) to monitor pupils' progress has identified that prioritising high quality instruction in the classroom setting is the most important lever schools have to improve outcomes for their pupils.

High quality assessment is essential to great teaching, helping us to understand what pupils have (or have not) learned. Targeted diagnostic assessments will be used at Rolph to support teachers. Teachers will use a range of in-class assessments, low stakes tests and ongoing teacher assessment, to target common misconceptions and support retrieval and review of key knowledge and concepts.

The curriculum will be adapted to focus on the key skills that children need in order to access the wider curriculum. Teachers will focus on securing the core curriculum objectives in the first two terms for all core subjects. Teachers will use the Vine Trust core curriculum for Maths and English in their planning, whilst still maintaining a broad and balanced curriculum to engage the children. Teachers will allocate additional time on aspects of the core curriculum where appropriate to ensure that children catch up. Teaching will take into account the children's starting points on their return to school in September 2020.

Teaching Assistants will be supporting children who are at risk of falling behind or further behind in their learning. This will include in-class targeted support and working in smaller groups to allow for smaller ratios and more targeted interventions. Interventions will be monitored by teachers, the SENCO and SLT on a termly basis.

Tier 2 Targeted Academic Support

Targeted academic support will include:

Small group tuition delivered by staff from Rolph.

Structured interventions will be used to target specific areas of catch-up. This will include the Nuffield Early Language Intervention Programme (NELI).

The National Tutoring Programme (NTP)

Tier 3 Wider School Strategies

Rolph will use a range of strategies to support pupils

Barriers

- 1) Progress in reading, writing, maths, or any combination of these subjects is off-track following the period of school closures in 2020.
- 2) Poor attendance
- 3) Wellbeing has been affected by the lack of opportunities to engage with PE, in particular in outdoor activities.
- 4) Children have had limited access to a range of rich reading materials during lockdown, which has an impact on reading and access to a broad curriculum
- 5) Behaviour and attitude to learning has been negatively affected by lockdown

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 is implemented well?	Staff leads: HT/DHT/SENCO	When will you review this?
<p>Teachers deliver quality first teaching in classrooms.</p> <p>HLTAs & LSAs to support in delivery of quality first teaching</p> <p>http://www.schoolslinks.co.uk/GrammarForWriting.pdf resource teachers to use when planning</p>	<p>High expectations are in place for all pupils and the necessary support is in place to provide targeted questioning, scaffolding and guidance for pupils identified as needing support.</p> <p>Higher achieving pupils can be provided with focus work and questioning which will ensure that they achieve their potential.</p> <p>https://www.gov.uk/government/publications/literacy-and-numeracy-catch-up-strategies:</p>	<p>EEF's COVID-19 support guide for schools</p>	<p>Teachers provide planning and guidance for support staff.</p> <p>Pupil provision planning is agreed following the assessments in September, discussed with HT & SENCO.</p> <p>Monitoring is in place, with review of provision end November.</p> <p>Teachers monitor pupil progress, updating assessment levels half-termly.</p>	<p>Teachers lead on planning for their pupils.</p> <p>SENCO works closely with teachers on ensuring appropriate provision is in place for individual pupils.</p>	<p>half-termly</p> <p>Pupil progress meetings termly with teachers</p> <p>One Plan reviews termly</p>

	<p>Grammar for writing as effective programme for teachers to use.</p> <p>Use of smaller groups for targeted intervention to close the attainment gap.</p> <p>Staff have developed their quality first teaching and are able to help children to make accelerated progress through highly focused assessment and targeted support.</p>		<p>Use of learning ladders in Maths and English will provide measure of learning objectives to be focused on.</p> <p>Writing tasks moderated and phonics checks taking place, to ensure phonics interventions are adapted as necessary prior to November review.</p> <p>Pupil progress meetings termly with teachers.</p>		
<p>Use of Accelerated Reader (AR) scheme as whole school strategy to raise attainment in reading, with pupils who are at risk of not reaching expected reading levels to be directed in specific reading interventions to access the AR scheme and have set targets, with close</p>		<p>Reference to: DfE's catch-up premium guidance</p> <p>Computer-based interventions have been found to be</p>	<p>AR monitoring by English Subject Lead and follow up with individual teachers.</p>		<p>AR half-termly monitoring.</p> <p>Star reading assessments in September as baseline, and subsequent</p>

<p>monitoring of their AR reading quizzes and Star reading assessments.</p>		<p>effective to raise attainment in reading.</p> <p>Accelerated Reader involved reading eBooks and eTextbooks to promote text comprehension alongside playing online quizzes and games to aid learning.</p> <p>The intervention was found, through an efficacy trial, to have a moderately positive effect upon participating pupils progress compared to pupils who did not participate (Siddiqui, Gorard & See, 2016).</p>			<p>termly Star tests will provide in depth analysis of reading attainment and progress.</p>
<p>Total budgeted cost:</p>					<p>£5,761</p>

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 HT/DHT/ SENCO/ Maths & English Leaders	When will you review this?
HLTAs & LSAs to support in delivery of quality first teaching	<p>Pupils at risk of not achieving age-related expectation in Maths by the end of 2020/21 academic year due to the loss of learning during lockdown secure understanding of the core curriculum so that they are on track in Spring 2 to meet at expected age-related expectations.</p> <p>Individual one plan targets achieved for mathematics</p>	<p>https://www.gov.uk/government/publications/literacy-and-numeracy-catch-up-strategies:</p> <p>EEF's COVID-19 support guide for schools</p>	<p>Teachers monitor pupil progress, updating assessment levels half-termly.</p> <p>Use of learning ladders in Maths and English will provide measure of learning objectives to be focused on.</p> <p>Assessment data</p>	Maths Lead – staff training, monitoring and data analysis	<p>Week 5 of Autumn 2</p> <p>Nfer testing end of term</p> <p>Pupil progress meetings with teachers each term</p>

<p>Reading & writing small group tuition groups run after school for targeted pupils by teaching staff</p> <p>Phonics interventions run in KS1 during school day</p>	<p>Pupils at risk of not achieving age-related expectation in reading and writing by the end of 2020/21 academic year due to the loss of learning during lockdown secure understanding of the core curriculum so that they are on track in Spring 2 to meet at expected age-related expectations.</p> <p>Individual one plan targets achieved for reading/ writing</p>			<p>Teachers provide planning and guidance for support staff. SENCO support</p> <p>Teachers monitor pupil progress, updating assessment levels half-termly.</p> <p>Use of learning ladders in Maths and English will provide measure of learning objectives to be focused on.</p> <p>Writing tasks moderated and phonics checks taking place, to</p>	
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				ensure phonics interventions are adapted as necessary Monitoring of pupil work, teaching and learning by SLT	
				Total budgeted cost:	£6,736
Tuition provided using the National Tutoring programme	Attainment of individual pupils is raised and confidence boosted, enabling improved ability to access the curriculum				
				Total budgeted cost:	£3,263

Additional comments:

04.01.21: School was closed under the national lockdown measures. This has resulted in the suspension of after-school Year 2 tuition; the National Tutoring Programme which was due to start from January 2021 is under review during the lockdown.