



# Roby Park Primary School



## Catch Up Funding

Summary information					
<b>School</b>	Roby Park Primary School				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£13, 280	<b>Number of pupils</b>	166

### Guidance

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years Reception through to 11.

As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

Use of Funds	EEF Recommendations
<p>Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on <a href="#">curriculum expectations for the next academic year</a>.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a <a href="#">coronavirus (COVID-19) support guide for schools</a> with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.</p>	<p>The EEF advises the following:</p> <p><b>Teaching and whole school strategies</b></p> <ul style="list-style-type: none"><li>• Supporting great teaching</li><li>• Pupil assessment and feedback</li><li>• Transition support</li></ul> <p><b>Targeted approaches</b></p> <ul style="list-style-type: none"><li>• One to one and small group tuition</li><li>• Intervention programmes</li><li>• Extended school time</li></ul> <p><b>Wider strategies</b></p> <ul style="list-style-type: none"><li>• Supporting parent and carers</li><li>• Access to technology</li><li>• Summer support</li></ul>



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Identified impact of lockdown																			
<b>Maths</b>	<p>Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind'. Recall of basic skills has suffered – children are not able to recall basic number facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments.</p>																		
<b>Writing</b>	<p>Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. GAPS specific knowledge has suffered, leading to lack of fluency in writing. Writing stamina has been impacted and basic composition which was once secure, is no longer for many children. Spelling baseline assessments show:</p> <table border="1"> <thead> <tr> <th colspan="4">% of pupils on track for Spelling (age) on entry in September</th> </tr> <tr> <th>Y3</th> <th>Y4</th> <th>Y5</th> <th>Y6</th> </tr> </thead> <tbody> <tr> <td>30%</td> <td>21%</td> <td>64%</td> <td>20%</td> </tr> </tbody> </table>				% of pupils on track for Spelling (age) on entry in September				Y3	Y4	Y5	Y6	30%	21%	64%	20%			
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<b>Reading</b>	<p>Despite providing accessible online reading materials for families, due to a lack of technological devices, reading suffered during lockdown. Children are less fluent in their reading and the gap between those children that read widely and those children who don't is now increasingly wide. Reading baseline assessments show:</p> <table border="1"> <thead> <tr> <th colspan="5">% of pupils on track for Reading (age) on entry in September</th> </tr> <tr> <th>Y2</th> <th>Y3</th> <th>Y4</th> <th>Y5</th> <th>Y6</th> </tr> </thead> <tbody> <tr> <td>6%</td> <td>53%</td> <td>51%</td> <td>76%</td> <td>65%</td> </tr> </tbody> </table>				% of pupils on track for Reading (age) on entry in September					Y2	Y3	Y4	Y5	Y6	6%	53%	51%	76%	65%
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<b>Foundation Subjects</b>	<p>There are now significant gaps in knowledge – whole units of work have not been taught meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips, visitors and wow enrichment curriculum moments.</p>																		
<b>Wellbeing</b>	<p>Children have missed varying amounts of time in school due to parental choice when schools offered a wider opening in June 2020 or because their year groups had not been prioritised. SEND children and those with a diagnosis of Autism have been affected at a deeper level due to disruption to routines and their increased needs for regular support. <a href="#">Mental health effects of school closures during COVID-19 - The Lancet Child &amp; Adolescent Health</a> Children may also have experienced feeling isolated and lonely, worries about the future. Parental concerns and anxieties around COVID may also have impacted upon their own mental health and wellbeing <a href="#">Impacts of lockdown on the mental health of children and young people   Mental Health Foundation</a></p>																		
<b>Learning behaviours</b>	<p>Children have shown great resilience to school changes, systems and lock down. Not all children accessed remote learning. Learning behaviours have been affected and this has and will impact on learning behaviours in the classroom.</p>																		



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**Planned expenditure** (The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)

### i. Teaching and whole-school strategies

Rationale	Chosen approach and anticipated cost	Desired Outcome and Impact	Staff lead	Review date?
<p><b>Supporting great teaching</b> Ensuring every teacher is supported and prepared for this year is essential to achieving the best outcomes for pupils. Providing opportunities for high quality CPD professional development will be beneficial to build on the T&amp;L CPD from the past 12 months.</p> <p>The foundation subjects will be planned with increased consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be closed.</p>	<p>SIL subject leadership support and staff meeting <b>(£700)</b></p> <p>Literacy Counts consultancy support for Writing including additional NQT training <b>(£1400)</b></p> <p>Additional time for subject leads to work alongside class teachers, supporting with assessment and planning.</p>	<p>Staff will have up to date CPD which will support their teaching and learning strategies across core and foundation subjects.</p> <p>Gaps in lost learning will be supported in order to close gaps in knowledge.</p> <p>Subject leads will support all staff to identify and target their individual areas for development.</p> <p>Quality First Teaching will improve and have a positive impact on outcomes.</p>	<p>Subject leads with SIL &amp; L/C support</p>	<p>Feb 21</p>
<p><b>Transition support</b></p> <p>Planning and providing transition support, such as running dedicated transition events—either online or face-to-face, as restrictions allow—is likely to be an effective way to ensure pupils start the new year ready to learn.</p>	<p>A virtual tour of Roby Park Primary School and virtual EYFS tour for new starters, filmed and shared for prospective parents or children new to school. <b>(£400)</b></p> <p>Additional transition support provided where necessary through online/ face-to-face meetings as allowed</p>	<p>New starters and parents have a clear picture of the school and staff which will reduce anxieties and support a smoother transition into Roby Park.</p>	<p>KA/KL</p>	<p>Ongoing</p>
<b>Total budgeted cost</b>				<b>£2500</b>



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ii. Targeted approaches				
Rationale	Chosen approach and anticipated cost	Desired Outcome and Impact	Staff lead	Review date?
<p><b>One to one and small group tuition</b></p> <p>There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. As a rule of thumb, the smaller the group the better. However, both small group and one to one tuition can be effective catchup approaches.</p> <p>Tuition delivered by qualified teachers is likely to have the highest impact. However, tuition delivered by tutors, teaching assistants, or trained volunteers can also be effective.</p> <p>Where tuition is delivered by teaching assistants or volunteers, providing training linked to specific content and approaches is beneficial.</p>	<p>National Tutoring Programme tutors x2 to work 10 hours a week for one term (5 x afternoons) supporting with Maths interventions of targeted pupils (£1925)</p> <p>Academic Mentor to work with small group/1:1 with targeted Y6 pupils on English interventons (£3000)</p>	<p>Gaps in learning are identified and targeted with our most vulnerable pupils, with the largest gaps.</p> <p>Children will male rapid progress and be ready to access the curriciulum for their year group.</p> <p>Teachers are able to move forward with the curriculum allowing children to meet EOY expectations.</p>	KA/KL	Half termly from Feb 21
<p><b>Intervention programmes</b></p> <p>Using appropriate interventions such as Catch Up from SIL and precision teaching, supports those identified children in reinforcing their understanding across Reading, Writing &amp; Maths.</p>	<p>SIL Maths and English intervention resources (£500)</p> <p>Numicon resources for KS1 (£130)</p> <p>TAs to work additional hours to support with precision teaching of Reading for one term (£1120)</p>	<p>Entry and exit data will demonstrate accelerated progress and gaps will beign to close, meaning children can access theie age related curriculum more confidently.</p>	KA/KL	Half termly from Dec 21



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<p><b>Extended school time</b> School will extend the school day, every Monday for Y6 pupils, to provide additional academic or pastoral support to particular pupils afterschool.</p> <p>There is some evidence that extending school time can have a small positive impact on learning as well as improving other outcomes, such as attendance and behaviour.</p> <p>However, to be successful, any increases in school time should be supported by both parents and staff.</p>	<p>Small Y6 weekly boost group sessions after school led by class teacher and Headteacher. Children identified and grouped through class assessments and focus based on gaps (No new cost to school)</p> <p>Rising Stars revision materials for Y6 – GaPS, Maths &amp; Reading workbooks and revision guides (£500)</p> <p>SATs Companion online revision aid (No new cost to school)</p>			
<b>Total budgeted cost</b>				<b>£7175</b>

iii. Wider strategies				
Rationale	Chosen approach and anticipated cost	Desired Outcome and Impact	Staff lead	Review date?
<p><b>Supporting parent and carers</b> Parents have played a key role in supporting children to learn at home and it will be essential that schools and families continue to work together as pupils return to school. Schools have provided extensive pastoral support to pupils and families throughout the pandemic.</p> <p>Additional support in the new school year could focus on providing regular and supportive communications with parents, especially to increase attendance and engagement with learning. There is a</p>	<p>Additional online learning resources will be purchased, such as Oxford Reading Buddy to support children reading (levels/bands) at home. (£600)</p> <p>Remote learning materials purchased for Reading, Writing &amp; Maths which support remote learning curriculum offer and reflect the access to high quality texts in school (White Rose Premium, Literacy Counts Steps 2 Read Remote, Literacy Counts Read 2 Write Remote Spelling Shed)+ (£1645)</p>	<p>Children will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home-learning.</p> <p>Enable all children to access lessons and support through a sharing platform</p> <p>Resources will be easily accessible to parents and teachers are able to</p>	<p>Class teachers KA/KL</p>	<p>Ongoing</p>



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<p>risk that high levels of absence after the summer pose a particular risk for disadvantaged pupils.</p> <p>Providing additional books and educational resources to families, with support and guidance, may also be helpful—for example, offering advice about effective strategies for reading with children.</p>	<p>Set up Seesaw Premium (x8 licenses) for whole school so that lessons and resources can be easily accessed and home learning activities can be returned to teachers. Seesaw used for weekly home learning so should remote learning be required, it is easily accessible to all families</p> <p style="text-align: right;">(£640)</p>	<p>assess and feedback to children in a timely manner</p> <p>Impact of further lockdowns or isolation periods is reduced as remote learning package is highly effective</p>		
<p><b>Access to technology</b></p> <p>Pupils' access to technology has been an important factor affecting the extent to which they can learn effectively at home. In particular, lack of access to technology has been a barrier for many disadvantaged children.</p> <p>As all pupils return to schools, technology could also be valuable; for example, by facilitating access to online tuition or support. Some schools might find it helpful to invest in additional technology, either by providing pupils with devices or improving the facilities available in school.</p>	<p>Purchase Kindles so identified vulnerable children, who do not have access to technology at home, can access remote learning</p> <p style="text-align: right;">(£1100)</p> <p>Laptops (x39), provided by the DfE can be used by the children to support the curriculum. They can also be loaned to parents to support home-learning if needed.</p> <p style="text-align: right;">(No new cost to school)</p>	<p>Impact of further lockdowns or isolation periods is reduced as remote learning package is highly effective</p>	<p>Phase leads  KA/KL</p>	<p>Ongoing</p>
<p><b>Outdoor Learning</b></p> <p>Outdoor learning area set up and introduced across the school to support children's health and well being.</p>	<p>Littlefoot HQ to develop outdoor learning area so regular sessions can be held to develop mental health and wellbeing</p> <p style="text-align: right;">(£3000)</p> <p>Each child takes part in regular outdoor learning sessions hosted by Littlefoot HQ and school staff, linked to Science and Geography, where they are encouraged to manage risks and build confidence, mental well being</p> <p style="text-align: right;">(No new cost to school)</p>	<p>Children are stimulated by the outdoors and typically experience an increase in their:</p> <ul style="list-style-type: none"> <li>• Self Esteem.</li> <li>• Confidence.</li> <li>• Learning capacity.</li> <li>• Physical skills.</li> <li>• Enthusiasm.</li> <li>• Communication.</li> <li>• Problem-solving skills.</li> <li>• Social and Emotional well-being.</li> </ul>	<p>KA/KL</p>	<p>Ongoing</p>



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	<b>Total budgeted cost</b>	<b>£6985</b>
	<b>Total cost</b>	<b>£16660</b>
	<b>Cost paid through Covid catch up funding</b>	<b>£13280</b>
	<b>Cost paid through school budget</b>	<b>£3380</b>