

Coronavirus (COVID-19) catch-up premium

The government COVID-19 catch-up premium has been established to mitigate the effects of the unique disruption caused by coronavirus. The grant will only be available for the 2020-2021 academic year. 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.

Schools should use this funding for specific activities to support pupils to catch up for lost teaching time over the previous months. To support schools to make the best use of the funding, the EEF has published a support guide:

<https://educationendowmentfoundation.org.uk/covid-19-resources/>

A summary of their best practice is as follows:

Overall strategy area	Specific strategies
Teaching and whole-school strategies	<i>Supporting great teaching Pupil assessment and feedback Transition support</i>
Targeted approaches	<i>One to one and small group tuition Intervention programmes Extended school time</i>
Wider strategies	<i>Supporting parents and carers Access to technology Summer support</i>

As with all government funding, school leaders and governors must be able to account for how the money is being used. Therefore the impact and spending strategy for this catch-up premium will be reviewed at the Full Governing Body meetings throughout the 2020-2021 academic year. When Ofsted re-commence routine inspections, they will make judgements about the quality of education being provided which will include how you are using the funding to ensure the curriculum has a positive impact on all pupils

Coronavirus (COVID-19) catch-up premium strategy outline

SCHOOL NAME	Rushey Green Primary School
HEADTEACHER	Mrs Lisa Williams
CHAIR OF GOVERNORS	Ms Ruth Pott-Negrine
AMOUNT OF COVID-19 CATCH-UP PREMIUM	Tranch 1 - £25,668.50 Tranch 2 - £18,331.50 Total - £44,000

Strategy Area 1	Teaching and whole-school strategies				
Desired outcome	Specific strategy	Success criteria	Lead	COST	Impact
Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.	Deputy headteacher to lead one to one teacher conferences (coaching sessions) to identify any gaps in pupils' learning.	<ul style="list-style-type: none"> Teachers are able to plan interventions to meet the needs of any pupils identified as falling behind. Professional development meetings are planned to implement the recovery curriculum. Teachers are able to make accurate judgements about pupil progress. Pupil tracking system is in place and used effectively by all leaders & teachers reading, writing and maths. 	NF	Purchase PIXL intervention tool kit Cost £ 2700	
	Deputy headteachers to identify support and training needs of the school.			Insight tracking system Cost???	
	Baseline assessments of pupil attainment are made for all pupils from Reception- year 6. A robust assessment cycle is in place to track progress on a weekly - half term basis.			Teacher conference (coaching) meetings Cost £162 per day cover - x 5 days per week = £810	
	5cs - characteristics of teaching and learning are embedded. All staff are clear on the focus for each term. All staff contribute to achieving the focus through phase meetings and				

	staff meetings continuing their professional development.				
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Strategy Area 2		Targeted approaches			
Desired outcome	Specific strategy	Success criteria	Lead	COST	Impact
Bridge the gaps in Maths by improving knowledge skills and understanding of number and place value	<p>Implementation of an appropriate numeracy intervention, using Pixl Classroom and Pixl Therapies to support those identified pupils in reinforcing their understanding of basic maths skills and application of number</p> <p>Skills gaps to be identified and effective interventions delivered confidently (inclusive of entry and exit data)</p> <p>Appropriate intervention applied for Year 3, 4 5,6</p> <p>Implementation of Mastering Number Programme in EYFS and KS1 - developing their basic maths skills and application of number</p>	<ul style="list-style-type: none"> Teaching and Learning support assistants are appointed to lead interventions. Pixl interventions have been delivered consistently. Tracking of pupil progress has demonstrated interventions have had a positive impact on diminishing the differences in attainment. Pupils are able to demonstrate strong application of skills within lessons. Pupil voice demonstrates a greater understanding. 	NF	<p>Additional time for teachers to research and plan interventions</p> <p>Release time and additional cover will be required to facilitate the additional PPA</p> <p>Cost £162 per day cover - x 5 days per week = £810</p> <p>Additional time for teachers to be released to attend professional development training</p> <p>Total = £162</p>	

In writing pupils have Improve sentence structure and use of punctuation	<p>Implementation of an appropriate grammar intervention, using Pixl Classroom and Pixl Therapies supports those identified pupils in reinforcing their understanding of basic sentence structure and punctuation</p> <p>Gaps to be identified and effective interventions delivered confidently (inclusive of entry and exit data)</p> <p>Appropriate intervention for Year 3, 4 5,6</p>	<ul style="list-style-type: none"> ● Intervention sessions to be delivered consistently and effectively to pupils who have been identified ● Use of Pixl Classroom and Pixl Therapies is consistent ● pupils are tracked carefully to ensure differences in attainment have been diminished. ● pupils apply knowledge in English lessons ● Writing stamina for pupils identified has been improved ● Pupil progress data demonstrates strong improvements 	LMW	<p><i>Additional time for teachers to research and plan interventions Release time and additional cover will be required to facilitate the additional PPA</i></p> <p>Cost £162 per day cover - x 5 days per week = £810</p>	
Pupils' fluency in reading has improved. There is a great level of reading comprehension	<p>Implementation of an appropriate reading intervention, using Pixl Classroom and Pixl Therapies supports those identified pupils in developing their comprehension skills: vocabulary, retrieval and inference</p> <p>Gaps in skills to be identified and effective interventions plans developed.</p> <p>Appropriate interventions for KS2 are planned and delivered effectively.</p>	<ul style="list-style-type: none"> ● Intervention sessions to be delivered consistently and effectively to pupils who have been identified in specific year groups ● Use of Pixl Classroom and Pixl Therapies is consistent ● pupils are tracked carefully to ensure gaps have been bridged ● pupils able to read fluently ● pupils reading more words per minute ● pupils are able to identify independently the different style questions ● Insight data for those pupils has improved and gaps in 	NF	<p><i>Additional time for teachers to research and plan interventions Release time and additional cover will be required to facilitate the additional PPA</i></p> <p>Cost £162 per day cover - x 5 days per week</p>	

		lesson have been bridged		= £810	
Further develop the broader curriculum. focusing on implementation and impact	<p>The foundation subject will be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.</p> <p>Joint partner practice teams will monitor their subject effectively, ensuring their is clear progression across the school</p>	<ul style="list-style-type: none"> • Clear progression across the school • Planning is clear and sequenced well • Knowledge is evident and pupils are building on prior knowledge • Joint partner practice teams have a good understanding of their subject(s) and can speak confidently offering advice and support where necessary • Work in books is appropriate and is taught well • Teaching of the Foundation subjects is good or better across the school • Action plans are clear and used effectively to develop Foundation subjects 	<i>MP</i>	<p>Additional time for the lead of Foundation subject has release time to monitor/CPD</p> <p>Cost</p> <p>£162 x 6 = £972</p>	

Strategy Area 3 Wider strategies					
Desired outcome	Specific strategy	Success criteria	Lead	COST	Impact
Support parents and carers with supporting their child at home.	<p>Deliver parent workshops for reading, writing and maths for KS1 and KS2</p> <p>Regular updates in weekly newsletter</p> <p>Regular updates on school website</p> <p>Coffee mornings to support parents.</p>	<ul style="list-style-type: none"> • Parents feel supported with home learning • Teachers ensure that all pupils have access to work set in advance • High percentage of children are accessing Google classroom • High percentage of children are accessing Purple Mash, TT Rockstars • Teachers are able to track progress of pupils closely • Parent survey shows that parents feel supported and 	<i>NF</i>	<p>Additional release time for specific teachers to deliver workshops</p> <p>£162 x 3 = £486</p>	

		confident in supporting their child at home			

Additional comments/evaluations:

We have based our decisions on where to direct the Covid Premium funding on the following key findings.

- * Children respond well to teaching support in small groups. This will enable gap filling and free classroom time to work on stretch and challenge, improving the ambition of our children.