

Summary Information					
School	Rimrose Hope CE Primary School				
Academic Year	2020-2021	Total Catch-Up Premium	£22, 960	Number of Pupils	287 (R-Y6)

Guidance	
<p>Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Children 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 Reception through to Y6.</p> <p>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. Should further funding be required for additional teaching and interventions then school plans utilise any available Pupil Premium grant.</p>	
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 curriculum expectations for the next academic year.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> • Supporting great teaching • Pupil assessment and feedback • Transition support <p>Targeted approaches</p>

To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a coronavirus (COVID-19) support guide for schools 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.

- One to one and small group tuition
- Intervention programmes
- Extended school time

Wider strategies

- Supporting parent and carers
- Access to technology

Identified impact of lockdown - Core areas - Knowledge - Skills - Confidence

Reading	<p>Baseline assessments have shown that pupils have regressed in all aspects of reading, most noticeably reading fluency and stamina. Most pupils had limited access to high quality texts and age appropriate reading materials. School used Lexia online reading intervention and Epic Reading to ensure all pupils had access to a variety of reading materials. Uptake varied and significantly reduced over time.</p> <p>The gap has significantly widened for the lower prior attaining group and those pupils with SEN.</p> <p>Pupils in KS1 have missed a significant proportion of phonics teaching and have gaps in their knowledge and application of letter sounds. This will have an impact on their ability to access the National Curriculum.</p> <p>Reading has been identified as a whole school priority in the SIP.</p>
Writing	<p>Baseline assessments have identified that pupils are lacking writing motivation and stamina to write purposefully and coherently for a range of purposes. Opportunities for pupils to write at length during lockdown were limited and some pupils have lost confidence in their abilities as a writer.</p> <p>Pupils in EYFS have poor gross and fine motor skills and this impacts on their ability to make marks and form recognisable letters.</p> <p>Pupils in KS1 have gaps in their phonics knowledge and this is having a negative impact on their ability to compose simple, coherent sentences.</p>

	There has been deterioration in overall presentation and handwriting. Pupils are not as well disciplined and focussed as they were prior to lockdown.
Maths	Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Pupils have missed the summer 2020 curriculum. Recall of basic skills has suffered - pupils are not able to recall number bonds, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments and NFER tests. School have purchased the White Rose scheme of learning and this is used to reinforce what has been taught in lessons at home.
Non-core	There are now significant gaps in knowledge - whole units of work have not been taught meaning that pupils 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. Pupils have also missed out on many curriculum experiences and cultural capital e.g. trips, visitors.
Routines and Dispositions	The majority of pupils are delighted to be back in school and are responding well to the routines and structures with a growing thirst for learning. Some pupils have had very little structure at home during lockdown with little work completed. They present as tired and unmotivated to learn. Some pupils have suffered with acute bouts of extreme anxiety and have found returning to school full time very overwhelming. Some of these children initially struggled returning to the routines of school life. Attendance and punctuality have been satisfactory.
<p>This funding will be carefully planned and spent to readdress the balance/gap in our pupil's learning. We have identified where the biggest gaps are and we believe that reading and phonics are our priority areas. We are focusing on quality teaching and learning in all classrooms as well as providing interventions to narrow the gap.</p>	

Planned Expenditure

The headings below are grouped into the categories outlined in the Education Endowment Foundation's support guide for schools.

1. Teaching and whole school strategies

Desired outcomes and how they will be measured	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date
<p>1-to-1 and Small Group Tuition</p> <p>Teachers and teaching assistants will deliver daily, high quality, phonic sessions and targeted intervention to enable all pupils to make accelerated progress in early reading.</p> <p>Daily guided reading sessions will be carefully pitched and books will reflect pupils' phonic ability. Pupils who are working below ARE will be identified and targeted through a daily 1:1 reading intervention. This will be closely monitored by the SENDCO.</p> <p>Identified children will have significantly increased reading fluency. They will be able</p>	<p>KS1 RWI Phonics Programme and daily reading intervention</p> <p>RWI Programme Guided Reading Books matched to phonic ability</p> <p>£3000</p>	<p><u>Y2 Phonics Screening Data</u></p> <p>All Pupils - 86.7% Girls - 90% Boys - 84% DAP - 87%</p> <p>The results are in line with national expectations and the attainment gap has been closed. There is no attainment gap between DAPs and Non DAPs.</p>	<p>SMc CG</p>	<p>January 2021</p>

<p>to comprehend reading better as a result of being able to read at pace without spending their working memory decoding. They will be confident readers and dips in reading attainment will be negated.</p>				
<p>NFER Assessment Assessments in Reading, Mathematics and Spelling for pupils in years 1,3,4 and 5. Tests will be used to support robust teacher assessments and to identify gaps in attainment and pupils making insufficient progress.</p> <p>Pupils will be reassessed in the summer term and their progress will be measured.</p>	<p>NFER Standardised Assessments in Reading, Spelling and Mathematics.</p> <p>£1000</p>	<p>Analysis of data showed that the gap between the higher prior attaining group and the other groups had widened. The attainment gap between SEN and Non-SEN pupils has also widened. Pupils with SEN have been assessed using B Squared and their progress is monitored half-termly by the SENDCO.</p>	<p>SMc GW JS CG</p>	<p>Oct 2020 July 2021</p>
<p>Quality First Teaching The curriculum maps for Maths and English will be carefully reviewed and the content prioritised, ensuring prerequisite knowledge will be taught prior to new learning so that knowledge gaps can be reduced.</p>	<p>Additional time for teachers to work with external consultants (Sarah Martin, Maddy Barnes) and subject</p>	<p>Curriculum recovery plans have been put in place for all phases for English and Maths whilst still adhering to the agreed pedagogical teaching approaches.</p>	<p>SMc JS GW</p>	<p>January 2021 July 2021</p>

<p>School restructured the normal mixed age cohorts to stream our approach to the curriculum.</p> <p>The foundation curriculum was reviewed for the 2020-2021.</p>	<p>leads to revisit and review key year group plans.</p> <p>£3000</p>			
<h2 style="background-color: #800040; color: white; padding: 5px;">2. Targeted Approaches</h2>				
<p>Desired outcomes and how they will be measured</p>	<p>Chosen approach and anticipated cost</p>	<p>Impact (once reviewed)</p>	<p>Staff lead</p>	<p>Review date</p>
<p>Play Therapy</p> <p>A trained play therapist will be on site for 1 day a week to support pupils who are experiencing anxiety. Pupils will be taught strategies to support them to manage their emotions. There's a proven link between pupils' health and wellbeing, and their academic progress.</p>	<p>Specialist Play Therapist £5000</p>	<p>Parents have been grateful for the support offered to their children at their time of need.</p> <p>Children identified with anxiety and 1 child at risk of permanent exclusion have started to feel their needs have been addressed enabling a purposeful atmosphere to</p>	<p>CG CB</p>	<p>July 2021</p>

		grow in the class which allows teachers to focus on learning.		
<p>Nuffield Language Intervention Early intervention to ensure children to have improved expressive language/grammar skills and access to a rich and developmentally appropriate vocabulary.</p>	Nuffield Language Intervention £1500	Support staff in EYFS have been trained to deliver the programme.	SW CG	
<p>Additional TA Support in EYFS and Years 2/3 3 Graduates have been employed for 12 months as teaching assistants. The aim is to provide additional support for vulnerable pupils and close the attainment gap. This will take place through directed work with small groups and quality first teaching approaches.</p>	£10,000	<p>EYFS Observations and learning walks indicate that pupils are making progress towards the ELGs. However, a large proportion of the cohort is working below the expected standard at this point in the year due to lockdown. Targeted interventions are taking place to close the gap. Reading and writing skills have suffered and pupils are not applying their</p>	LC SW SMc	Termly

		<p>phonic knowledge when reading and writing. Additional guided reading and writing sessions have been put in place Summer term.</p> <p>Year 2/3</p> <p>Book monitoring exercises indicate that pupils in Year 2 and 3 are making good progress in English and Mathematics. Pupils with SEN have detailed support plans and are making progress towards their individual targets.</p>		
<p>Summer School Programme</p> <p>To reduce anxiety amongst pupils prior to them returning to school.</p> <p>To enable children to have a daily reading session with a reading mentor.</p>	<p>Sports coaches and wellbeing coaches to work alongside graduate mentors who will encourage the children to read every day during the</p>	<p>The camp was attended by over 150 children over the course of the summer holidays.</p> <p>Parents identified how much they had valued the opportunity to reintroduce</p>	LAC/S Mc	

To improve children's physical and mental wellbeing through exercise, meditation and friendship.	camp. £4100	their children to school and the benefits they had witnessed to their child's confidence, wellbeing and physical health.		
3. Wider Strategies				
Desired outcomes and how they will be measured	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date
<p>Supporting Parents and Carers</p> <p>Launch Google Classroom and set weekly homework so that children and families are confident in use in case of self isolation /lockdown.</p> <p>Pupils will have greater opportunities to access learning at home.</p> <p>Pupils will have access to appropriate stationery and IT equipment so that all pupils can access home learning.</p> <p>Parents and pupils are well supported with</p>	<p>Google Classroom</p> <p>Stationery packs will be purchased and set aside for children to take home when home-learning occurs.</p> <p>£500</p>	<p>2/3 of pupils are accessing homework via Google Classroom. Parental feedback has been positive and pupils are loaned IPADs/dongles to ensure they have access.</p> <p>Homework has been of a high quality focussing on basic English and Maths skills.</p>	<p>SW SMc GW</p>	<p>Termly</p>

learning, motivation and well being				
Total Expenditure - £29,000				