

Our vision is to teach every child the wisdom, knowledge and skills to be creative lifelong learners enabling them to shape their future. We create confident, resilient, happy and successful learners prepared for the next stage of their journey.



Coronavirus (COVID-19) catch-up premium spending – Richard Taylor Church of England Primary School .

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.

Total premium received: £22,320

Autumn Term Allocation: £5580

Student Profile September 2020
<p>The School has 274 children on role</p> <p>30 children are on the pupil premium register</p> <p>3 children have English as an additional language</p> <p>5 children have educational health care plans</p> <p>21 children are on the Special Educational Needs Register</p>
Identified Priorities for Rapid Improvement as a Result of Lockdown
<ul style="list-style-type: none"> • Targeted improvement in number and letter formation (handwriting) linked to a general lack of stamina for writing at length. • Targeted accelerated progress in phonics levels of attainment • Targeted improvement in Maths, number, fluency in counting and recall of key facts. • Need to rebuild resilience and learning stamina, children lacking independence in learning. • Identified need to target standards of spelling, grammar and punctuation. • Reading will be the core focus in the autumn and spring terms. Teachers will focus learning around novels and shorter texts. Key skills including fluency, stamina, vocabulary retrieval and inference will be the priority for learning.

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Educational Endowment Foundation Recommendations.

The EEF is a charitable research foundation which advises schools and national government on the most effective way to achieve progress for pupils. As a Trust we have built our catch-up programme on the guidance provided by the EEF.

Key Priorities

- Use High quality teaching to improve outcomes for their pupils.
- Make accurate assessments to make sure teachers determine how to most effectively support their pupils.
- Target the use of high quality one to one and small group tuition as a catch-up strategy
- Introducing structured interventions, which may also be delivered one to one or in small groups.
- Ensuring a particular focus for interventions is on literacy and numeracy.
- Ensure Intervention programmes meet a specific need, such as oral language skills or aspects of reading, include regular sessions maintained over a sustained period which are carefully timetabled to enable consistent delivery.
- Ensure that schools and families continue to work together as pupils return to school.

At RTS catch up Funding will be used to provide

- curriculum resources and materials that support "catch up" and mental health of pupils.
- Additional support staff to develop the outcomes of children who have been identified as needing "catch up" in their learning.

The core aims of our catch-up spending programme is to ensure

- Attainment outcomes at end of 2020-21 for all year groups will demonstrate accelerated progress from their assessed starting points
- The mental health needs of pupils are met and supported by the school

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Support strategies: EEF			
Costings are based on expected funding for year £22,320			
Teaching and whole school strategies	ACTIONS	DETAILS	COSTS
<u>Supporting Quality First Teaching</u> School to deliver recovery curriculum which targets reintroduction of Routine engaging children in process of learning Relevant targeted curriculum focussed on core skills. Rebuilding relationships reteaching collaborative learning systems Reflection Supporting pupil wellbeing and self-awareness.	Staff Professional development and ongoing CPD to ensure consistency in delivery of high-quality teaching. Staff to have access to e-learning CPD platforms. All staff appraisal to support roles in delivering catch up	School Development Plan is strongly focussed on core targets and implementation of agreed actions in a consistent manner. The SMT ensure that the school retains a strong focus on community engagement and activities, including worship times, which rebuild the sense of belonging lost during the lockdown.	Breakdown costs highlighted in each section of spending costs.
<u>Pupil assessment and feedback</u> All staff to use agreed assessment materials to produce consistent and accurate baseline assessments. Resources to include DfE/NCTEM materials IDL baseline assessments TT Rockstars Schnell spelling and reading tests. Kahoot e-learning resource to support assessment on line All staff to prioritise pre-teach systems and same day intervention strategies to provide effective feedback. Monitoring systems to focus on quality of teacher feedback in autumn term	Each class to receive additional teaching assistant hours to support completion of baseline assessments and establishing framework of intervention within class provision maps to address identified need. SMT to monitor impact of marking and teacher feedback on pupil progress.	SMT and subject coordinators to lead CPD on use of agreed assessment systems. Headteacher to report to: LGB Standards Committee Trust DPP Committee Trust Assessment Network School to target return to cohort tracking systems by end of Autumn 2020 with associated target setting against end of year expectations.	TT Rockstars Site licence £ 114 per year IDL Site Licence £199 per year Additional staffing costs £1,215

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Teaching and whole school strategies	ACTIONS	DETAILS	COSTS
<u>Transition support</u> All class teachers to complete extended transition meetings with colleagues Additional support hours used to increase capacity to deliver emotional support programmes including ELSA & Bereavement support sessions SENCo to work with class teachers and SEN Tas to establish effective Goals Maps for identified high needs children.	Transition meetings to support identification of children who had not engaged in learning during lockdown one. Provision maps to demonstrate use of additional support hours to support emotional support programmes Goals maps to be shared with parents of high needs children	Targeted children to access additional transitional support and emotional support programmes School to fund Just Be counsellor School to use ELSA programme for high needs pupils.	ELSA Programme £ 2,430 Bereavement Counselling £486 Just Be Counselling £941 (autumn term) minus £500 voluntary donation
Targeted approaches	ACTIONS	DETAILS	COSTS
<u>One to one and small group tuition</u> Class provision maps have identified effective intervention programmes to support accelerated progress in specific areas.	School to fund additional support staff in all classes to work alongside class teachers in delivering one to one and small group programmes. All classes to have 1:1 and small group reading intervention groups All KS1 classes to deliver daily phonics 1:1 and small group interventions.	School to invest in tailored reading scheme which supports catch-up and home learning.	Book costs have been majority funded by the Taylor Trust Fund £ 500 Cost of Staffing £9,720 Tutoring program English TLC Live £225 for 3 children 15 x 1 hour session each Maths Intervention – Third Space Learning £500 3 children as part of tutoring program
<u>Intervention programmes</u>	Intervention Programmes IDL ELSA	Intervention programmes specifically targeted to have direct impact on accelerated learning with baseline assessments and highly	Phonics Catch up programme £4,860

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The delivery of the recovery curriculum will be based upon 'Ready to Progress' materials. In addition the school will deliver effective intervention programmes listed in actions taken.	Toe by Toe Programme Phonics Catch-up Clicker NCTEM catch-up maths Maths Intervention	structured schemes used to deliver personalised catch up Support staff trained in use of programmes and appraisal targets focussed on the delivery of these programmes.	
Extended school time Identified pupils will receive weekly funded catch-up tutoring.	Targeted tutoring programme to be introduced	Details to finalise	Cost to confirm
Wider strategies	ACTIONS	DETAILS	COSTS
Supporting parent and carers School will provide parents with access to high quality resources to support learning at home.	Maths with Parents Programme School to signpost access to wellbeing and mental health resources on website School to seek sponsorship from ASDA to supply stationary and physical resources to support home learning for vulnerable learners.	School to purchase Maths with Parents Programme for use at home	£450 (£90 per class) 5 classes targeted
Access to technology The school has targeted an increase in IT provision required to support learning in school and at home. Spending on learning and communication platforms has been targeted alongside staff training in the use of e-learning platforms to ensure that they are used effectively to support	Purchasing of new technology Purchasing of software site licence	New laptops purchased to increase access to support software packages in class and widen access to IT within class bubbles	The school has received additional funding from Taylor Trust to further increase IT capacity. Ten new laptops £3,750 Seesaw enhanced access package £400 Majority funded by Taylor Trust. Funded until end of financial year.

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pupils and classes in self-isolation when required.			Zoom licence £172
Summer Support The school worked within YCST guidelines to focus on the delivery of catch-up programmes within the academic year.			
Total			£25,962

Evaluating the Impact of Catch-up Strategy Spending	
<ul style="list-style-type: none"> • Senior Leadership Team monitoring systems linked to the school development plan for 2020-2021 • The performance of pupils in nationally accredited tests and examinations (where appropriate). • The analysis of pupil tracking and testing data for both individual pupils and cohorts. • Half termly internal target setting and progress evaluation meetings for individuals and classes. • The monitoring of policy and practice by the LGB Standards Committee and Trust DPP Committee 	