



## Rokeby Park Primary School: COVID 19 Catch Up Premium Funding 2020-21

The government has announced £1 billion of funding to support children and young people to catch up. This includes a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time.

Although all children have had their education disrupted by the coronavirus (COVID-19) outbreak, it is likely that disadvantaged and vulnerable groups will have been hardest hit.

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 per pupil. 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](#). See also the Education Endowment Foundation (EEF) [coronavirus \(COVID-19\) support guide for schools](#) with evidence-based approaches to catch up for all students.

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

### Catch up funding allocation 2020-21 (paid in 3 tranches during the year)

School Name	Number on roll	Catch up funding per pupil	Total funding 20-21
Rokeby Park Primary	188	£80	£15040

### Priorities for 2020-21

The following key strategies have been identified for 2020-21 to address gaps in learning and support pupils to catch up on lost learning.

1. 'SPACE' recovery curriculum for all pupils (see below)
2. Baseline assessment and gap analysis for all pupils to accurately identify where support is to be targeted
3. Early reading and phonics through the improvement of the Read Write Inc. programme
4. Targeting reading fluency at Key Stage 2 to ensure all pupils are able to become fluent readers
5. Professional development and training for all staff around phonics and reading

6. **20/21 White Rose Maths curriculum adopted to include catch up content through all units of work**
7. **Intervention programmes and 1:1 tuition**
8. **Develop a programme of home learning (academic and pastoral)**
9. **Jigsaw, Headstart and ELSA programmes to support pupils' emotional wellbeing**
10. **Embed metacognition strategies**

#### **SPACE Recovery Curriculum:**

**Throughout the Autumn Term and into the Spring Term, the curriculum will be adapted to prioritise the following areas:**

**Safety and security** – Looking after ourselves, being safe and feeling safe

**Physical Activity** – Being active and healthy, getting regular exercise, playing sports and games

**Academic Standards** – Learning in school and at home, addressing gaps in learning, a broad curriculum with a focus on core skills

**Creativity** – Self-expression, working together, rebuilding concentration and stamina

**Emotional Wellbeing** – Managing feelings and behaviour, mental health and wellbeing, Personal Social Health Education

#### **A tiered approach**

At Rokeby Park Primary School, our approach to catching up on lost learning is based upon the principles outlined in the EEF Guide to Supporting School Planning, which aims to support school leaders with their planning for the academic year 2020-21. It proposes a tiered model that focuses upon high quality teaching, targeted academic support and wider strategies to aid school leaders' existing school improvement planning efforts.

The 3 tiers are:

##### **Tier 1. Teaching**

Great teaching is the most important lever schools have to improve outcomes for their pupils. This was true before the Covid-19 pandemic and it will continue to be vital as schools plan for all pupils to return in the upcoming academic year. Prioritising high quality instruction in the classroom setting has new-found logistical barriers, but the principles of great teaching remain unchanged. Having deep subject knowledge and a flexible understanding of the content being taught is clearly important.

High-quality assessment and sustained professional development are essential to great teaching. This year, more than ever, this needs to be supported by effective remote curriculum provision should unplanned school closures occur.

## Tier 2. Targeted academic support

Evidence consistently shows the positive impact that targeted academic support, such as intervention programmes and 1:1 tuition, can have for those pupils who are not making good progress or who have significant gaps in learning. Considering how classroom teachers, teaching assistants and external partners can provide targeted academic support, including how to link structured one to one or small group intervention to classroom teaching, will be a key component of effective planning for the new academic year.

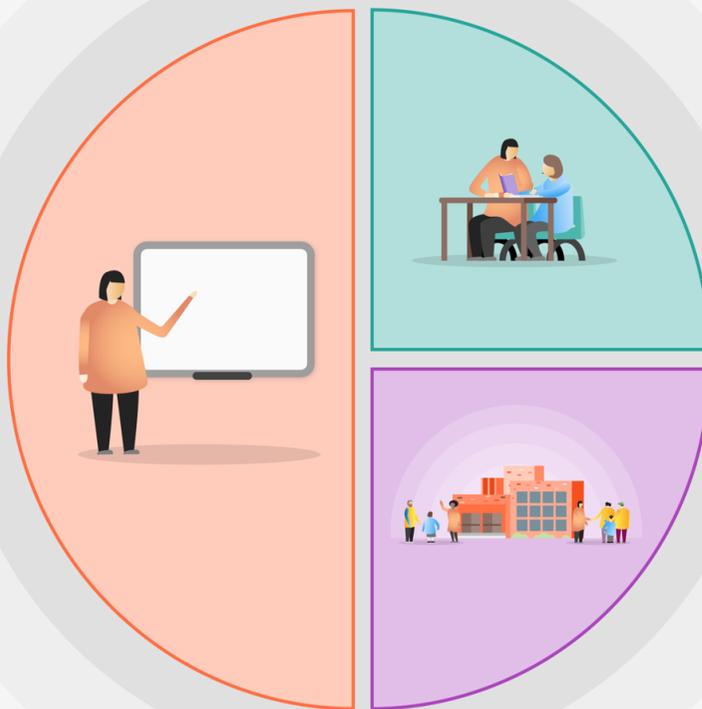
## Tier 3. Wider strategies

Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. These local needs and challenges will be different for every school community.

# EEF GUIDE TO SUPPORTING SCHOOL PLANNING (2020-21) – TIERED MODEL

## 1 Teaching

- ‘SPACE’ recovery curriculum from September 2020 to focus on Safety, Physical activity, Academic standards, Creativity, Emotional wellbeing.
- Emphasis on core subjects through quality first teaching during Autumn.
- Quality first teaching.
- Baseline assessments in September and March to identify gaps in learning to inform curriculum planning / intervention groups.
- Ongoing assessments to identify pupils who require additional Tier 2 support.
- Whole school focus on reading fluency: Read Write Inc. Programme.
- CPD for all staff (reading / phonics).
- White Rose maths curriculum.
- Home learning programme.
- Jigsaw / PSHE curriculum.
- PE and sports provision to maintain physical health and wellbeing.
- Time for creative lessons to develop resilience, concentration and self-expression.
- Embedding metacognition strategies.



## 2 Targeted academic support

- Intervention programmes based on question level analysis from baseline assessments.
- ‘Keep up’ groups targeted following half termly Read Write Inc. assessments.
- Fresh Start programme in Y5/6.
- One to one support for targeted pupils.
- High quality SEND provision including personalised programmes.
- Use of the NTP for 1 to 1 tuition of targeted pupils.

## 3 Wider strategies

- ELSA programme to support emotional wellbeing.
- Attendance support for vulnerable families.
- Welfare phone calls for all pupils who are isolating.
- School meals hampers for all FSM pupils if bubble closes.
- Additional safety measures to support risk assessments for staff / pupils / families.

## Planned expenditure for current academic year

Quality of teaching for all						
Action/Tier	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	When will you review this?	Impact
<p><b>1. Teaching</b></p> <p><b>3. Wider strategies</b></p> <p><b>Curriculum planning support for all teachers</b></p>	<p>Implement the recovery curriculum from Sept 2020.</p> <p>Improved standards through focus on core subjects, improved physical and emotional health.</p> <p>Full broad and balanced curriculum in place by Summer 2021.</p> <p>Metacognition strategies embedded through curriculum.</p>	<ul style="list-style-type: none"> <li>• <a href="#">DfE's catch-up premium guidance</a></li> <li>• <a href="#">EEF's COVID-19 support guide for schools</a></li> <li>• <a href="#">Carpenter et al 2020</a></li> </ul>	<p>Ensure all teachers have had the opportunity to discuss the recovery curriculum with curriculum leads in school.</p> <p>Ensure all teachers are supported with planning for the recovery curriculum.</p> <p>Release time for teachers and SLT to develop planning.</p>	CS/KC/RD	<p>June/July 2020</p> <p>Sept 2020</p> <p>Nov 2020</p> <p>Dec 2020</p> <p>Jan 2021</p> <p>March/April 2021</p>	<p><b>Autumn</b></p> <p>Evidence that core subject focus throughout Autumn term is addressing issues caused through lost learning, although additional time has had to be allocated to maths provision at KS2 as significant content has been missed.</p> <p>Emotional wellbeing support has been effective; pupils have settled well despite ongoing disruption caused by bubbles closing. Pupil surveys show pupils feel safe and supported.</p> <p>Fortnightly assessments in phonics across EYFS and KS1 to provide targeted intervention in early reading. 1:1 tuition sessions carried out to support rapid progress for children in Y2 on the run up to the phonics screening check. 1:1 tuition in Y1 for the lowest 20% (non-blenders) ensuring all children in KS1 are blending by Christmas.</p> <p><b>Spring</b></p> <p>High quality remote learning in place during the school closure period from Jan to March (all pupils returned to school 08.03.21). All teachers leading remote learning provision for their classes. A broad curriculum in place. Remote learning provision monitored by SLT and feedback discussed with staff. Positive engagement from the majority of pupils, especially in KS2. Positive feedback from parents.</p> <p><b>Summer</b></p>

<p><b>1. Teaching Mentor in place for NQT and RQT</b></p>	<p>Early career teachers are well-supported in school and have access to appropriate CPD.</p>	<ul style="list-style-type: none"> <li>• <a href="#">DfE's catch-up premium guidance</a></li> <li>• <a href="#">EEF's COVID-19 support guide for schools</a></li> </ul>	<p>Mentors are experienced teachers and are members of SLT.</p> <p>Release time for teachers to attend CPD.</p> <p>Release time for SLT to support staff when needed.</p>	<p>KW/KC/RD</p>	<p>Sept 2020 Nov 2020 Dec 2020 Jan 2021 March 2021</p>	<p>Autumn NQT and RQT have been supported by members of SLT to develop practice and planning. CPD opportunities have been identified for these staff and staff have attended. RWI CPD attended.</p> <p>Spring Continue with support for NQT and RQT to develop practice. Writing CPD undertaken by all teachers to inform practice and embed T4W.</p> <p>Summer</p>
<p><b>1. Teaching</b> <b>2. Targeted support</b> <b>Standardised baseline assessments for all pupils.</b></p>	<p>Gaps in learning identified through QLA.</p> <p>Autumn interventions accurately informed by assessments.</p> <p>Evidence of good progress for all pupils from baseline to end of year assessments.</p>	<ul style="list-style-type: none"> <li>• EEF Covid 19 support guide: 'Standardised assessments in literacy or numeracy might be used to identify pupils who would benefit from additional catch-up support.'</li> </ul>	<p>Data analysis from tests will be used to identify pupils for catch up interventions and sessions after school.</p> <p>Tests autumn, spring, summer</p>	<p>RD/KC</p>	<p>Sept 2020 March/April 2021</p>	<p>Autumn Analysis completed including question level analysis through KS2. Maths curriculum adapted to address identified gaps in knowledge. Intervention groups based QLA. Afternoon catch-up sessions and additional 20 minutes per day have taken place in Year 6 to address gaps identified from QLA.</p> <p>Fortnightly assessments in phonics to address gaps and inform interventions. 1:1 tuition, precision teaching and before/ after school catch up sessions carried out to ensure rapid catch up/progress.</p> <p>Spring Further standardized assessments completed w/c 15.03.21 and w/c 22.03.21 following return to school of all pupils. QLA and data analysis completed. Interventions for summer term based on data. Intervention maps in place for each class. NTP 1 to 3 tuition sessions in place for pupils during spring term and these will continue into the summer term.</p> <p>Summer</p>

<p><b>1. Teaching</b>  <b>2. Targeted support</b>  <b>Ensure all staff are trained in Read Write Inc. phonics and early reading</b></p>	<p>All staff in all year groups have required skills to teach phonics and reading fluency so all pupils who require support can be targeted. Regular diagnostic assessments ensure 'keep up' programme / 1:1 so no child is left behind. Ensure identified pupils in KS2 have Fresh Start intervention if needed to support them to become fluent readers.</p>	<ul style="list-style-type: none"> <li>• Ofsted EIF overview of research 2019.</li> </ul>	<p>School to work with RWI Inc. through planned development days funded through English Hub funding.</p>	<p>KC</p>	<p>Sept 2020  Dec 2020  Throughout 2021 (dates tbc)</p>	<p>Autumn  Training completed for all staff. Some disruption to groupings Autumn 2 due to Covid / staff absences and bubble closures. This has impacted on pupils' groupings although programme has continued. Second assessment round used to identify all pupils requiring intervention and catch up. The impact of this has been 76% of year 2 passing the phonics screening check, an increase on previous year's data. 78% of Year 1 currently on track to achieve a pass and ARE in reading.  Spring  Majority of pupils taught remotely from Jan 2021 to March 2021. All pupils return to school 08.03.21 and phonic assessments completed for all pupils. Data analysis shows that 0% of EYFS pupils, 23% of Y1 pupils and 20% of Y2 are currently at ARE. Additional phonics lessons are timetabled to support catch up. Continued disruption to groupings due to Covid. All phonics interventions are run by trained staff, including Key Stage 2.</p>
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<p><b>1. Teaching</b> <b>Adapt maths scheme of work to include recap steps in addition to core teaching.</b></p>	<p>All maths units include recap steps in addition to age appropriate learning ensuring lost learning is covered. Additional time devoted to maths throughout Autumn Term to embed core learning.</p>	<ul style="list-style-type: none"> <li>• White Rose Maths Hub materials.</li> <li>• EEF Covid 19 support guide: re quality teaching</li> </ul>	<p>Maths lead to work with Trust maths lead to ensure maths curriculum addresses gaps in learning. Data analysis from baseline tests will identify gaps in learning.</p>	<p>RD</p>	<p>Sept 2020 Dec 2020 Ongoing throughout 2021</p>	<p>Autumn Autumn maths curriculum successfully adapted to include recap steps prior to core year group content. Additional time has been needed to address identified gaps in learning. Impact on standards has been a focus on embedding fluency across the school with children having a firmer foundation for their current year's content. A focus on acquiring times table knowledge will continue across KS2 in the spring term.</p> <p>Spring Maths curriculum adapted again to adjust for all pupils returning to school 08.03.21. New KPIs have been shared with staff dividing the curriculum in 'Core' objectives and 'Additional' objectives. 1:1 meetings with all teaching staff to discuss planning and resourcing to meet the needs of the pupils. Additional time devoted to maths during remaining weeks of spring 1 term. EYFS are continuing using the Power Maths scheme and intervening if gaps in knowledge are evident.</p> <p>Summer</p>
<b>Total budgeted cost:</b>					<b>£6749.85</b>	
<b>Targeted support</b>						
<b>Action/Tier</b>	<b>Intended outcome and success criteria</b>	<b>What's the evidence and rationale for this choice?</b>	<b>How will you make sure it's implemented well?</b>	<b>Staff lead</b>	<b>When will you review this?</b>	<b>Impact</b>

<p><b>2. Targeted support Intervention programmes, one to one support, extended school time</b></p>	<p>A range of small group interventions and one to one tuition are provided over and above core subject teaching time to target pupils who require catch up support beyond quality first teaching. Clear entry and exit criteria enable progress to be measured accurately. Gaps in pupils' learning addressed. Disadvantaged pupils' needs are met.</p>	<ul style="list-style-type: none"> <li>• EEF Covid 19 support guide: 'In order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary.'</li> </ul>	<p>Teachers and support staff will deliver catch up sessions to identified pupils. These sessions will be planned with the pupils' class teacher. These will be focused on developing phonic knowledge, reading fluency and maths. Interventions will be planned on a termly basis based on data analysis. The NTP will be used to deliver 1 to 3 catch up tuition programme to targeted pupils during the spring and summer terms.</p>	<p>KW/KC/RD/AG</p>	<p>Dec 2020</p>	<p><b>Autumn</b> After school Intervention programmes established in:</p> <ul style="list-style-type: none"> <li>• Year 1 &amp; Year 2 focusing on phonics</li> <li>• Year 3, 4, 5 &amp; 6 focusing on reading fluency.</li> <li>• Year 6 focusing on maths.</li> </ul> <p>These programmes are planned to run throughout the autumn term. 70% of the 13 children initially identified to attend additional maths are now on track.</p> <p>Half termly Read Write Inc assessments have been used to identify pupils requiring catch up work and 1:1 support in phonics. 44% of pupils have received this support during the Autumn Term. The impact on standards has been 76% of year 2 passing the phonics screening check, and increase on previous year's data. 78% of Year 1 currently on track to achieve a pass and ARE in reading. Speech and language interventions are provided for children on speech therapy.</p> <p>Additional class based interventions have also taken place in EYFS, nursery is accessing early talk boost and FS2 have precision teaching and friendship skills group. In Y1 extra phonics, fine motor skills and precision teaching are used to boost the children's basic skills. Y2 daily phonics boosters and SDI for maths. In Y3/Y4 extra phonics, SDI maths and reading. In Y5/Y6 friendship groups, SDI maths and reading. These will continue in spring.</p> <p><b>Spring</b> Spring term analysis has been completed and interventions are in place: phonics, Fresh Start, reading fluency intervention, precision teaching, additional maths to support basic skills. QFT training to be completed to further support teachers and their impact. NTP used to deliver 1 to 3 catch up interventions to targeted pupils (PP pupils Y3/4/5/6 reading and Y5/6 maths). Daily reports are completed by the tutors which give a brief summary of how each child has done and whether they have achieved the objective.</p> <p><b>Summer</b> Focus for Y5 reading and maths after school for NTP.</p>
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<p><b>2. Targeted support Nuffield Early Language Intervention (NELI)</b></p>	<p>Speech and language issued identified in YR Staff trained in NELI intervention</p>	<ul style="list-style-type: none"> <li>• <a href="#">DfE's catch-up premium guidance</a></li> <li>• <a href="#">EEF's COVID-19 support guide for schools</a></li> </ul>	<p>All pupils in YR to be screened using LanguageScreen</p> <p>SASA in EYFS to complete NELI training modules through FutureLearn.</p> <p>YR teacher to complete training modules.</p>	<p>KW</p>	<p>Dec 2020 4/1/20 Course 1 for ASA and class teacher 11/1/21 Course 2 for ASA 1/3/21 Course 3 for ASA</p>	<p>Autumn A member of staff has been chosen to deliver the NELI intervention and CPD will begin Jan 2021. Children's information has been uploaded and a letter has gone out to all EYFS parents regarding children taking part in the interventions. Awaiting the IT team to upload the language screen app so assessments can start to be completed.</p> <p>Spring All children have been assessed using the language screen, the SASA and teacher have completed all NELI training. Due to school closure related to COVID19, the 20 week programme will now run for 14 weeks in summer and the remaining 6 weeks the children will complete in September 2021.</p> <p>Summer</p>
<b>Total budgeted cost:</b>					<b>£3660.77</b>	
<b>Other approaches</b>						
<b>Action/Tier</b>	<b>Intended outcome and success criteria</b>	<b>What's the evidence and rationale for this choice?</b>	<b>How will you make sure it's implemented well?</b>	<b>Staff lead</b>	<b>When will you review this?</b>	<b>Impact</b>

<p>1. Teaching 2. Targeted support 3. Wider strategies</p> <p><b>Ensure quality home learning support programme for all pupils unable to attend school.</b></p>	<p>Weekly home learning activities set to support any pupils who have to isolate.</p> <p>Remote learning activities and live lessons provided where bubbles close.</p> <p>Remote learning covers the same objectives as class lessons so pupils unable to attend do not fall behind their peers.</p>	<ul style="list-style-type: none"> <li>• <a href="#">DfE's catch-up premium guidance</a></li> <li>• <a href="#">EEF's COVID-19 support guide for schools</a></li> </ul>	<p>SLT to monitor home learning packs on a weekly basis and upload to website (RD)</p>	<p>RD &amp; KC</p>	<p>Dec 20 March 21 Ongoing</p>	<p>Autumn Weekly home learning activities posted on website through Autumn Term. All pupils unable to attend school have been able to access home learning materials via website or through home learning packs. Devices offered/provided for families with limited technology at home to improve home learning access. Parents have been liaising with staff during self-isolation periods via ClassDojo. Paper packs have been sent home to those needed.</p> <p>Spring The school's use of Teams and other Microsoft apps used for remote learning has developed and staff are efficiently utilizing all functions of these apps to support children learning online. Planning is of a high quality and teachers create and deliver their resources following the same approaches of those used in school. Teachers are delivering live lessons and prerecorded inputs for more personalized learning in KS1 and KS2. In EYFS, tasks were set via Tapestry with parents sending photo evidence back to staff of pupils completing their work. EYFS staff were able to provide feedback and add pupils' evidence to their learning journey. DfE allocated devices and/or access to the internet through WIFI dongles were given to pupils in KS2 primarily and then filtered down to KS1. Disadvantaged pupils (those eligible for PP) were given priority. Support was given by remote learning lead to families who were struggling with digital literacy.</p> <p>Summer</p>
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<p><b>3. Wider strategies</b>  <b>Provide additional support for mental health / emotional wellbeing through Headstart / ELSA / Advotalk/ Jigsaw programmes</b></p>	<p>Pupils emotional wellbeing assessed and appropriate support in place.</p>	<ul style="list-style-type: none"> <li>• EEF Covid 19 support guide: Wider strategies</li> <li>• Headstart programme</li> </ul>	<p>ELSAs support teachers with pupils' emotional wellbeing needs.</p> <p>Jigsaw/PSHE curriculum/recovery curriculum used consistently throughout the school.</p>	<p>KW/AG</p>	<p>Sept 2020  Nov 2020  Dec 2020  Jan 2021</p>	<p><b>Autumn</b>  Each class has an ASA who does emotions check ins with pupils when needed.  2 ELSAs work with children and all children are making good progress. Children's self-esteem and resilience is being nurtured and children are able to self-regulate and verbalise their emotions more readily. ELSA lunchtime drop ins also help all children to access that support if they need to. On a weekly basis, Advotalk supports 3 pupils to give them an opportunity to talk about their emotional wellbeing. Each class has used a recovery curriculum and ensured jigsaw lessons focus on recovery and support emotional wellbeing. PSHE lessons are weekly and pupil voice has been completed for this. Each teacher has completed a Boxall profile for a child in their class and has used this to support with further strategies to support and nurture the child.</p> <p><b>Spring</b>  Boxall profiles continue to be used as a tool to support emotional well-being. Throughout remote learning, all parents received weekly phone calls and teachers were able to talk to the children in their class to support their emotional wellbeing. ELSA teachers are available to support children throughout lockdown and now back in school since 8<sup>th</sup> March 2021. Advotalk programme has continued over the phone and James at Advotalk has also completed home visits to support children. All teachers teach the jigsaw programme weekly. Daily emotions check ins take place in classes. ELSA Drop in service is available throughout the school. School nurse works alongside the SENCO supporting social/emotional wellbeing needs. Well-being checks take place for staff. CPD to be shared with teaching staff which has been completed recently including mental health champions, anxiety in children, bereavement training.</p> <p><b>Summer</b></p>
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<p><b>3. Wider strategies</b>  <b>Ensure additional pastoral support for pupils unable to attend school</b></p>	<p>Pupils are safe and happy.  Pupils attend school as much as possible to enable them to catch-up on missed learning.</p>	<ul style="list-style-type: none"> <li>• <a href="#">DfE's catch-up premium guidance</a></li> <li>• <a href="#">EEF's COVID-19 support guide for schools</a></li> </ul>	<p>Welfare calls to pupils unable to attend school, with strong links to safeguarding team.</p> <p>Food parcels provided to families eligible for FSM</p> <p>IT devices provided for families unable to access home learning.</p> <p>Attendance support provided for vulnerable / at risk families.</p> <p>Home visits carried out when necessary</p>	<p>SC</p>	<p>Sept 2020  Dec 2020  Jan 2020  March 2020  April 2020  June 2020  July 2020</p>	<p><b>Autumn</b>  Weekly phone calls have been made to support vulnerable families and families who are in isolation due to COVID-19. Food parcels have been ordered for families who were isolating. Attendance has been monitored daily and whole school attendance has been monitored weekly. The local authority attendance figure as of 4/12/2020 was 94.2% compared to Rokeby 92.1%. Home visits have been undertaken to support families. Weekly meetings have been held by the safeguarding team to ensure all pupils/families are receiving support. Staff have attended safeguarding training and have completed an assessment on Keeping Children Safe in Education 2020.</p> <p><b>Spring</b>  Weekly phone calls to support vulnerable families have continued. Free school meal vouchers have been ordered on behalf of families eligible for FSM. Food donations from Sainsbury's were offered to our most vulnerable families. Attendance has been monitored daily and home visits have been undertaken to support families. The whole school yearly attendance as of 8/3/21 was 92.1%. Weekly meetings have been held by the safeguarding team to ensure all families are receiving appropriate support. Staff have completed Preventing Radicalisation e-learning course and have read and understood a document The growing problem of grooming and Child Sexual Exploitation.</p> <p><b>Summer</b></p>
<b>Total budgeted cost:</b>					<b>£4764</b>	
					<b>£15174.62</b>	