



ROK Catch-up planned funding 2020-21

Catch-up rationale: Following the 2020 lockdown due to the COVID-19 pandemic, schools have received an additional amount of money to provide catch-up support for those pupils that require it. In order to utilise this additional funding in the best possible way, we have considered closely the research and advice put forward by the EEF, DfE and used timely assessments of both children’s academic and personal development needs to inform our decisions. The table below outlines our intentional spend with a rationale accompanying each decision.

Total funding amount: £20,400

Current total allocated spend: £20,218.50

EEF recommended strategy	School rationale	Implementation	Cost	Expected impact/outcome
Pupil assessment	Tailored assessments offer a diagnostic analysis that will help teachers determine how to most effectively support their pupils and track the impact of the recovery curriculum and implemented interventions. Every pupil will have been affected differently by Covid-19.	Assessments to be completed by Year 1,3, 4 and 5 (all year groups that sit outside nationally tested year groups).	NFER test packs, resources, marking schemes for pupils £3262	Thorough analysis of pupil data allows teachers to identify barriers to learning and identify strategies to overcome these. In addition, it enables teachers to rigorously monitor pupil progress.
Intervention programmes	In order to support pupils who have fallen behind furthest, structured interventions, which may also be	10 Year 5 and 6 pupils to receive Third Space coaching, for an hour weekly session, to improve mathematical understanding.	10 pupils at a cost of £1990 for Autumn term. Then 20 pupils at a cost of £2540 per term for Spring and Summer.	Maths skills are significantly improved and gaps in mathematical understanding



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	delivered one to one or in small groups, are likely to be necessary.	Bottom 20% and SEND and/or disadvantaged pupils will be targeted in order to diminish the gap between SEND, disadvantaged and non-SEND and non- disadvantaged pupils.	This would be rolled out across Year 5 and 6, £7070 .	are eradicated with group of targeted pupils.
	Interventions might focus on other aspects of learning, such as behaviour or pupils' social and emotional needs, or focus on particular groups of pupils with identified special educational needs or disabilities.	Nessy reading and spelling. This program is designed to help students of all abilities learn to read, write, spell and type, especially those who learn differently, including: mainstream, EAL and pupils with dyslexia and other SEND.	Whole school license, £840 .	100 lessons packed with video strategies, motivating games and 1000s of supporting printable worksheets and card games. Each student learns independently and at their own pace, gradually building confidence. The program starts with an assessment that identifies exactly where the student needs help, then guides them through target lessons. Teachers can adapt the targets and use the program as a supplement for their lessons. This can be accessed at home as well.
		ELSA (Emotional Literacy) support. Two LSAs currently trained in ELSA (Emotional literacy).	Cost of LSA cover to release trained LSA (who is currently a 1-1) to deliver focused intervention groups. £50 per afternoon, 20 afternoons of interventions, £1000	Pupils in small focused group offered support in developing and improving social skills, emotions, bereavement, social stories and therapeutic stories, anger management, self-esteem, counselling skills such as solution focus and friendship



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<p>Access to technology</p>	<p>Pupils' access to technology has been an important factor affecting the extent to which they can learn effectively. In particular, lack of access to technology has been a barrier for many disadvantaged children.</p>	<p>The purchase and implementation of online learning platform SumDog.</p>	<p>Initial purchase cost £943.50</p>	<p>By ensuring that children have access to quality maths and spelling practise at home, supplementing the learning they are doing in school and homework activities, with challenges and tasks set by the teacher at their level, we are expecting the impact to be accelerated progress in maths and spelling.</p>
<p>Supporting parents and carers</p>	<p>Parents have played a key role in supporting children to learn at home and it is essential that schools and families continue to work together as pupils return to school. 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>The purchase of additional sets of RWInc. phonic reading books to enable school to have a ready supply of books that can be used in school and also enough for parents to take home on a more regular basis, incorporating book 'quarantine' rules. The purchase of 'pre-reading' Sound Blending Book Bag Books to use in Reception – enabling teachers to send single word books home for parents to practise with their children. The purchase of RWInc. Phonics Kits for parents to enable additional catch-up learning to take place at home for those children with the largest gaps in reading and phonics.</p>	<p>Full additional set of all RWInc. Book Bag books for EY and KS1 (bands Red through to Grey) £2005.</p> <p><u>EY and KS1 breakdown</u></p> <ul style="list-style-type: none"> • £570 - 2 x Packs of 100 Sound Blending Book Bag Books (Reception) • £779.40 - My Reading and Writing Kit (Reception) x 60 • £259.80 - My Reading and Writing Kit (Year 1) x 20 • £259.80 - My Reading and Writing Kit (Year 2) x 20 	<p>By ensuring that all children are able to access a wide range of phonetically matched reading books at both home and school simultaneously, and by providing parents with the resources to continue to practise phonic awareness at home, we expect the impact to be accelerated improvement in the children's reading and phonics ability.</p>



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Transition support	All pupils will need support to transition back to school. However, there are particular challenges for pupils starting school for the first time after the disruptions caused by Covid-19.	Purchase of Early Excellence primary learning resources for EY.	Total resources package: £3098 . <u>Resource breakdown</u> <ul style="list-style-type: none">• Maths resourced area, £864.• Complete role-play domestic area, £1,380.• Role-play frame, £354.• Wooden construction resource kit, £500.	By ensuring pupils have access to an enhanced provision of resources that support key areas of pupils' development will evidence a rise in Characteristics of Effective Learning and PSED (aspects of learning identified to be severely lacking following September baseline assessments).
Supporting great teaching	Great teaching is the most important lever schools have to improve outcomes for their pupils. Ensuring every teacher is supported and prepared for the new year is essential to achieving the best outcomes for pupils.	Providing opportunities for professional development - to support curriculum planning, challenge and focused training on the effective use of using mathematical manipulatives.	Total resource package: £2000 WRMH specialist support, 4 x £200 sessions and WRMH mathematical manipulatives, £1000. WRMH premium package, £200	Early career teachers, who may have had opportunities to develop their practice curtailed by school closures, will benefit from additional mentoring and support from specialist. In addition, pupils will have access to a range of manipulative resources helping them move from concrete experiences to abstract reasoning.