



## Rookeries Carleton J, I & N School 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			
Strategy	School rationale (Intent)	Evidence based research link (EEF)	Implementation	Cost	Expected impact/outcome
<b>Developing Teaching</b>					
<b>Assessment</b>	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.	<p>The aim of this type of assessment is to match tasks, activities and support pupils' current capabilities, so that all pupils have an appropriate level of challenge and clear indicators of how to improve based upon assessment data.</p>	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 <b>£3262</b>	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.
<b>Transition support</b>	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.	<p>High quality provision with well-qualified and well-trained staff is essential. Evidence suggests that early years and pre-school provision and interventions have a positive impact, delivering an average of around five additional months' progress. The approach appears to be particularly beneficial for children from low income</p>	Purchase of Early Excellence primary learning resources for EY.  CPD - support from trust EY lead	Total resources package: <b>£3098</b> . <u>Resource breakdown</u> <ul style="list-style-type: none"> <li>• Maths resourced area, £864.</li> <li>• Complete role-play</li> </ul>	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



		families. Once early years provision is in place, improving the quality of provision by training staff to improve the interaction between staff and children.		domestic area, £1,380. • Role-play frame, £354. • Wooden construction resource kit, £500.	following September baseline assessments).
Supporting great teaching	Ensure all staff understand the science of memory and learning to teach the children more effectively how to retain key pieces of knowledge and skill.	 <p>Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress. These strategies are usually more effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.</p>	CPD sessions	£0	Improved outcomes for pupils and evidence of curriculum impact for internal and external reviews including Ofsted inspection activities.  Staff are more confident in delivering our ambitious curriculum (staff survey).
	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.	 <p>Traditional teaching keeps time spent on a topic constant and allows pupils' mastery of curriculum content to vary. Mastery learning keeps learning outcomes constant but varies the time needed for pupils to become proficient or competent working towards these objectives.</p>	Providing opportunities for professional development - to support curriculum planning, challenge and focused training on the effective use of using	Total resource package: <b>£2000</b>  WRMH specialist support, 4 x £200 sessions and WRMH mathematical manipulatives, £1000.	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



			mathematical manipulatives.	WRMH premium package, £200	of manipulative resources helping them move from concrete experiences to abstract reasoning.
<b>Targeted Academic Support</b>					
<b>Intervention programmes</b>	<p>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.</p>	 <p>Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. Short, regular sessions over a set period to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.</p>	<p>10 Year 5 and 6 pupils to receive Third Space coaching, for an hour weekly session, to improve mathematical understanding. 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.</p>	<p>10 pupils at a cost of £1990 for Autumn term. Then 20 pupils at a cost of £2540 per term for Spring and Summer.</p> <p>This would be rolled out across Year 5 and 6, <b>£7070.</b></p>	<p>Maths skills are significantly improved and gaps in mathematical understanding are eradicated with group of targeted pupils.</p>
	<p>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</p>	 <p>Oral language interventions emphasise the importance of spoken language and verbal interaction</p>	<p>Nessy reading and spelling. This program is designed to help students of all abilities learn to read, write, spell</p>	<p>Whole school license, <b>£840.</b></p>	<p>100 lessons packed with video strategies, motivating games and 1000s of supporting printable worksheets and card games. Each student learns</p>



special educational needs or disabilities.	in the classroom. They are based on the idea that comprehension and reading skills benefit from explicit discussion of either the content or processes of learning, or both.	and type, especially those who learn differently, including: mainstream, EAL and pupils with dyslexia and other SEND.		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, <b>£1000</b>	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

**Wider Strategies**



<p><b>Access to technology</b></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>   </p> <p>Evidence suggests that technology approaches should be used to supplement other teaching, rather than replace more traditional approaches. Some learning platforms have the potential to enable changes in teaching and learning interactions. For example, they can support teachers to provide more effective feedback or use more helpful representations, or they can motivate students to practise more.</p>	<p>The purchase and implementation of online learning platform SumDog.</p>	<p>Initial purchase cost <b>£943.50</b></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><b>Supporting parents and carers</b></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>   </p> <p>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners as they begin to read.</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 –</p>	<p>Full additional set of all RWInc. Book Bag books for EY and KS1 (bands Red through to Grey) <b>£2005.</b></p> <p><u>EY and KS1 breakdown</u></p> <ul style="list-style-type: none"> <li>• £570 - 2 x Packs of 100 Sound Blending Book Bag Books (Reception)</li> <li>• £779.40 - My Reading and Writing Kit</li> </ul>	<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>



			<p>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>(Reception) x 60</p> <ul style="list-style-type: none"><li>• £259.80 - My Reading and Writing Kit (Year 1) x 20</li><li>• £259.80 - My Reading and Writing Kit (Year 2) x 20</li></ul>	
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