



Rise Park
Academy Trust

COVID-19 Catch-Up Premium Report

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils: Rise Park Infant School: 263 Rise Park Junior School: 335			
Total catch-up premium budget: Rise Park Infant School: £21,040 Rise Park Junior School: £26,729		Amount of catch-up premium received per pupil: £80	

STRATEGY STATEMENT

- To reduce the attainment gap between your disadvantaged pupils and their peers
- To raise the attainment of all pupils to close the gap created by COVID-19 school closures
- Our proportion of disadvantaged pupils across the school is relatively low compared to both a local and national picture at 20% of children in total in the Juniors and 12 % of children in total in the Infant school
- The vast majority of children from Reception to Year 6 engaged with the detailed online learning that the school provided. In the Infants, out of 263 –Infants, 49 in Nursery on roll we had 45 children who did not engage in any school directed learning which equates to 17% of our school population. In the Juniors, out of 331 children on roll we had approximately 66 children who did not engage in any school directed learning which equates to 20% of our school population.
- Upon re-opening in September 2020, we had a good response to children coming back to school. Attendance was stable across all year groups - Reception children were admitted as usual on a staggered basis over 2 weeks to ease the transition process. Overall attendance for the Infants in week 1 beginning the 7th September was 96.62% (excluding Reception who were not attending on first week of return), and overall attendance for the Juniors in week 1 was 97.66% %.
- Due to no parental demand our school was fully closed over the summer holiday period which meant that no school based or remote learning took place over the summer break. From a school management point of view this was crucial in terms of teacher workload and their mental health and emotional well-being. This allowed teachers to come back to what will be a very stressful and tiring term in Autumn 2020 with renewed energy and professional focus.
- As a staff we have discussed the need for the use of consistent Autumn 1 baselines within Reading, Writing and Mathematics. The staff have jointly agreed which baselines they are going to use so that we have standardisation and consistency across all year groups and cohorts. We have agreed that these baselines will be carried out by the end of October 2020, following a 3 week transition period and a further 3 weeks commencing a recovery curriculum.
At this point we will discuss as a staff what the baseline results are telling us in terms of which children across year groups have regressed in terms of their learning and then SLT will look at how best to provide support and interventions across Reading, Writing and Mathematics in order to help identify children who are required to catch up in their areas of identified need.

Catch up Premium will be targeted to provide this support and intervention using the following funding amounts:

Rise Park Infant School:	Autumn 2020: £5,260	Spring 2021:	Summer 2021:
Rise Park Junior School:	Autumn 2020: £6,680	Spring 2021:	Summer 2021:

Barriers to learning

You could use the following data sources to help identify barriers to attainment in your school:

- Internal assessment and reporting software
- Staff, pupil and parent consultation
- Attendance records
- Recent school Ofsted report
- Guidance from experts

BARRIERS TO FUTURE ATTAINMENT

Academic barriers: (issues addressed in school such as low levels of literacy/maths)

A	<p>In both schools gaps in reading and maths have been identified by formative teacher assessment, with phonics also being a focus in the Infant School, specifically for years 1 and 2. These would require universal support, with more targeted support being allocated to pupils whose attainment levels have coasted or declined since the last data capture in Spring 2.</p> <p>All teachers have submitted baseline data, benchmarking pupils' attainment as at the end of Autumn 1, which will be analysed by the Assessment Leads, in order to identify all children who are either coasting or whose attainment levels have dropped since Spring 2. These pupils' data will then be imported into a spreadsheet showing their individual performance data in each subject, for pupils at similar levels to then be grouped and allocated to an intervention booster group, which will take place within the school day in KS1 and as a wrap-around offer in KS2.</p> <p>Reception pupils have also just been baselined in order for their needs to be identified and supported by the separate EYFS funding premium.</p>
B	<p>Home learning is taking place via the current Class Dojo platforms used and can be developed further during this academic year to improve access to learning at home for all pupils.</p> <p>This will be led by the Remote Learning Co-ordinator who is in the process of setting up Google Classroom, which will then be used to supplement and strengthen the Class Dojo system, with Google Cloud also being utilised by staff.</p>

C	<p>Some pupils, especially those from more vulnerable and disadvantaged families, have required more support with their emotional needs and mental health following the school closure period. Many of these pupils have needed 1:1 support from LSAs and the Pastoral Mentor in KS2 in order to manage their feelings and behaviour in a range of situations, including break and lunch times and occasionally during lessons. ELSA support has also continued across both schools.</p> <p>Engagement with external agencies, such as the Trust's regular counsellor, as well as the LA Behaviour Support Service, has also been required in order to fully meet the needs of all of these children. FSM pupils have also been provided with a daily meal if they have been required to isolate or have been unwell.</p>
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ADDITIONAL BARRIERS

External barriers: (issues which require action outside school such as home learning environment and low attendance)

D	<p>Some pupils may have had limited access to reading and/or maths materials during the summer term, or during isolation periods in the autumn term and therefore, their reading ages may be lower than expected at Autumn 1 2020.</p>
E	<p>Some pupils may struggle to settle back into school and class routines and may have a limited concentration due to COVID 19 and lack of structured learning experiences since the school closure in March 2020.</p>
F	<p>A small minority of children may have been persistently absent from school during the autumn term and as a result will continue to have gaps in their skills and understanding which will need to be narrowed and closed in order for them to make required or better progress.</p>

Planned expenditure for current academic year

The headings below will help you demonstrate how you plan to use the catch-up premium to improve classroom pedagogy, provide targeted support and support whole-school strategies.

Quality of teaching for all					
Action	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?
Support from class-based LSAs for identified disadvantaged pupils for basic skills, nurturing and development.	<p>Children's levels of confidence and resilience will have increased over time, with all related barriers to learning having been removed.</p> <p>Children to feel that they have a supportive and approachable point of contact if they are feeling any mental anxiety or are in need of emotional support.</p>	<p>Informal and formal observations of general and identified pupil social and emotional aspects of learning, as well as dialogue with external agencies e.g. LA SEND team, Behaviour Support, Ed. Psych, Attendance Officer etc.</p>	<p>Inclusion Manager to monitor the welfare and achievement of vulnerable/disadvantaged pupils and to deploy both LSA and learning resources to support the needs of each of these pupils in both schools</p> <p>CPD for LSA's based on emotional and developmental needs of pupils.</p> <p>ELSA support in place across both schools</p>	Inclusion Manager	January 2021

	Total budgeted cost:	Juniors: £500 Infants £900
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Targeted support					
Action	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?
Literacy and maths assessments undertaken in October 2020 will identify children in need of targeted support	<p>Any identified attainment and progress gaps and differences will be significantly diminished and/or eliminated by July 2021.</p> <p>Progress is accelerated term by term to ensure pupils are able to access age appropriate learning resources and teaching/learning.</p> <p>Majority of children to be at or above age related expectations by end of Summer term 2021.</p> <p>End of year targets to be used – Summer 2</p>	<p>October baseline data to be analysed and individual assessments to be discussed with teaching staff as preparation for provision mapping and the planning of targeted support and interventions.</p> <p>Ongoing teacher assessments during each term.</p> <p>End of year assessments in Summer 2 2021 to be used to give impact evidence over 2020/2021.</p>	<p>EHT and Heads of School to maintain an overarching responsibility for the intervention and booster programmes, as well as the procurement of any related resourcing of these, either for in school or remote learning.</p> <p>Key resources identified and procured for both universal and targeted use e.g. reading books/schemes (KS2 Reading Eggs) and phonics resources e.g. books and learning aids (primarily KS1).</p> <p>Resources for online learning (reading and maths programs, Mathletics and PA Maths/White Rose supplementary resources, past comprehension papers, maths assessments etc.) to be purchased to support remote learners (via Class Dojo and Google Classroom).</p> <p>Specific resources for use during literacy and maths interventions and booster groups (e.g. GLS exercises, reading support) as well as Teacher/LSA additional contracted time outside of the school day (KS2)</p>	<p>KS1 and KS2 Assessment Leads</p> <p>SLT overview</p> <p>Class Teachers LSAs</p>	<p>January 2021 (using Autumn 2 data capture to measure progress from baseline starting point)</p>

Total budgeted cost:

Juniors:
£24,557

Infants
£14,571

Other approaches					
Action	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?
<p>CPD provided for staff on the effective use of the new online learning platform (Google Classroom).</p> <p>Children are trained in its use after this initial induction.</p> <p>The new platform is in place and staff, pupils and parents are able to use it effectively by beginning of the Spring term.</p> <p>CPD training provided for staff on effective reading/writing lessons/ interventions and phonics.</p>	<p>Parents/carers are made aware of the platform and how it can support, develop and extend home learning.</p> <p>Remote learning (including homework) and communication with parents is enhanced</p> <p>Effective parental engagement/online learning and use of strategies ensures greater consistency of learning for children.</p> <p>Reading/writing/phonics interventions and boosters enable gaps in children's learning to be filled, and facilitates accelerated progress.</p>	<p>To underpin and strengthen the existing Class Dojo remote learning platform.</p> <p>To also use Google Classroom as an additional in school online system, which provides an effective interface between home and school learning/communication</p> <p>To utilise this provision for the purposes of offering additional learning opportunities to targeted pupils, specifically vulnerable and disadvantaged pupils, which are available via the National Tutoring Programme.</p> <p>To develop staff subject knowledge in reading/writing interventions and phonics teaching developed, to ensure gaps in children's learning are effectively plugged.</p>	<p>Use of parental surveys and questionnaires to ascertain information before and after whole school training and roll-out.</p> <p>Collate staff evaluations from training sessions delivered, plus pupil feedback during the system pilot/</p> <p>Use of staff surveys to measure the degree of staff engagement and confidence with this platform.</p> <p>Use of pupil and staff surveys, data collection and analysis before and after the interventions have taken place.</p>	<p>Remote Learning Lead</p> <p>EHT/Heads of School</p> <p>SBM</p>	<p>February 2021</p>

Total budgeted cost:	Juniors: £2056 Infants £4170
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ADDITIONAL INFORMATION

- Please refer to Autumn 1 internal milestone data for each year group, accompanied by the RPAT spreadsheet analysis of each year group’s pupil attainment levels in each of the core subjects (tabled separately)
- Please also refer to the FFT LA 2020 Data Analysis of the End of Key Stage Moderated Predictions for KS1 and KS2 (tabled separately)
- Attendance records also utilised, which show that the Infant School overall attendance stood at 97% and the Junior School at 96% in November 2020 (reported separately)
- Additionally cross-referenced to the 2019 LA QA reports for both schools (previously minuted)