

Rose Hill Primary School – Catch up Funding – October 2020 Version 1

Please note a more detailed version of this documents including data can be made available upon request.

1. Summary information					
School	Rose Hill Primary School				
Academic Year	20/21	Total Budget	£24,080	Date of most recent Review	N/A
Total number of pupils	314			Date for next internal review of this strategy	January 2021

Planned expenditure					
Academic year	2020 / 2021				
The three headings below enable schools to demonstrate how they are using the catch up funding to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Fill gaps in 'learning loss' so that current year 5 and year 6 pupils have the best possible opportunity to reach at least the expected standard by the end of KS2.	<p>Timetable shifted to allow more learning time focused upon addressing gaps in pupil's knowledge in English and Maths.</p> <p>Increased working hours of Maths Specialist teacher. This enables all pupils in year 5 and year 6 to be taught in year group specific classes.</p> <p>Year 6 pupils will receive specialist Maths / English teaching by English subject Lead / Maths Advanced Skills Teacher</p>	<p>Sutton Trust found that, 'The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers.</p> <p>Pupils need a sound understanding of number bonds and times tables to free the working memory to successfully apply more complicated maths operations.</p> <p>Daniel Willingham (Psychologist at the University of Virginia) states: Automatic retrieval of basic maths facts is critical to solving complex problems because complex problems have simpler problems embedded in them.'</p>	<p>Termly data monitoring will show pupils' outcomes will meet or exceed national expectations for attainment and progress.</p> <p>SLT monitoring shows that teaching is pitched appropriately, responsive and progress in books.</p> <p>Basic skills results are showing progression e.g. the scores in maths, spelling and reading of High Frequency Words.</p> <p>Maths lead to ensure half termly gaps analysis are used to adapt and inform teacher plans.</p> <p>Accelerated reader metrics used to ensure pupils are reading regularly and passing quizzes.</p>	G Bright A Wilson A Prior E Lury	At data drop at end of each term – what is the impact upon pupil progress? How does this compare historically?

			Times Tables Rockstars metrics are used to ensure that pupils are completing regularly and are consolidating timetables.		
Increase support for targeted pupil's development in phonics and reading skills to implement that set out within the Rose Hill reading Journey.	The school's reading advocate has been unable to work alongside pupils as per pre COVID 19 – this is due to allocation of staff to bubbles. Therefore she has been reallocated to support KS1 bubble. As a qualified teacher she is able to provide support for targeted pupils in supporting their development of reading.	High quality assessment for learning, alongside high expectations, ensures learning is appropriately pitched, positively impacting on rates of progress and overall attainment. The Education Endowment Foundation 'Making Best Use of Teaching Assistants' Guidance Report advocates ensuring support staff are fully prepared and focused on supporting pupils in developing independent learning skills and manage their own learning.		G Bright H Taylor	
Total budgeted cost					£10,331

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Raise attainment in year 3 pupil's outcomes in reading.	<p>Redeployment of Vice Principal to support year 3 pupils with reading support on a Thursday and Friday morning. This will focus initially on reading fluency and then develop upon test technique to ensure that children have both reading stamina and technique to answer reading comprehension questions.</p> <p>This would enable pupils to work alongside an adult whom they are familiar with and will complement the in class teaching.</p>	<p>Return to school data has highlighted that year 3 pupils are particularly vulnerable in terms of the gaps that have emerged in their learning. A lack of access to high quality, age appropriate texts during lockdown for this group of pupils have seen a significant abnormality when compared to other year groups.</p> <p>DfE Updated Departmental Plan January '18, Priority 1: Closing the word gap. Boosting access to high quality early language and literacy both in the classroom and at home ensuring more disadvantaged children leave school having mastered the basics of literacy that many take for granted.</p> <p>Psychologist Keith Stanovich found that pupils who learn to read well early tend to do better as they move through school. This is because pupils who read well read more and vice versa. The gap between those that read well (and those that read less) grows exponentially as children get older, creating problems not just in reading but in accessing and engaging with the curriculum.</p> <p>25 minutes a day reading suitably challenging books which they successfully comprehend they make good progress.</p>	<p>Accelerated reader metrics used to ensure vulnerable pupils are reading regularly and passing quizzes.</p> <p>Learning walks / Planning will show that reading is given the same level of priority around the school as writing.</p> <p>Tier 2 / 3 Vocabulary is evident in teacher planning, learning walks, star testing, examples of writing, HFW scores, comprehension scores, reading ages, working wall audits.</p> <p>Structured Library times within phase bubbles</p>	G Bright A Wilson S Ormes	At data drop at end of each term – what is the impact upon pupil progress? How does this compare historically?
Total budgeted cost					£ 10,776
Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Pupil's basic needs are met at start of day so that they are ready to learn.	Children who have indicated that they are not regularly having breakfast are offered 'toast and time' upon arrival to school.	<p>The EEF found that breakfast clubs that offer a free and nutritious meal before school can boost reading, writing and maths results by the equivalent of two months per year.</p> <p>Breakfast clubs improve attendance and punctuality. A 2016 survey (by Magic</p>	Those learners whom attend 'toast and time,' will enter the class ready to learn and will be able to maintain focus and application for duration of lessons.	K Jackson	At data drop at end of each term – what is the impact upon pupil progress? How does this compare historically?

		Breakfast) of school leaders found that 89% reported that their breakfast provision had led to improved levels of attendance at school.	Book looks will show increased quality of work.		
Total budgeted cost					£ 185

Total Spend: £21,292

Remaining Funds: £2788 to be allocated.