

Rose Hill Primary School – Catch up Funding – July 2021 Including Review

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	July 21

2.		3. Formal Post Covid 19 Baseline – Completed September 2020 following full reopening of schools.			
		<i>Percentage Pupils EXS or better Dec 19 – Teacher Assessment</i>	<i>Percentage of pupils at EXS or better September 20 Test Only Data</i>	<i>Percentage of pupils at EXS or better December 20 Teacher Assessment</i>	<i>Percentage of pupils at EXS or better July 21 Teacher Assessment</i>
Year 3	% achieving expected standard in reading	67%	0%	40%	43%
Year 3	% achieving expected standard in maths	60%	19%	56%	60%
Year 4	% achieving expected in reading	53%	40%	50%	57%
Year 4	% achieving expected standard in maths	67%	31%	48%	55%
Year 5	% achieving expected in reading	65%	37%	63%	72%
Year 5	% achieving expected standard in maths	56%	26%	63%	63%
Year 6	% achieving expected standard in reading	73%	66%	60%	73%
Year 6	% achieving expected standard in maths	71%	25%	64%	68%

Please note that above comparisons are NOT comparing like for like – The December assessments made were teacher assessments informed by NTS / SAT tests. The Baseline is informed purely by a NTS / SAT test.

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> <p>Times Tables Rockstars metrics are used to ensure that pupils are completing regularly and are consolidating timetables.</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?

<p>Increase support for targeted pupil's development in phonics and reading skills to implement that set out within the Rose Hill reading Journey.</p>	<p>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.</p>	<p>High quality assessment for learning, alongside high expectations, ensures learning is appropriately pitched, positively impacting on rates of progress and overall attainment.</p> <p>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.</p>		<p>G Bright H Taylor</p>	
Total budgeted cost					£10,331

Review – July 21

1. Formal Post Covid 19 Baseline – Completed September 2020 following full reopening of schools.

	<i>Percentage Pupils EXS or better Dec 19 – Teacher Assessment</i>	<i>Percentage of pupils at EXS or better September 20 Test Only Data</i>	<i>Percentage of pupils at EXS or better December 20 Teacher Assessment</i>	<i>Percentage of pupils at EXS or better July 21 Teacher Assessment</i>
Year 5 % achieving expected in reading	65%	37%	63%	72%
Year 5 % achieving expected standard in maths	56%	26%	63%	63%
Year 6 % achieving expected standard in reading	73%	66%	60%	73%
Year 6 % achieving expected standard in maths	71%	25%	64%	68%

Data shows gains from return to school baseline in all areas. Year 6 reading as a continued area of development. Action in place from Summer 1: English Lead and PP lead are running book clubs for underperforming children 2 x weekly. Children are given copies of high-quality texts to take home and set in between face to face tasks.

Due to data gains the school has reduced amount of time given to core subjects and ensure that a broad balanced curriculum in place. This was due to begin in Jan 21 but due to school closure was put in place from 8th March onwards.

Next Steps: Use of small group tutoring to ensure that identified off track pupils have bespoke support to ensure that individual pupils can close gaps.

This will be detailed in the 21 / 22 catch up plan.

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

Review January 21

Formal Post Covid 19 Baseline – Completed September 2020 following full reopening of schools.

	<i>Percentage Pupils EXS or better Dec 19 – Teacher Assessment</i>	<i>Percentage of pupils at EXS or better September 20 Test Only Data</i>	<i>Percentage of pupils at EXS or better December 20 Teacher Assessment</i>	<i>Percentage of pupils at EXS or better July 21 Teacher Assessment</i>
Year 3 % achieving expected standard in reading	67%	0%	40%	43%

The partial school closure in January – March recreated some gaps in pupils learning. Due to some staffing issues and need for vice principal to cover CEV staff there was limited opportunity for these actions to be implemented.

The structured library time ensured that pupils were reading books appropriate to their level of need / ability. This is something that we will continue to have in place post bubble restrictions.

Each subject leader has developed tier 2 vocabulary which runs throughout their subject.

Next Steps:

Develop parental engagement to support reading – story sack sessions, phonic workshops, book and parent share sessions.

Ensure that off track pupils receive support so that they can make expected progress from their previous starting point.

Consider staffing and support in place as cohort moves into year 4.

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.	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. Breakfast clubs improve attendance and punctuality. A 2016 survey (by Magic Breakfast) of school leaders found that 89% reported that their breakfast provision had led to improved levels of attendance at school.	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. Book looks will show increased quality of work.	K Jackson	At data drop at end of each term – what is the impact upon pupil progress? How does this compare historically?
Structured lunchtime support to replace lack of extra-curricular clubs	To invite pupils to partake in life skills sessions and lunchtime clubs led by a PE specialist (13 Fitness). Life skills knowledge of healthy eating, exercise etc.	The OFSTED framework requires a broad and balanced curriculum to inspire pupils to learn. It is important to give children the opportunity to be successful outside core subjects in order to increase confidence, self- esteem and independence.	Children will have structured lunchtime provision. Children will be ready to learn when beginning afternoon learning.		Termly.
Total budgeted cost					£ 2973

Review July 21

This was successful and meant that vulnerable children had the opportunity to have a positive start to the school day. The structured lunchtime clubs gave pupils the opportunity to engage in more structured sports activities. In addition to this, the school provided 'family meals for a fiver,' these were videos and recipes which were displayed upon the school website and promoted regularly by the school through weekly Friday flyer.

Next Steps:

The school has accessed funding through the IOA to engage within a SWERL project. This gained £8000 worth of funding which has been used to develop the MDSA team. This is so that the sessions provided by 13 Fitness can now be provided 'in house' and on a daily basis.

Vulnerable children to be given funded places at breakfast club from September 2021 so that they can have the pastoral support before school and start their day positively.

Total Spend: £24,265