

## Covid 19 Catch-up funding

Summary information					
<b>School</b>	<b>Red Lane Primary School</b>				
<b>Total number of pupils (Rec-Y6)</b>	<b>412</b>	<b>Amount of Catch-up funding per pupil</b>	<b>£80.76</b>	<b>Overall amount of Catch-up funding</b>	<b>£32,840</b>
<b>Rationale Statement</b>					
<p>The Government has announced £1 billion of funding to support children to catch up on learning they might have missed during the coronavirus pandemic and school closures. Schools allocations will be calculated on a per pupil basis, providing schools with a total of £80 for each pupil in year's reception to year 11. Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months. Schools have the flexibility to spend their funding in the best way for their school and circumstances. Schools will be accountable for how this money is being used to get back on track and teaching a normal curriculum as quickly as possible. Trustees and governors should scrutinise schools approaches to catch up including their plans for and use of catch-up funding, ensuring the spending is in line with their catch-up priorities, and ensuring appropriate transparency for parents.</p> <p>Leaders are committed in ensuring catch-up funding is used effectively to make the greatest difference to pupil outcomes after the Covid 19 Pandemic and the National lockdowns in Summer term 2020 and in the Spring term 2021. Leaders recognise that inevitably there will have been an impact on all of our pupils regardless of age, academic ability or social background. During the National closures all pupils had access to online learning through castify lessons uploaded onto the schools website. Alongside this, school delivered daily live sessions to set pupil work expectations, model learning and give feedback. Lbq and Seesaw also supported pupil learning. In addition our families received paper work packs of lessons and activities suitable for their age group. Despite the hard work of staff, there were varying levels of engagement from pupils throughout this time and it is important to recognise that our pupils will not have received the same quality of education, consistently and as thoroughly, as if they had been taught in school during this time. Hence the main aim of the catch-up strategy at Red Lane is to raise the attainment of all pupils to close the gap created by Covid 19 Pandemic and school closures.</p> <p>During the Summer 2020 term leaders produced a Succeed Strategy, an whole school strategy that enables teachers to focus on significant objectives and areas of learning in all subjects in order close the gaps for all pupils. This strategy supported the workload of teachers and assisted them to plan for rapid catch-up during the Autumn term 2020. School will be increasing the teaching and learning time available for Key Stage 2 during the Autumn term by 2 hours per week. Also school will be accessing approved tuition partners from the national tutoring programme to target identified pupils across year's reception and year 6. This will also be enhanced through additional programmes being delivered with planned CPD for staff to ensure a sustained response and making a difference long term. Some money will also be used support pupils and their families getting back into good routines so that they can be successful learners long term.</p> <p>Leaders have considered many factors carefully in deciding how to allocate and spend the Catch-up Premium. We have also used the government recommended 'Covid 19 Support Guide for Schools', published by the Education Endowment Foundation (EEF), to help identify the best strategies, based on long-term research, that will enable us to achieve the most positive outcomes for our pupils.</p>					

<b>Intended outcomes</b>	
<b>A.</b>	<b>Percentage of pupils to at least maintain the expected standards of previous year's attainment in all subject areas.</b>
<b>B.</b>	<b>Percentage of pupils meeting the expected standard in the phonic screen check to be at least in line with National.</b>
<b>C.</b>	<b>Attain the high standards and targets set in reading, writing and maths at the end of Key Stage 1</b>
<b>D.</b>	<b>Maintain the high standards and targets set in reading, SPAG, writing and maths at the end of Key Stage 2</b>

Autumn Term 2020		Total costs: £45,745	
Quality of teaching for all			
Intended outcome	Action	Cost	Evaluation
A C D	X2 SLT members writing a Succeed Strategy, building in the necessary knowledge and skills that the pupils will have missed, in order to provide a consistent overview of teaching and learning including planning, resources to support teaching staff from Reception to Year 6.	£6007	Staff feedback and book scrutiny indicate that as a result of the strategy teaching has focused upon key missed learning for pupils. As a result, progress is good a significant proportion of pupils are making more than expected progress. Writing progress is slightly lower as the impact of reading progress and embedded writing skills must take place before writing will move quickly. The Autumn pupil progress data as below reflects the outcomes.
A B C D	To provide pupils with learning packs and resources to use over the 6 week summer holidays.	£2000	Parents report that they felt supported and the school were supporting pupils to catch up learning during the lockdown and also in the holidays as preparation for September. Staff report that many pupils were ready to return having engaged with work over the summer and this meant this complimented the implementation of the succeed strategy. The Autumn pupil progress data as below reflects the outcomes.
A D	All KS2 pupils, during Autumn Term 1 (6 weeks), to have 2 extra hours of teaching per week in order to concentrate on extra tuition in English and maths. Wed and Thurs 3.30-4.30.	Teachers' time was part of their contracted hours and costs only of extra TAs involved. £1816.20	227 pupils attended the universal sessions in Autumn 1. Reading progress data shows that on average across KS2 expected progress 82%. Reading progress data shows that on average across KS2 more than expected progress 78%. Writing progress data shows that on average across KS2 expected progress 55%. Those pupils who were not expected on the whole were 2 or 3 points off being expected. Writing progress data shows that on average across KS2 more than expected progress 51%. Maths progress data shows that on average across KS2 expected progress 86%.

			Maths progress data shows that on average across KS2 more than expected progress 72%.
A B C D	To share castify with all teachers allowing them to practice and have support in creating short lessons and activities as part of our remote learning strategy. Leaders to use castify to deliver training to all staff in order to continue CPD and keeping them safe from mixing with others during the Covid 19 pandemic.	No costs as part of staff meetings early Autumn term.	All staff can create lessons using castify. This has effectively supported remote learning during class bubble closures. All staff CPD has continued, and the use of technology has increased COVID security across the school and avoided class bubble mixing. CPD sessions have continued and developed staff practice in Art, DT, RE, Maths and Assessment. Staff feedback has indicated that being able to revisit training again after the sessions has been beneficial in supporting their practice. Knowledge days have shown the positive impact of this CPD in Art and DT.
A	To create new assessment system that compliments the new foundation curriculum.	No direct costs but SLT time. X10 days	Assessment in foundation subjects is more focused. Gaps have been easily identified and this will enable provision and intervention to take part during future knowledge days. Staff have also developed their own understanding of progression across all subjects.

Targeted Academic Strategies			
Intended outcome	Action	Cost	Evaluation
A D	In KS2, during Autumn 2 (8 weeks) targeted pupils, to have 2 extra hours of teaching per week in order to concentrate on extra tuition in English and maths. Wed and Thurs 3.30-4.30.	Teachers' time was part of their contracted hours and costs only of extra TAs involved. £534.64	163 pupils attended the targeted sessions in Autumn 2. Reading progress data shows that on average across KS2 expected progress 82%. Reading progress data shows that on average across KS2 more than expected progress 78%. Writing progress data shows that on average across KS2 expected progress 55%. Those pupils who were not expected on the whole were 2 or 3 points off being expected. Writing progress data shows that on average across KS2 more than expected progress 51%. Maths progress data shows that on average across KS2 expected progress 86%.

			Maths progress data shows that on average across KS2 more than expected progress 72%.
A	To provide parents with supportive programmes to use with their children that focus on identified needs on the pupils EHCP and provide pupils with learning packs and resources to use over the 6 week summer holidays.	£1500	Parents report feeling supported by the school. Feedback from the class teachers and SENCo monitoring has shown engagement of SEN pupils in learning over the summer. This has supported them in their return in September as they have carried on revisiting key learning regularly.
A	Both school SENCOs to create packs of resources for every pupil identified on the SEND register. These packs were given to each class teacher to support the pupils quickly once school reopened.	£2500	Staff are well supported to meet the needs of pupils in their class despite being unable to hold transition days in the summer. SEND programmes were able to begin immediately in the Autumn term for identified pupils. Progress data for SEN pupils shows that they are making at least expected progress based upon their personalised targets.
A D	An increase of 56 ipads so that all pupils in Year 5 and 6 each have an ipad.	£20,818	Year 5 now have their own access IPADS and do not share with other KS2 classes. As a result, in Year 5, 60 pupils are now answering up to 27,000 LBQ questions per week (an average of 450 questions per pupil). In Year 5 the average expected pupil progress in maths was 98% and 93% more than expected progress.
A B C	To increase EYFS staff:pupil ratio by 1 staff member in order to settle new Nursery and Reception pupils who missed a term of learning last academic year.	£6000	Pupils have settled well into Nursery despite a long period of absence. Pupils with additional needs have been quickly identified and support in place. Language programmes take place regularly and other pupils remain supported in the provision.
A D	Third Space Learning. 1:1 virtual Tuition support for 20 Year 6 pupils.	£3580	20 Y6 pupils accessed the intervention. This equates to 103 hours of teaching time and analysis of intervention shows they have secured 494 learning objectives within these sessions. School data shows that 95% (19/20) pupils made expected progress in the Autumn term with 55% (11/20) making more than expected progress.

A B	Nuffield Early Language intervention to improve the language skills for Reception pupils.	No cost subsidised by government	2 teacher and 3 teaching assistants have completed 10 hours of training in the language intervention. The school has received and organised the resource packs ready to use. The interventions will begin following lockdown as directed by the Nuffield programme. This will include a further block of training.
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Wider Strategies			
Intended outcome	Action	Cost	Evaluation
A B C D	Increased Attendance Officer hours in order to focus on all pupils starting back to school as soon as possible, reassuring parents and offering support if necessary.	£990	Tailored support has been offered to families in need who have faced difficulty with transport e.g. support with accessing public transport. This has been targeted through the early help process. Close monitoring of persistent absentees and new starters along with advice and support from the early intervention team has provided both support and challenge to parents and families. Attendance data for the Autumn term (excluding COVID) was 96.4% compared to 95.7% in Autumn 2019.
A B C D	Extra TA provision used for vulnerable pupils to enable them to get back into school routines and know and understand school boundaries	TA already in school. Salary absorbed in school costs.	Pupils with social and emotional needs have their need met quickly by a class based TA and mentor. This means they have continued to access learning throughout the Autumn term and any behavioural incidents are minor and isolated. Pupil progress meeting data has indicated that these identified pupils are making progress in their learning.

**Spring Term 2021****Total costs: £14,507**

Quality of teaching for all			
Intended outcome	Action	Cost	Evaluation
A C D	X2 SLT members writing a Succeed Strategy part 2, building in the necessary knowledge and skills that the pupils will have missed, in order to provide a consistent overview of teaching and learning including planning, resources to support teaching staff from Reception to Year 6.	£6007	Staff feedback and book scrutiny indicate that as a result of the strategy teaching has focused upon key missed learning for pupils. As a result, the effects of the Spring term lockdown have been mitigated. Writing progress is slightly lower as the impact of reading progress and embedded writing skills must take place before writing will move quickly.
A B C D	Leaders to use castify to deliver training to all staff in order to continue CPD and keeping them safe from mixing with others during the Covid 19 pandemic.	No costs as part of staff meetings early Autumn term.	CPD sessions have continued and developed staff practice in SEN, PE Maths, Metacognition and the Succeed Strategy version 2. Staff feedback has indicated that being able to revisit training again after the sessions has been beneficial in supporting their practice.
A B C D	During lockdown one teacher in each year group became the dedicated teacher for remote learning for the pupils who could not attend school. The other teacher taught the year groups pupils' keyworker/vulnerable pupils.	No costs as teachers and TAs already paid	Pupil engagement in remote learning has been high. By creating videos- pupils and parents have been able to revisit learning. Pupil progress data for the Spring term shows that the effects of lockdown have been mitigated as pupils have accessed high quality work at home. The daily zoom session have provided opportunity for pupils and parents to ask questions which has also improved the learning experience.

Targeted Academic Strategies			
Intended outcome	Action	Cost	Evaluation
A	Both school SENCOs to create packs of resources for every pupil identified on the SEND register. These packs were given to each class teacher to support the pupils quickly once school reopened.	£2500	Staff are well supported to meet the needs of pupils in their class despite not having previously taught them. SEND programmes were able to begin immediately in the Autumn term for identified pupils. Progress data for SEN pupils shows that they are making at least expected progress based upon their personalised targets.
A B C	To increase EYFS staff: pupil ratio by 1 staff member in order to settle new Nursery and Reception pupils who missed a term of learning last academic year.	£6000	Pupils in the nursery are more settled. Those that have additional needs are now accessing the provision more purposefully. Interventions for pupils have been able to take place as pupils are settled. Intervention records show pupils are making steady progress.

**Summer Term 2021****Total costs: £16,570**

Quality of teaching for all			
Intended outcome	Action	Cost	Evaluation
A B C D	To provide pupils with learning packs and resources to use over the 6 week summer holidays.	£2000	Parent questionnaires in summer have shown the value that parents have placed upon the resources and support packs given to them during bubble closures and lockdown. It is anticipated that these packs will receive the same positive reception.
A D	All KS1&KS2 pupils, during Summer Term 1 (6 weeks), to have 2 extra hours of teaching per week in order to concentrate on extra tuition in English and maths. Tues and Wed 3.30-4.30.	Teachers' time was part of their contracted hours and costs only of extra TAs involved. £2000	Pupil progress for the summer term indicates that most pupils have made expected progress for the year despite periods of bubble closure and lockdown. A significant proportion have made more than expected progress. The additional hours have ensured that there has been dedicated time in order to catch up missed learning across all areas of the curriculum. This means pupils have continued to access a full curriculum and in conjunction with knowledge days and the succeed strategy are well equipped to begin their learning as they should in the next year group.

Targeted Academic Strategies			
Intended outcome	Action	Cost	Evaluation
A	To provide parents with supportive programmes to use with their children that focus on identified needs on the pupils EHCP and provide pupils with learning packs and resources to use over the 6 week summer holidays.	£1500	Parent questionnaires in summer have shown the value that parents have placed upon the resources and support packs given to them during bubble closures and lockdown. It is anticipated that these packs will receive the same positive reception.

A	Both school SENCOs to create packs of resources for every pupil identified on the SEND register. These packs were given to each class teacher to support the pupils quickly once school reopened.	£2500	SEN pupils that did not attend during lockdown made a smooth transition back to school. The summer term data shows that pupils have made at least expected progress based upon their personalised progress targets.
A B C	To increase EYFS staff: pupil ratio by 1 staff member in order to settle new Nursery and Reception pupils who missed a term of learning last academic year.	£6000	Pupils in the nursery are more settled. Those that have additional needs are now accessing the provision more purposefully. Interventions for pupils have been able to take place as pupils are settled. Intervention records show pupils are making steady progress. Pupils in reception have made strong progress and are well equipped to start Year 1 in September.
A D	White Rose Learning. 1:1 virtual Tuition support for 20 Year 6 pupils.	£3580	Observed sessions have been high quality and in session data shows that pupils within the sessions are making progress. Pupil progress data shows that all pupils taking part have made at least expected progress.
A B	Nuffield Early Language intervention to improve the language skills for Reception pupils.	No cost subsidised by government	All pupils who have taken part in the intervention have shown increased confidence in communication in the sessions. They are also interacting more freely and confidently in provision with their peers.

Wider Strategies			
Intended outcome	Action	Cost	Evaluation
A B C D	Increased Attendance Officer hours in order to focus on all pupils starting back to school as soon as possible, reassuring parents and offering support if necessary.	£990	Pupils and families have been well supported to settle back into school. Those experiencing additional difficulties have been supported through the Early Help system and improvements in their attendance has been seen.
A B C D	Extra TA provision used for vulnerable pupils to enable them to get back into school routines and know and understand school boundaries	TA already in school. Salary absorbed	Pupils have settled well into school. Their needs have been well met within the school provision. As a result these pupils have continued to access learning with their peers and pupil progress data reflects the progress they have made throughout the term.

		in school costs.	For pupils in Year 6, this provision has also enabled them to experience enhanced transition work in school despite the cancellation of face to face transition sessions for secondary schools in Bolton.
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