



Risley Avenue Primary School COVID Catch-Up Premium Report

COVID catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	538	Amount of catch-up premium received per pupil:	£56
Total catch-up premium budget:	£29,960		

STRATEGY STATEMENT

At Risley Avenue Primary School we challenge and support every pupil to achieve their full potential. We prepare children by giving them irresistible learning opportunities through a well-developed curriculum focusing on the 'head, heart and hands' that enable children to leave us equipped and confident to take their place in the wider world.

"Children from disadvantaged backgrounds are likely to have been more affected particularly severely by closures and may need more support to return to school and settle back into school life. Whilst all pupils will benefit from the EEF recommendations, it is likely that some forms of support will be particularly beneficial to disadvantaged." (Covid-19 Support Guide for Schools – June 2020)

Our school priorities for use of catch-up premium are:

- Mental health and well-being
- Reading
- Diminish gaps in overall learning especially for our disadvantaged pupils

The core approaches we are implementing are:

- Training and coaching for staff to improve their pedagogy of learning and practice in the classroom (Teaching Walk-thrus and Rosenshine's Principles of Effective Learning)
- 1:1 and small group tuition for pupils for pupils just under age related expectations and the bottom 20% of learners

The overall aims of our catch-up premium strategy are:

- To reduce the attainment gap between our disadvantaged pupils and their peers
- To raise the attainment of all pupils to close the gap created by COVID-19 school closures

STRATEGY STATEMENT

Teaching:

Quality first teaching is one of the most effective ways of ensure that all children meeting their learning outcomes.

Targeted Academic Support:

Extensive evidence has shown the impact of high-quality one to one or group tuition as an effective catch-up strategy. Tuition delivered by qualified teachers is determined to have the biggest impact.

Pupil Assessment and Feedback:

Assessment information can help teachers determine how to most effectively support their pupils in all aspects of their schooling life. Setting aside time to enable teachers to assess pupils' wellbeing and learning needs enables school staff to provide timely and thorough support.

Wider Support:

Schools have provided extensive pastoral support to pupils and families during the pandemic. This will remain in place especially to increase attendance and engagement with learning.

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	All pupils have been affected by the pandemic. The lack of routine and social interaction has impacted pupils' motivation to learn
B	Pupils who have recently arrived or had started school during the height of the pandemic missed vital learning opportunities, therefore widening the attainment gap.
C	Some pupils couldn't access work from Google Classroom and therefore missed a lot of learning. Another group that were were able to access the learning didn't always understand the learning task through this medium and therefore missed a lot of learning.

ADDITIONAL BARRIERS

External barriers:

D	As a result of high deprivation, most pupils have limited space and facilities for home learning, including limited access to IT
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E	A significant proportion of pupils do not have a wide range of experiences beyond the school day. Said pupils tend not to have the right resources and access to additional to the learning from school.
F	Many parents have limited language and or understanding of learning tasks to support their children.

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?
CPD in using Walk-Thrus training programme	Improve pedagogy <ul style="list-style-type: none"> • Reduction in catch-up interventions • Decreasing attainment gap 	This strategy improves wave 1 teaching which is the most effective strategy to meet learning outcomes. It helps to maintain consistency across the school. Pupils have demonstrated that they understand at least one of the teaching strategies across the school	Lesson observations Peer observations CPD Triangulation	£1,000	AHT for Teaching and Learning	Half termly - book looks, book monitoring, pupil feedback Termly – PMs, observations

						Total budgeted cost:	£1,000
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?	
Small group/1-1 tuition of children performing just under ARE	Diminish attainment and progress gap <ul style="list-style-type: none"> All children on target to achieve at least in line with their KS2 results 	Carefully planned and well timed small group interventions that do not result in children missing out on other areas of the curriculum significantly improve progress and attainment. These children are just under ARE and can achieve their EoKS learning targets with this additional support	Pupil data and class teacher gap analysis information to be used to create an individual learning path for each pupil in the group Aspire Education (start/frequency etc)	£9,000	HT/DHT	Half-termly – with a midpoint check	
Targeted phonics support including delivery of the Fresh Start programme	All new starters to have an assessments and access to a phonics intervention <ul style="list-style-type: none"> All pupils will leave Year 6 being able to read 	The EEF report on RWI will be published in 2023.	Monitor the use of the programme. Tracking children through internal tracking systems Triangulation Fresh Start (£2860) Phonics books (£3100)	£5,960	Phonics Lead & AHT (SIP priority 1)	Half-termly – with a midpoint check	
Targeted software programme – Lexia for bottom 20% of learners in each class (150 licences)	Reduce the progress and attainment gap <ul style="list-style-type: none"> Help targeted children read, write and speak with confidence 	EEF evaluation found that children who received Lexia made the equivalent of two additional months' progress in reading, on average, compared to other children. Children are highly engaged with gamified learning	All teacher to have CPD Clear guidelines and parameters for use Lexia	£10,000	AHT	Half-termly Data is available in real time	
						Total budgeted cost:	£24,960

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?
Therapeutic intervention	Reduce anxiety and develop confidence <ul style="list-style-type: none"> Reduction in behaviours relation to increased anxiety Pupils feeling safe 	To ensure that those with social, emotional and mental health needs are met	Monitor the use of the programme. Pupil feedback (£2000 for 5 pupils each half term, 30 during the course of the year 2020-2021) (£2000 for 5 pupils each half term, 30 during the course of the year 2021-2022)	£4000	DHT	Half-termly
					Total budgeted cost:	£4,000
					Grand total:	£29,960

ADDITIONAL INFORMATION

Academic barriers:

When producing this report, the school consulted the following things to inform decisions:

- Evidence from the EEF
- Results of staff and pupil consultation regarding engagement with remote learning and access to devices
- School context data
- Analysis of attendance records
- The Sutton Report