



Robin Hood Primary School

Coronavirus (COVID-19) Catch Up Premium 2020-21

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11. Schools should use this funding for **specific activities** to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year. This document has been devised bearing in mind the needs of the school community based on the data we have post covid return to school (ie which year groups are at a greater loss of learning than others) and also the documents published by the EEF <https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/covid-19-support-guide-for-schools/#nav-covid-19-support-guide-for-schools1>

Robin Hood Primary School has been allocated a total of **£33,980 (420 pupils @ £80 each)**

Key findings and implications of the impact of the covid closure of schools to most pupils (EEF 2020):

- School closures are likely to reverse progress made to close the gap (PP vs Non PP) in the last decade since 2011.
- Supporting effective remote learning will mitigate the extent to which the gap widens.
- Sustained support will be needed to help disadvantaged pupils catch up.

The median estimate indicates that the gap would widen by 36%

The funds will be used as follows:

This updated document details the impact of the additional expenditure on the educational attainment of these pupils.

Provision	Intent / Implementation:	Impact	Cost
TEACHING - Supporting Great Teaching (RHPS Excellent Teaching doc including Challenge & Collaborate Curriculum) Staff CPD with colleagues (Dec – Feb 2021) - Pupil Assessment & Feedback - Remote Learning - Transition Support			
Additional Support in Reception Aut 2020	To ensure chn are settled well into F2 (Additional Teacher and TA time)	F2 chn (including x4 HLN pupils) settled well into F2. Attendance by end of autumn term = 93% Attendance of F2 by end of Summer term = 94.5%	£6800
Y2 Catch Up Support	X2 afternoons per week RB / SC / NA released one afternoon per week to conduct feedback to pupils based on diagnostic assessments	Feb 2021 <i>Delayed due to 2nd full school closure</i> M PP chn Y2 = 12/21 57% ARE (-11% PP / Non PP gap) R PP chn Y2 = 13/21 62% ARE (+5PP / Non PP gap) W PP chn Y2 = 10/21 48% ARE (+2PP / Non PP gap)	£2694
Y6 Small Group Intervention	X2 after school sessions per week SC, EK, SN	X4 weeks M PP chn Y6 14 / 27 52% R PP chn Y6 16 / 27 59% W PP chn Y6 12 / 27 44%	£1200
Revised approach to SHARED READING (VIPERS)	VIPERS approach to Shared Reading disseminated to staff during Sept INSET. Monitoring and release time for this.	MW Lead Sept 2020 Reading Internal Data July 2021 Y1 = 52% Y2 = 59% Y3 = 66% Y4 = 57% Y5 = 61% Y6 = 70%	£550

NTS Assessments	Standardised Testing has been purchased to allow diagnostic assessments to be undertaken post covid lockdown. Discussion within NST on the sharing of data.	Sept 2020 / Feb 2021 Has supported diagnostic data analysis supported through NST / LA DAISI service	£2500
Handwriting YEAR 3	Focus on provision / investment in additional resources	Y3 chn transitioning into Y4 have improved dramatically in letter formation / basic SPaG constructs which will support their accelerated progress in KS2. CF case study.	£790
Half termly Home Learning Booklets	Produced and refined across 2020-21 to support children going into / out of self isolation so they do not fall further behind their peers.	Quality of blended provision for families supported chn engaging with learning throughout lockdown Jan – March 21. See Covid folder / Parental Feedback on learning.	£900
Targeted Support: - One to One and Small Group Tuition Intervention Programmes: Programmes are likely to have the greatest impact where they meet a specific need, such as oral language skills or aspects of reading, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery.			
NELI RECEPTION (F2)	NELI is a high-quality, evidence-based, 20-week intervention designed to improve the language skills of reception age pupils. It involves scripted individual and small group language teaching sessions, delivered by trained school staff, usually teaching assistants. Several EEF trials have found that NELI improves both children's oral language and early literacy skills. A recent trial of the programme found that children made on average three months of additional progress compared to children in the comparison group. AU and TB to undertake training. KC and BS to act as mentors.	Jan 2021 Delivered via TB / U 90% of F2 attained a 2 in ELG of Speaking / 90% of F2 cohort attained a 2 in ELG of Managing Feelings and Behaviour NELI supported confidence especially of EAL learners	Cover costs only (DfE funded initiative through NTP) £670
Phonics Catch Up Small Group Tuition YEAR 1	X2 afternoons per week (1pm - 3pm) for teacher-led focus on phonics catch up. Teacher would be responsible for assessing chn / liaising with class teachers which chn to have in which group / delivering phonics catch up sessions for a 12 week block (Spring 2020) X4 sessions during the afternoon (same group each day x2 a week) Max of 6 chn in a group - 25 min session	Jan 2021 Sally McDonnell 65% of chn in Y1 passed phonics screen check 32% of PP chn passed the check 18% of the PP chn were not on track to pass the check without the 1:2:1 x2 weekly intervention.	£1741 (x12 weeks through to 01.07.2021) £3482 (x24 weeks)

Targeted learning conferences with individual pupils YEAR 6	X1 afternoon per week (MW – Y6 support teacher) released to focus on one to one and small group tuition. Covered by AH teaching SPaG to Y6 in PM for Spring Term. Review in Feb 2021	Jan 2021 (AH) Y6 SPaG = 63% of chn ARE (10% GDS) 12 / 27 = 44% PP chn attained RE in Y6 Writing	£1764
1 st Class at Number Intervention YEAR 2 YEAR 3	Pupils who received 1stClass@Number made two months' additional progress in maths, on average, compared to pupils in the control group. This result has a high security rating.	SR = Y2 SD = Y3 Maths = 12 / 21 (57%) attained ARE in Y2 Maths = 7 / 21 (33% attained AARE in Y3 Staffing change and retraining of CM rather than SR had an impact of this in Summer term 2021. Y3 experienced significant disruption which impacted on this intervention caused by bubble closures.	Training Refresher Release costs £1900 (CM / SD)
X CODE Reading Intervention YEAR 4	Pupils who received X Code age made an average Reading Age gain of 12 months after 5 months of support by trained teaching assistants – almost 70% more than the gain achieved without training. Comprehension scores rose by 70% – over twice the gain achieved without training. 96% of them showed more interest and confidence in reading after Project X CODE.	Y4 = JK 11 / 23 PP chn in Y4 attained RE in Reading in July 21 (48%)	Training Refresher Release costs
Wider Strategies: - Supporting Parents & Carers - Social & Emotional Learning - Access to Technology - Attendance			
VR Workshops	Spring Term 2021: Chance to engage and support chn with the feeling of “visiting” a new world. Covid restrictions mean our	Children in KS2 March 2021 gained much from this experience as they had been unable	£950

	school trips etc are currently postponed and this is a way to inspire chn across KS2 in the curriculum	to go on educational visits out for a year by this point. Impacted positively on inspiring chn in Geog / History focus for Summer term project.	
Jack & The Beanstalk Playhouse	Opportunity to “broaden horizons” for these chn with a live interactive performance. Inspire SALT / Drama. Y1 / Y2	Jan 2021 Postponed due to covid Was available online in Feb half term for families	(£600)
Breakfast Clubs (in year group bubbles)	Run by TA’s in a different logistical way to focus on Reading throughout school. This approach has best supported the social and emotional aspects of learning as TA’s have been able to invest time into pre teach of key skills during these breakfast sessions.	Sept 2020-July 2021 Supported raising attendance of PP chn – this is an ongoing issue as we return to school post pandemic. See Brainy Breakfast case study	£4500
Remote Learning Lead	DB awarded TLR – 1 year temporary – to disseminate best practice in the consistency of our remote learning offer. Following any year group bubble closures the logistics of how to adapt teaching to best cope with this / deploy DfE funded laptops / school ipads etc and the use of Zoom / CPD for staff.	Jan 2021 See remote learning feedback from parents 2020-21	£890
Develop The Mound Space* The FOXHOLE	Additional area to support the catch up of pupils specifically in Y1 as they transition into Y2. They will be able to split x3 ways so that teaching is directed more specifically at meeting individual pupil need.	July 2021 Culmination in the development and opening of the Foxhole area. Intended to support the needs of individual groups of children in KS1 to accelerate progress in Reading especially. (Introduction of SSP scheme Sept 21)	£8825
		Total	<u>£33, 980</u>