



# ROEBUCK ACADEMY COVID CATCH-UP PREMIUM



## Summary Information

School	Roebuck Academy				
Academic Year	2020 – 2021	Total Catch-up Premium	£27.6k	Number of Pupils	425

## Guidance

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. As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

Use of Funds	EEF Recommendations
<p>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.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a coronavirus (COVID-19) support guide for schools with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> <li>? Supporting great teaching</li> <li>? Pupil assessment and feedback</li> <li>? Transition support</li> </ul> <p>Targeted approaches</p> <ul style="list-style-type: none"> <li>? One to one and small group tuition</li> <li>? Intervention programmes</li> <li>? Extended school time</li> </ul> <p>Wider strategies</p> <ul style="list-style-type: none"> <li>? Supporting parent and carers</li> <li>? Access to technology</li> <li>? Summer support</li> </ul>

Identified impact of lockdown	
Maths	Specific content has been missed, leading to gaps in learning and teaching needing to be adapted to cover this. Children still have an appetite for maths and lockdown has not affected their attitudes. Recall of basic skills occurs before each lesson to check understanding.
Writing	Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. GAPS specific knowledge has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected, however those who evidently didn't write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.
Reading	Children accessed reading during lockdown more than any other subject. Lockdown has had an impact of phonics learning with our younger children. Teachers are working through some phases that would have been taught in the previous year.

Non-core	There are now significant gaps in knowledge – whole units of work have not been taught meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum.
Other	Teachers have found that children need more one to one adult attention than usual, and less independent in terms of getting resources they need. Children also need reminding about turn taking. Time is being spent on resilience and learning stamina.

### Teaching and Whole-school Strategies

Action	Intended outcome	Impact once reviewed:	Cost	Who is responsible?
Additional support provided by SLT members to support teaching and learning of pupils in Year 1 and 2 with gaps in phonetic knowledge and understanding - specific interventions	Children are provided with additional class support by adults that know them and can support the class teacher's daily teaching. Use of DHT and AHT		£8000	Lynsey Young - Headteacher Andy Mari Jade Herbaut
Purchase additional Monster Phonics Reading scheme	Children are provided with access to high-quality decodable texts to assist in getting phonetic knowledge back on track		£1000	Lynsey Young - Headteacher EYFS lead - Sue Prosser Jade Herbaut - to monitor use - EYFS through to Y3.
Purchase Monster Phonics Online Reading Scheme	Children are provided with access to high-quality decodable texts online to		£650 per term	Lynsey Young - Headteacher

	assist in getting phonetic knowledge back on track and to ensure that progress continues			EYFS lead - Sue Prosser Jade Herbaut - to monitor use - EYFS through to Y3.
Purchase 30 Chromebooks and 2 trollies. Chromebooks can be used by the children to support learning across the curriculum.  Chromebooks can also be loaned to parents / children to support home learning as Google Classroom is our chosen platform to access home / remote learning.	There is improved access to technology  Access to technology facilitates greater engagement in learning = improved progress in pupils who are learning at home /remotely		£6000 for Chromebooks  £1000 for trolley x2  £500 licensing for Google classroom	Lynsey Young and Andy Mari  Lynsey to order and liaise with IT  Andy Mari to distribute across families in periods of home/ remote learning
Purchase access to One-Day Creative to use as a platform to enhance remote learning -	Will assist in engaging learners and making remote learning more positive for pupils		£650	Lynsey Young to oversee  Class teacher to implement and embed into learning / teaching sequences
Purchase and use HfL maths fluency programme used to support children in reinforcing their understanding of concepts across the mathematics curriculum	Children are provided with access to high-quality fluency materials / resources to assist in getting maths knowledge back on track		£600	Andy Mari - Maths Lead
Purchase and implement HFL literacy units to support reading and writing skills when returning in September to a recovery curriculum	Children are provided with access to high-quality Literacy materials / resources to assist in getting Literacy knowledge back on track - grammar / spelling / writing		£1200	Ceri Sparrow / Megan Thomas / Emily Jakeman - Literacy leads

Staff meeting focused on reducing cognitive overload on pupils when they return	Children will return positive, happy, settled and will make good progress across the Autumn Term. Behaviour incidents will be reduced.		£0	Andy Mari
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### Targeted Approaches

Action	Intended outcome	Impact once reviewed:	Cost	Who is responsible?
Purchase Maths workbooks for those pupils in Year 2 and Year 6 - Arithmetic as well as reasoning booklets	Opportunities for pupils to revise and rehearse previously taught concepts. To embed knowledge and understanding of mathematical components		£500	Andy Mari - Maths lead Danny Alden - Year 6 teacher Charlotte Renouf Matt Hull - Year 2 teachers Jade Herbaut
Purchase Numbots for pupils in EYFS and Year 1 to ensure that all pupils have access to opportunities to practice and use / apply number bonds (This was an area assessed and identified as being significantly low on return of pupils in July 2020)	Pupils are confident in using and applying their number bonds.  Opportunities to revise and rehearse mathematical concept of number bonds		£200 annual subscription	Andy Mari - Maths Leader to monitor uptake and use of Numbots
Purchase Reading workbooks for those pupils in Year 2 and Year 6 - Focus on comprehension skills - inference and deduction	Opportunities for pupils to revise and rehearse previously taught concepts. To embed knowledge and understanding of reading components		£500	Megan Thomas and Emily Jakeman - Literacy leads Danny Alden - Year 6 teacher Charlotte Renouf Matt Hull - Year 2 teachers

				Jade Herbaut
Purchase reading books for KS1 pupils - specific bands identified as lower than normal expected for Autumn 1. Need to extend resourcing so that there are multiple titles for pupils to access	Improve opportunities to access resources at the correct reading level - phonetically decodable books purchased. Big Cat Reading Books at the following levels: yellow, blue, green, purple and turquoise.		£800	Jade Herbaut - KS1 Lead
Purchase Rising Stars Reading Planets - whole school online reading scheme	To reduce barriers to children reading at home. Pupils able to access high-quality reading and comprehension materials at home remotely		£800	Jade Herbaut to implement
Train teaching staff on recovery curriculum for Phonics in EYFS / KS1 and Lower KS2	Staff confident in delivery of phonics catch-up sessions as well as a focus on precision teaching.		£500	Lynsey Young to oversee Jade Herbaut - phonics lead to implement CPD
Purchase mental-health recovery books and resources for those pupils identified with need	Pupils able to access high-quality resources that will support their wellbeing and mental-health		£300	Pastoral leader to implement - Carla Johnson
Ensure that identified pupils are allocated mental health support sessions through music therapy support sessions with a music therapist	Pupils mental health and anxiety is supported and improves over the course of therapy provided	Positive benefits to mental health that will impact pupils long-term	£800 per small group across a term  3 groups costing	Clare Elson - Inclusion lead

			£2400 per term	
Ensure that identified pupils receive small group coaching sessions focused on improving health and keeping fit	Pupils health and fitness will improve	Positive benefits to health and fitness levels	£500 -match funded with Sports premium  Staffing costs will be provided through Sports Premium	Shaun Downie - PE leader  Connor Moran - Sports Coach

Wider Strategies				
Action	Intended outcome	Impact once reviewed:	Cost	Who is responsible?

<p>Identify support for specific parents and children following the impact of lockdown on families - to identify those that would benefit from targeted support with the school's family support worker.</p>	<p>That parents and carers feel well supported - Children will have greater opportunities to access learning at home through accessing Google classroom. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home-learning.</p>		<p>£750 2 x terms</p>	<p>Lynsey Young to work with Family support worker</p>
<p>Home-learning paper packs are collated, printed and ready to distribute for all children in all year groups on a weekly basis. Stationery packs are to be purchased and set aside for children to take home when home-learning occurs</p>	<p>Children have access to appropriate stationery and paper based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning. Support for parents following impact of lockdown on families</p>		<p>£300 Stationery - Pencil cases, pencils, pens, etc</p> <p>£3000 minimum for home-learning packs - costing of paper, printing ink and copier usage</p>	<p>Lynsey Young  Andy Mari to collate home-learning packs and distribute</p>



Cost paid through Covid-catch up funding	£27,600
Cost paid through School Budget	£4,300
Total spend	£31,900

Written by L.Young - revised and updated Feb 21