

Coronavirus Catch Up Premium Grant 2020-21 Rowena Academy

SUMMARY INFORMATION			
Total number of pupils:	295	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£18,880		

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 the 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 allocated 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.

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 guidance on curriculum expectations for the next academic year. Schools have flexibility to spend their funding in the best way for their cohort and circumstances. To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a coronavirus (COVID19) support guide for schools with evidence based approaches to catch up for all children. 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> <ul style="list-style-type: none"> • Teaching and whole school strategies. • Supporting great teaching. • Pupil assessment and feedback. • Transition support Targeted approaches. • One to one and small group tuition. • Intervention programmes. • Extended school time Wider strategies. • Supporting parents / carers. • Access to technology.

STRATEGY STATEMENT

At Rowena Academy the children have returned to school full of enthusiasm and with very positive attitudes to learning. Our attendance rates have been high with parents being keen to return their children back to school.

We aim to focus on ensuring that our children have the best possible opportunities to catch up on their learning due to the impact of the Coronavirus (COVID19) pandemic. Therefore, we have identified priorities to ensure that children rapidly and effectively catch up on both lost learning whilst also aiming to have a positive impact on their mental health and well-being.

Our overall aims are:

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

Our identified priorities are:

- Personal, social and emotional education and mental health and well-being.
- Ensuring new Nursery and EYFS pupils receive an appropriate transition into Rowena Academy.
- Phonics.
- Reading.
- Writing.
- Maths.
- Gaps in knowledge in non-core subjects.
- Attendance issues related to pupils who are required to further isolate due to COVID19.

Once the children have been assessed the staff will identify those that require additional input / teaching to catch for any lost learning during the Academy closure.

BARRIERS TO FUTURE ATTAINMENT

As a result of a significant period of time out of the Academy the following barriers have been identified:

A	EYFS - Many pupils have left EYFS without achieving a Good Level of Development and are not KS1 ready. New pupils to EYFS have had no opportunity to complete a series of transition visits to Rowena Academy and therefore may not be settled and confident.
B	Reading - Children accessed reading during lockdown through Bug Club / Phonic Bug. This is something that was more accessible for families and required less teacher input. However, children are less fluent in their reading and the gap between those children that read widely and those children who don't is now increasingly wide.
C	Mathematics - Specific content has been missed, leading to gaps in learning. Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind'. Recall of basic skills has suffered – children are not able to recall addition facts, use subtraction and recognise some basic numbers across KS1 and have forgotten once taught calculation strategies.
D	Writing - Children have lost the essential practicing of writing skills and 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.
E	Phonics - Children have missed the systematic approach of the teaching of phonics and there are significant gaps in their learning. This will have an impact on both reading and writing. Although children accessed phonic learning during lockdown it did not have the rigour and systematic approach it would have if children were in school. Children across KS1 are therefore behind expectations.
F	Non-core curriculum areas - There are now gaps in knowledge where whole units of work have not been taught meaning that children are less able to access prerequisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the many curriculum experiences provided by Rowena Academy e.g. trips, visitors and powerful curriculum moments.
G	Attendance. While attendance in school remains above 97% we want to ensure that during any necessary absence due to Covid19, pupils are able to access quality daily learning from home. During the Catch up extended school provision, children can access additional online platforms so they can rotate through discrete teaching lessons, developing reading fluency and comprehension and independent online activities. In order for pupils to be able to access these platforms, they will need access to the internet and a suitable tablet from home in the event of future isolation/quarantine/bubble closures.



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?
<p><u>Supporting Quality First Teaching</u></p> <p>Additional time for teachers to research and plan subjects using their assessments to identify gaps and plan accordingly for gaps to be reduced. Release time and additional cover will be required.</p>	<p>All subjects will be planned with increasing detail and consideration for how pre requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.</p>	<p>Principal / SLT have referred to:</p> <ul style="list-style-type: none"> • <u>DfE's catch-up premium guidance</u> • <u>EEF's COVID-19 support guide for schools</u> <p>Staff know their children well and will plan appropriately for their needs.</p>	<p>Ongoing scrutiny of planning and progress to narrow the gaps identified in the baseline assessments.</p> <p>Staff will track progress, which will be monitored through:</p> <p>SIM's tracking marksheets RAG meetings Personalised pupil targets PM benchmarking</p>	<p>SLT</p>	<p>Half termly</p>
<p><u>Transition Support</u></p> <p>A 'Welcome Pack' for parents and children (including rucksack, Welcome Booklets, a photo tour, story book etc). is shared with all new starters. A video message is emailed to parents and children. from staff. Additional time is made for staff so that they can have a</p>	<p>To support children who are joining Rowena from different settings or who are beginning their schooling with Rowena will have the opportunity to become familiar and confident with the setting before they arrive.</p>	<p>Children who have never accessed our setting will need to be made welcome and comfortable to enable them to settle quickly.</p>	<p>Children will settle well and enjoy their time at school.</p> <p>Parents will feel comfortable leaving their child at the gate to begin their time in education. This will be a challenge for parents as prior to Covid19 they would have been welcome to come into school and settle their child and join in activities.</p>	<p>Principal EYFS Staff</p>	<p>Beginning of October 2020</p>



<p>1-1 meeting with their new starter if appropriate.</p>					
<p><u>To provide additional teacher /TA support</u></p>	<p>To enable children to catch up on lost learning in reading, writing, phonics, mathematics End of year targets are maintained in EYFS, Y1 phonics and Y2 statutory assessments.</p>	<p>There is a teacher/teaching assistant assigned to each class. These staff know the children well and are best placed to know the systems and teaching methods that will best suit the children.</p>	<p>Ongoing observation and assessment of pupils. Review of interventions and approaches as necessary. Lesson observations by SLT.</p>	<p>SLT</p>	<p>Half termly</p>
<p><u>1 to 1</u> 1 to 1 identified children will have significantly increased rates or reading fluency and knowledge of phonics through targeted intervention. They will be able to comprehend reading better as a result of being able to read at pace and use phonic knowledge to aid with their reading. This will support the progress in reading and phonic attainment. Reading books will match with children's individual phonic stage.</p>	<p>Baseline assessments to identify gaps in learning. Identification of individual children within the class that require additional intervention to narrow gaps in learning and develop resilience as learners.</p>	<p>Principal / SLT have referred to:</p> <ul style="list-style-type: none"> • <u>DfE's catch-up premium guidance</u> • <u>EEF's COVID-19 support guide for schools</u> <p>Staff know their children well and will plan appropriately for their needs.</p> <p>Support staff are well trained to lead 1 to 1 support.</p>	<p>Children will make progress against their baseline and targets which will be monitored by the TA and Class Teacher. Assessments will take place to track progress. These will be monitored through RAG meetings.</p>	<p>TA's supported by Class Teachers</p>	<p>Half Termly</p>

<p><u>Small Group Teaching</u> Identified groups will have significant gaps in maths, reading and writing. Additional teacher will work alongside a class teacher to provide small group provision in reinforcing and securing specific objectives</p>	<p>Baseline assessments to identify gaps in learning. Identification of children within the class that require additional small group intervention to narrow gaps in learning and develop resilience as learners.</p>	<p>Principal / SLT have referred to:</p> <ul style="list-style-type: none"> • <u>DfE's catch-up premium guidance</u> • <u>EEF's COVID-19 support guide for schools</u> <p>Staff know their children well and will plan appropriately for their needs.</p> <p>Support staff are well trained to lead 1 to 1 support.</p>	<p>Children will make progress against their baseline and targets which will be monitored by the TA and Class Teacher.</p> <p>Assessments will take place to track progress. These will be monitored through RAG meetings.</p>	<p>TA's supported by Class Teachers</p>	<p>Half Termly</p>
<p><u>Reading</u> To extend the remote learning offer by providing the pupils with additional online reading books and games through Phonic Bug / Bug Club.</p>	<p>To enable children to catch up on lost learning in reading. End of year targets will be maintained in EYFS, Y1 phonics and Y2 statutory assessments.</p>	<p>Phonic Bug and Bug Cub will provide pupils with a wide range of books and phonics games at their reading level to promote fluency and understanding.</p>	<p>PM assessments Reading Records Analysis of data from Phonic Bug / Bug Club in terms of books read etc. New books will be released to the children as appropriate by staff.</p>	<p>All staff led by English Co-ordinator</p>	<p>Half Termly</p>
<p><u>PSHCE and Mental Health and Well-being</u> To provide mental health support and training for staff to enable them to support the well-being</p>	<p>For staff to be well equipped to support their own wellbeing and that of the children and colleagues.</p>	<p>Children have had different experiences at home during lockdown. PHSE and mental health and well-being support will enable staff to support all children. For staff to support the learning of children, both they and the children have</p>	<p>Thrive Training Ongoing evaluation of Thrive, Jigsaw and CAMHS support. Staff, pupil and parent feedback.</p>	<p>Principal / PSA PSHCE Co-ordinator CAMHS Locality Worker</p>	<p>Half termly</p>

of children and each other.		to be fit and well both physically and mentally.			
<p><u>Speaking and Listening</u></p> <p>To improve the speaking and listening skills of pupils within EYFS by use of the approved NELI programme.</p>	<p>Baseline assessments to identify gaps in learning. For pupils to be at age related expectations (ARE) OR be making accelerated progress towards ARE in Communication and Language.</p>	<p>This is a nationally recognised programme which will provide both training and resources to support the development of children’s language and communication skills.</p>	<p>EYFS staff training. Lesson observations. Assessments. Pupil voice. Staff feedback.</p>	<p>Literacy Co-ordinator EYFS teachers EYFS TA’s</p>	<p>Half termly</p>
<p><u>Online Learning Platform - Seesaw</u></p> <p>An enhanced version of our online learning platform (Seesaw) will be purchased, to support children accessing the curriculum at home. Likewise, Phonic Bug, Bug Club, Letterland, Letterjoin and Purple Mash subscriptions will also continue so that children can continue to access the curriculum remotely.</p>	<p>To support parents and carers children will have greater opportunities to access learning at home. 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>This will allow pupils to extend their learning beyond the classroom with work linked to both class learning and remote learning. Staff will be able to provide feedback to pupils.</p>	<p>Children will make progress against their baseline and targets which will be monitored by the TA and Class Teacher. Assessments will take place to track progress. These will be monitored through RAG meetings.</p>	<p>Principal SLT All staff</p>	<p>Half termly</p>



<p><u>Access to Technology</u> During the catch up school provisions children can access additional devices so that they can rotate through discrete teaching, reading fluency and independent online activities.</p>	<p>Arrangements with parents to be made for the small number of pupils unable to access Seesaw on a tablet at home. School will loan out Samsung tablets for the duration of isolation or bubble closures. In the event of a family without internet access or unable to access Seesaw for another reason, arrangements can be made to provide a Wi-Fi enabled device to the child. 30 extra tablets and 3 Wi-Fi enabled devices are now available for remote learning if required.</p>	<p>The provision of loan devices will ensure that children have access to an appropriate remote learning curriculum and that they are not at a disadvantage to their peers.</p>	<p>Children will make progress against their baseline and targets which will be monitored by the TA and Class Teacher. Assessments will take place to track progress. These will be monitored through RAG meetings.</p>	<p>Principal supported by IT Technician</p>	<p>As required</p>
<p><u>Home Learning Packs</u> EYFS pupils will be provided with access to Letterland and Number Puppy activity books to match up with letters and numbers introduced in school. To purchase the appropriate CGP books</p>	<p>To enable children to catch up on lost learning in both english, phonics and maths. End of year targets are maintained in EYFS, Y1 phonics and Y2 statutory assessments. Home Learning Packs will also contain pencil, crayons, eraser, sharpener,</p>	<p>This allows pupils to extend their learning beyond the classroom with work linked to both class learning and remote learning.</p>	<p>The CGP, Letterland and Number Puppy books will be used in a structured way to provide the best possible support for children. Pupil's achievements will be celebrated in class. Ongoing assessments. Pupil voice</p>	<p>All staff led by Principal</p>	<p>Half Termly</p>



for all pupils in English, Phonics and Maths to support further remote learning and further narrow the gaps created by a prolonged time at home.	ruler, books to record work.				
Total budgeted cost:					£18,880

ADDITIONAL INFORMATION

Links to relevant documents:

DfE Catch Up premium guidance - [Catch up premium - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/catch-up-premium)

EEF’s COVID19 support guide for schools - [Covid-19 support guide for schools.pdf \(educationendowmentfoundation.org.uk\)](https://educationendowmentfoundation.org.uk/education-ef/evidence/covid-19/covid-19-support-guide-for-schools)

