

Coronavirus (COVID-19) catch-up premium spend report

2020 - 2021

Repton Manor Primary School

Summary Information

Number of eligible pupils	480	Amount of catch-up premium	£38,080
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School catch-up priorities

	Reading						Writing						GPS						Maths					
	Pre-lockdown T3 2019/20 Data		T1 2020 /21 Data		July 2021 Target (FFTD 20)		Pre-lockdown T3 2019/20 Data		T1 2020 /21 Data		July 2021 Target (FFTD 20)		Pre-lockdown T3 2019/20 Data		T1 2020 /21 Data		July 2021 Target (FFTD 20)		Pre-lockdown T3 2019/20 Data		T1 2020 /21 Data		July 2021 Target (FFTD 20)	
	EXP	GD	EXP	GD	EXP	GD	EXP	GD	EXP	GD	EXP	GD	EXP	GD	EXP	GD	EXP	GD	EXP	GD	EXP	GD	EXP	GD
YR 60 chn	N/A	N/A	24%	2%	83%	28%	N/A	N/A	24%	2%	77%	15%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	51%	0%	83%	23%
Y1 61 chn	88%	25%	46%	23%	65% (FFT 5 - 73%)	14% (FFT 5 - 19%)	73%	16%	48%	13%	56% (FFT 5 - 64%)	7% (FFT 5 - 10%)	N/A	N/A	N/A	N/A	N/A	N/A	80%	23%	66%	16%	68% (FFT 5 - 75%)	12% (FFT 5 - 17%)
Y2 58 chn	87%	35%	52%	14%	76%	36%	77%	20%	40%	2%	80%	33%	N/A	N/A	35%	2%	81%	47%	92%	32%	52%	5%	82%	35%
Y3 89 chn	77%	30%	52%	14%	88%	49%	71%	27%	45%	10%	92%	48%	77%	20%	29%	10%	93%	64%	80%	27%	57%	11%	92%	52%
Y4 88 chn	77%	28%	69%	10%	86%	44%	68%	16%	59%	8%	89%	40%	75%	25%	64%	8%	90%	57%	85%	28%	65%	10%	90%	47%
Y5 60 chn	64%	15%	68%	17%	89%	49%	69%	22%	58%	15%	91%	46%	56%	19%	57%	12%	92%	63%	73%	27%	72%	25%	92%	53%
Y6 59 chn	60%	8%	52%	20%	91%	52%	60%	28%	56%	17%	94%	50%	90%	40%	68%	25%	94%	66%	87%	18%	66%	25%	94%	54%

A small number of priorities that can realistically be addressed:

1. English attainment is lower than Maths, Reading and Writing remain a focus for the school.
2. Some pupils have larger gaps than their peers across the school (focus areas: Pupil Premium and SEND).
3. A large percentage of children require additional support with their social, emotional and mental health needs to enable them to fully engage within the curriculum.

Purpose of spend

The catch-up grant will be used for additional provision and training that supports us to get back on track and teaching a normal curriculum as quickly as possible.

What children need

[For all children]

- Supporting great teaching.
- Focus on getting attainment and progress in all subjects, but with particular focus on English, back on track.
- Supporting parents and carers.

[For some children]

- Additional targeted support for those children with larger gaps than their peers.
- Additional targeted pastoral support to promote resilience and positive learning attitudes.

Teaching and whole-school strategies

How the grant will be spent	How the effect of this expenditure on the educational attainment of those pupils at the school will be assessed	Cost
Supporting great teaching		
<p>Read Write Inc (Early Reading): Professional development to support the planning and teaching of Read Write Inc (Early Reading) and to allow excellent leadership of the RWI programme.</p> <p>Online training purchased for all staff YR – Y3, Leadership training and support via RWI DFE lead teacher, Leadership release time for RWI leader daily, Resources purchased to support lessons and reading at home, online RWI lessons purchased for use during remote learning.</p>	<p>Progress will be tracked against Reading targets set for each year group as outlined above.</p> <p>Progress will be tracked via data drops (3x yearly), class tutorials (3x yearly), RWI assessments (termly) and daily formative assessment.</p>	£4834
<p>Storytelling (Writing): Professional development to support the planning and teaching of Writing using the Storytelling approach.</p> <p>INSET day and 2 x twilight CPD for whole school, training videos created and collated for ongoing staff training, leadership release time weekly to support quality of teaching and planning to address gaps in learning.</p>	<p>Progress will be tracked against Writing targets set for each year group as outlined above.</p> <p>Progress will be tracked via data drops (3x yearly), class tutorials (3x yearly) and daily formative assessment.</p>	£330
<p>Curriculum planning for gap plugging: Professional development to support teachers with targeting curriculum planning specifically to the areas missed and most in need of catch-up.</p> <p>2x staff CPD to support planning for teachers prioritising the fundamental pedagogical steps required to close the gaps in learning.</p>	<p>Progress will be tracked against all targets set for each year group as outlined above.</p> <p>Progress will be tracked via data drops (3x yearly), class tutorials (3x yearly) and daily formative assessment.</p>	£9,735.27

ECTs and NQTs: Additional mentoring and support for early career teachers and teachers who were newly qualified during the pandemic. Mentors and NQT training for NQT and 2 x NQT+1.	Progress will be tracked against targets assigned by mentors.	From Staff Development Budget
Targeted teaching: Additional, experienced teachers, working across the school to enable smaller class sizes, pre-teaching, individual and small group boosting, tailored to specific needs. 1x additional CT for Reception for 1 term 3 days a week additional CT for Year 1 for 3 terms 3 days a week additional CT and 2 days HLTA for Year 2 for 3 terms 2 days a week additional CT for Years 3 and 4 for 3 terms 3 days a week additional CT for Year 5 for 3 terms 1 day a week extra CT and 1 x school direct teacher for Year 6 for 3 terms.	Progress will be tracked against all targets set for each year group as outlined above. Progress will be tracked via data drops (3x yearly), class tutorials (3x yearly) and daily formative assessment.	£18,219.55
Focus on getting attainment and progress in all subjects, but with particular focus on English, back on track		
Read Write Inc (Early Reading): RWI Online training, RWI 1:1 tutoring training, RWI resources and capacity for RWI leader to be out of class to support others – to enable high quality lessons taught by all to children in smaller groups, and small group tutoring in Years R – 3 for those identified as falling behind. This includes regular sessions maintained over a sustained period and carefully timetabled to enable consistent delivery.	Progress will be tracked against Reading targets set for each year group as outlined above. Progress will be tracked via data drops (3x yearly), class tutorials (3x yearly), RWI assessments (termly) and daily formative assessment.	RWI spend as mentioned before
Accelerated Reader (Reading): Accelerated Reader purchased for the whole school to support Reading in school and at home – targeting children's love for learning and ensuring a secure comprehension of a text.	Progress will be tracked against Reading targets set for each year group as outlined above.	£4,239.27

New Library re-stocked and organised.	Progress will be tracked via Accelerated Reader Star Reader assessments, data drops (3x yearly), class tutorials (3x yearly) and daily formative assessment as well as from feedback from parents about children's reading at home.	From School Budget
Supporting parents and carers		
Reading books at home (Reading): Providing books and educational resources to families, with support and guidance - offering advice about effective strategies for reading with children. Reading scheme books donated to families during lockdown, to enable more reading at home.	Progress will be tracked against Reading targets set for each year group as outlined above. Parent feedback taken at regular intervals.	From School Budget
Printing and resources: Printing educational resources for families, with support and guidance, for those families struggling to access digitally.	Progress will be tracked against all targets set for each year group as outlined above. Parent feedback taken at regular intervals.	From School Budget
Devices: ICT technician time to re-condition donated devices to loan to families who had no technology at home.	Progress will be tracked against all targets set for each year group as outlined above. Parent feedback taken at regular intervals.	£1,120
Oxford Owl and RWI (Reading): Oxford Owl and RWI subscription to allow families access to e-books at home.	Progress will be tracked against Reading targets set for each year group as outlined above. Parent feedback taken at regular intervals.	£225

Google Classrooms: Whole Staff CPD for Google Classrooms, to enable staff to deliver the best lessons to our children who are learning at home.	Progress will be tracked against all targets set for each year group as outlined above. Progress will be tracked via data drops (3x yearly), class tutorials (3x yearly) and daily formative assessment.	£52.50
Pastoral: Pastoral support materials and time release for phone calls and support for our families.	Progress will be tracked via Boxall and Leuven scores. Parent feedback taken at regular intervals.	From School Budget

Targeted Support

How the grant will be spent	How the effect of this expenditure on the educational attainment of those pupils at the school will be assessed	Cost
Additional targeted support for those children with larger gaps than their peers		
Targeted Teaching: As mentioned above, additional, experienced teachers, working across the school to enable smaller class sizes, pre-teaching, individual and small group boosting, tailored to specific needs.	Progress will be tracked against all targets set for each year group as outlined above. Progress will be tracked via data drops (3x yearly), class tutorials (3x yearly) and daily formative assessment.	Teaching spend as mentioned before

<p>SEND and Pupil Premium Tuition: Tailored tuition from Pastoral and Inclusion support team specifically tailored to SEND / Pupil Premium chn.</p> <p>3 groups of 4 chn each week – after school hours.</p>	<p>Progress will be tracked against all targets set for each year group as outlined above.</p> <p>Progress will be tracked via data drops (3x yearly), class tutorials (3x yearly) and daily formative assessment.</p>	<p>From Pupil Premium Budget</p>
<p>Pupil Premium Tuition: Tuition, guided by the school, linked to the curriculum and focused on the areas where our children would most benefit from additional practice or feedback (individual or small group – dependent on need).</p> <p>15 weeks of online tutoring for identified children – from the National Tutoring Programme.</p>	<p>Progress will be tracked against all targets set for each year group as outlined above.</p> <p>Progress will be tracked via data drops (3x yearly), class tutorials (3x yearly) and daily formative assessment.</p>	<p>From Pupil Premium Budget</p>
<p>SEND Team Expansion: Expansion of SEND team to include more staff to target individuals and groups with specific needs to help close gaps.</p> <p>SENCO Assistant and SEN Support TA appointed to support Inclusion Leader.</p>	<p>Progress will be tracked against all targets set for each year group as outlined above.</p> <p>Progress will be tracked via data drops (3x yearly), class tutorials (3x yearly) and daily formative assessment.</p>	<p>From Staffing Budget</p>
<p>Additional targeted pastoral support to promote resilience and positive learning attitudes</p>		
<p>Social and Emotional Curriculum Time: Dedicated curriculum time for social and emotional development – during the pandemic and when the children returned to school.</p> <p>2 x focus weeks for Social and Emotional Development only upon children's return to school, targeted class assemblies 3 x weekly minimum, class daily check-ins, release time for PINC team to plan and resource assemblies.</p>	<p>Progress will be tracked via Boxall and Leuven scores.</p> <p>Progress will be tracked via class tutorials (3x yearly) and daily formative assessment.</p>	<p>From School Budget</p>

<p>Interventions (Social and Emotional): Interventions focusing on other aspects of learning, such as behaviour or pupils' social and emotional needs, supporting them in the self-regulation of their behaviour.</p>	<p>Progress will be tracked via Boxall and Leuven scores. Progress will be tracked via class tutorials (3x yearly) and daily formative assessment.</p>	<p>From School Budget</p>
<p>TOTAL</p>		<p>£38,755.59</p>