

Coronavirus (COVID-19) catch-up premium spend report 2021 - 2022

Repton Manor Primary School Summary Information

As a school we have recognised that the Covid Catch-Up process will take longer than one year. Our aim is to close the gap for all of our children by the end of the academic year 2021 – 2022.

Number of eligible pupils		480		Amount of catch-up premium		N/A – used last year																			
School catch-up priorities																									
	Reading						Writing						GPS						Maths						
	Pre-lockdown T3 2019/20 Data		T1 2020 /21 Data		July 2022 Target (FFTD 20)		Pre-lockdown T3 2019/20 Data		T1 2020 /21 Data		July 2022 Target (FFTD 20)		Pre-lockdown T3 2019/20 Data		T1 2020 /21 Data		July 2022 Target (FFTD 20)		Pre-lockdown T3 2019/20 Data		T1 2020 /21 Data		July 2022 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	EXP
YR	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Y1	N/A	N/A	24%	2%	83%	28%	N/A	N/A	24%	2%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	51%	0%	83%	23%
Y2	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%)	
Y3	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%	
Y4	77%	30%	52%	14%	88%	49%	71%	27%	45%	10%	92%	48%	77%	20%	29%	10%	93%	64%	80%	27%	57%	11%	92%	52%	
Y5	77%	28%	69%	10%	86%	44%	68%	16%	59%	8%	89%	40%	75%	25%	64%	8%	90%	57%	85%	28%	65%	10%	90%	47%	
Y6	64%	15%	68%	17%	89%	49%	69%	22%	58%	15%	91%	46%	56%	19%	57%	12%	92%	63%	73%	27%	72%	25%	92%	53%	
<i>A small number of priorities that can realistically be addressed:</i>																									

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>Mainstream Core Standards: Professional development for the Mainstream Core Standards and for Quality First Teaching – to ensure needs of all of our children are met to the highest standards.</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>	From School Budget
<p>Read Write Inc (Early Reading): Further whole school professional development for the planning and teaching of Read Write Inc.</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>	From School Budget
<p>Phase Leaders Job Shares: Phase Leaders employed for the year with a part time job share to allow experienced teachers time out of their own classes to support the needs of the staff and children in their phases. This enables each year group a day of their Phase Leaders time for support.</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>	From Staffing Budget
<p>ECT support: Experienced teacher and leader non-class based and allocated to Early Careers Teaching coaching and support to quickly support and develop ECT's and newly qualified teachers during the pandemic.</p>	<p>Progress will be tracked against targets assigned by mentor.</p>	From Staffing Budget

<p>Targeted Teaching: Experienced teachers re-employed to work with targeted year groups to allow for smaller class sizes, pre-teaching and boosting specific to the needs of the cohort. Year 6 3.5 days additional teachers for Term 1+2 Year 5 2.5 days additional teachers for Term 1+2 Year 4 1.5 days additional teachers for Term 1+2 Year 2 5 days additional teacher for Term 2</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 School Budget</p>
<p>Teaching Handbook: New online teaching handbook developed to support high quality teaching and learning across the school.</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 School Budget</p>
<p>Focus on getting attainment and progress in all subjects, but with particular focus on English, back on track</p>		
<p>End Points: CPD and staff time to establish accurate end points with examples of learning aimed for in all subjects in all year groups. 1hr INSET day and 1x twilight for end of year end points. CPD sessions for Termly end points CPD sessions for GD end points CPD for moderation across subjects and phases</p>	<p>Progress in all subject areas will be tracked via data drops (3x yearly), class tutorials (3x yearly) and daily formative assessment.</p> <p>Feedback from PL's and CT's.</p>	<p>From Staff Development budget</p>
<p>Assessment System: CPD time to source and embed a useable, reliable and useful assessment system for our entire curriculum, to inform us of our children's gaps in learning and of their progress.</p>	<p>Progress in all subject areas will be tracked via data drops (3x yearly), class tutorials (3x yearly) and daily formative assessment.</p> <p>Feedback from PL's and CT's.</p>	<p>From Staff Development budget</p>

<p>Physical Health and Mental Wealth: PE Coach employed to teach across the school to cover PPA, but also to coach and support teaching and learning in PE across the school for one and a half days a week – to improve mental and physically healthy lifestyles.</p>	<p>Progress in PE will be tracked via data drops (3x yearly), class tutorials (3x yearly) and daily formative assessment. Feedback from PL's and CT's.</p>	<p>From Staffing Budget</p>
<p>Supporting parents and carers</p>		
<p>Support for families: Return to face to face meetings with parents – year group induction meetings, new online teaching handbook with elements open to parents through our new school website.</p>	<p>Parent feedback taken at regular intervals.</p>	<p>From School Budget</p>
<p>Times Tables Rock Stars: Times Table Rock Stars subscription to allow families access to e-books at home.</p>	<p>Progress will be tracked against Maths targets set for each year group as outlined above. Parent feedback taken at regular intervals.</p>	<p>From School Budget</p>

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
<p>Additional targeted support for those children with larger gaps than their peers</p>		
<p>Mainstream Core Standards: Professional development for the Mainstream Core Standards and the use of school resources to support SEND learners.</p>	<p>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.</p>	<p>From School Budget</p>

<p>Phase Leader Job Shares: As mentioned above, Phase Leaders part time job share to allow experienced teachers time out of their own classes to support the needs of the staff and children in their phases.</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>Pupil Premium Teacher: Experienced Pupil Premium teacher employed to directly work with Pupil Premium children to help close their gaps.</p>	<p>Progress of PP chn 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>Additional targeted pastoral support to promote resilience and positive learning attitudes</p>		
<p>CPD for Social and Emotional Needs: Whole school professional development on the assessment of social and emotional needs of children and on their engagement – to identify difficulties quickly and to embed a programme of support.</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 Staff Development Budget</p>