



Catch Up Premium Statement 2020 - 2021/22

Purpose of funding: 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. Roberts Primary School will spend the additional funding on improving the life chances of all pupils following COVID-19/lockdown.

Vision: All pupils leaving Roberts Primary School to be working with an attainment at least in line with expected.

Objective: Attainment outcomes at the end of 2020/21 for all year groups. Whilst provision is to be made for gaps in learning for all pupils, this strategy to be read in conjunction with the Pupil Premium Strategy and School Action Plan.

Accountability and Monitoring: As with all government funding, school leaders must be able to account for how this money is being used to achieve our central goal of schools getting back on track and teaching a normal curriculum as quickly as possible. Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors and trustees should scrutinise schools' approaches to catch-up from September, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities, and ensuring appropriate transparency for parents.

Catch Up Premium Expenditure:

Catch Up Premium received 2020-2021			
Number of Pupils on Roll:	624 Pupils	Amount of Catch Up Premium Received per Pupil:	£80.00 per pupil x 7/12
		Total Amount of Catch Up Premium Received:	£29,120.00
		Date of Midpoint Review: March 2021	Date of Next Review: July 2021

Catch Up Premium Statement 2020 - 2021/22

Barriers to future attainment

At the start of the year SLT analyse data for all pupils and identify their individual barriers to learning based on data and contextual information.

In-school barriers (issues to be addressed for those pupils who did not access all elements of online learning).

A. Maths	Specific content has been missed, leading to gaps in learning and stalled sequencing of learning. Analysis of baseline testing in September has highlighted different areas for different year groups, but essentially basic skills have suffered, for example, number bonds, times tables, mental recall strategies.
B. Writing	Children have lost the essential practising of writing skills. Those who have maintained writing throughout lockdown are less affected, however those who evidently did not engage in writing activities as much are having to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write. Handwriting has significantly dipped and a greater emphasis on presentation is needed on return to school.
C. Reading	Children had access to reading during lockdown from websites available online. This reading may not have been as structured as the school reading scheme therefore the progress children made may not have been as expected. Analysis of children's levels needs to be a priority on their return to school.
D. Non-core	Not all core subjects were delivered during lockdown due to practical reasons (e.g. Art, D.T. Science). Children were exposed to History and Geography content in terms of facts and knowledge. However, an emphasis on the application of those skills needs to be developed further post-lockdown. A greater priority is to be put on subjects that were not delivered. Children have also missed out on the curriculum experiences e.g. trips and visitors.

Catch Up Premium Statement 2020 - 2021/22

Planned Expenditure 2020-2021					
1. Quality First Teaching (as outlined in School Action Plan)					
Desired Outcome	Action	Rationale	Monitoring	Staff	Review date
D	<p>Supporting great teaching: To have a clear progressive approach to the planning and delivery of the foundation curriculum. Analysis of any gaps in learning.</p>	<ul style="list-style-type: none"> From evaluation of March lockdown, school were aware that some curriculum areas could not be delivered using the pedagogy that would have been used in school. This meant that there are gaps in knowledge and skills. 	<p>Termly evaluation: November 2020 March 2021 July 2021</p>	SLT (DH, KH, WB, CSI)	<p>July 2021 (Cost: nil from Catch Up)</p>
A B C D	<p>Supporting great teaching: For school to embed a consistent approach to online/remote learning in the event of:</p> <ul style="list-style-type: none"> homework Individual isolation class isolation 	<ul style="list-style-type: none"> School to be prepared for a 2nd lockdown so that a better provision is available for remote learning. A provision so that teachers can monitor engagement and have a greater emphasis on one to one, face to face teaching. 	<p>Termly evaluation: November 2020 March 2021 July 2021</p>	DH, KH	<p>July 2021 (Cost: nil from Catch Up)</p>
A B C D	<p>Pupil assessment and feedback: To use AfL effectively to promote good teaching and learning.</p> <p>To ensure that learning activities are appropriately pitched to promote good progress.</p> <p>To ensure that pupil outcomes are challenging for all pupils.</p>	<ul style="list-style-type: none"> Teachers identify the gaps in children's learning, both as groups of children and as individuals. Teachers to identify appropriate learning objectives to meet the needs of the children and activities to be carefully chosen to aid progress. 	<p>Termly evaluation: November 2020 March 2021 July 2021</p>	PLT	<p>July 2021 (Cost: nil from Catch Up)</p>
D	<p>Transition support: Extension of the pastoral team to support the well-being of pupils and parents in the transition back to school (to employ an additional pastoral support worker to provide extra pastoral hours).</p>	<ul style="list-style-type: none"> To ensure that pupils, parents/carers and staff have access to the correct support and resources to maintain good emotional well-being. 	<p>February 2021</p>	CR/GB	<p>July 2021 (Cost: nil from Catch Up)</p>
<p>Estimated Total Budgeted Cost from COVID Catch Up: (to be funded from school budget)</p>					<p>Nil</p>

Catch Up Premium Statement 2020 - 2021/22

Planned Expenditure 2020-2021					
2. Targeted Intervention (to be read in conjunction with Pupil Premium Strategy)					
Desired Outcome	Action	Rationale	Monitoring	Staff	Review date
A B C D	One to one and small group tuition: <ul style="list-style-type: none"> Precision teaching delivered to those pupils where gaps in learning prevent progress. 	<ul style="list-style-type: none"> To raise attainment and Progress at KS2 for RWM combined. To be in line with national attainment data of 71% for non-disadvantaged pupils/51% disadvantaged pupils (2019 published data). 	Termly evaluation: November 2020 March 2021 July 2021	PLT	July 2021 (Cost: nil from Catch Up)
A C	Intervention programmes: <ul style="list-style-type: none"> SENCo released to support individual needs of SEND pupils (particularly those who did not attend as a vulnerable pupil). Specific Maths interventions to be in place to support Year 6 pupils three afternoons per week by specialist Maths teacher (HO). Specific Reading interventions to be in place to support Year 6 pupils four afternoons per week by teacher (DR). 	<ul style="list-style-type: none"> Children with particular needs (SEND) will not fall further behind and their individual progress will be maintained as if they have been in school full time. Catch up for children in other year groups is a much longer term goal and many will be addressed through pupil premium funding and adapted quality first teaching in the classroom. Specific Maths and Reading interventions in Year 6 are to ensure that non-disadvantaged children are equipped for secondary school. 	Termly evaluation: November 2020 March 2021 July 2021	DH/JS PLT	July 2021 (Cost: nil from Catch Up) July 2021 (£600 per week x 25 = £15,000) July 2021 (Cost: nil from Catch Up)
A B C D	Extended school time: <ul style="list-style-type: none"> After school club homework interventions to support working parents with homework/intervention task. 	<ul style="list-style-type: none"> To ensure that the children of working parents who may not have as much time during lockdown to support the remote learning. 	Termly evaluation: November 2020 March 2021 July 2021	PLT/SB	July 2021 (Cost: nil from Catch Up)
Estimated Total Budgeted Cost: (Funded from Pupil Premium funds or school budget)					£15,000

Catch Up Premium Statement 2020 - 2021/22

Planned Expenditure 2020-2021					
3. Wider Strategies (as outlined in School Action Plan and Pupil Premium Strategy)					
Desired Outcome	Action	Rationale	Monitoring	Staff	Review date
A B C	Access to technology: <ul style="list-style-type: none"> To purchase a class set of laptops to enable home learning to continue in the case of any further class isolations. 	<ul style="list-style-type: none"> To ensure that children forced into isolation can continue learning online at home. 	In place by December 2020	KH/NS	January 2021 (Cost: £14,000 from Catch Up)
D	Supporting parents and carers: <ul style="list-style-type: none"> See School Action Plan Behaviour and Well Being section (additional pastoral manager in place to support the well-being of pupils, parents/carers and staff). 	<ul style="list-style-type: none"> Helping all stakeholders to have a positive mind-set in order to ensure that learning can take place well. 	February 2021	CR/GB	July 2021 (Cost: nil from Catch Up)
Estimated Total Budgeted Cost: (Funded from Pupil Premium funds or school budget)					£14,000