



Rudyard Kipling Primary School Catch - Up Premium Report 2021



This information is intended to provide clarity and transparency to parents/carers about what steps the school have taken to effectively use the catch-up premium money provided by the Government.

Summary

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| Amount of catch-up funding received per pupil: | £80 |
| Total catch-up premium budget: | £23,059 |

Strategy Statement

Aims

- To reduce the attainment gap between disadvantaged pupils and their peers
- To raise the attainment of all pupils to close the gap created by COVID-19 school closures
- To ensure Y6 children are secondary ready
- To ensure the well-being of all our families

Priorities

- To support quality first teaching, so teachers can assess the children and close the gaps through classroom practice
- Targeted interventions to close identified gaps
- Wider strategies such as well –being



Barriers to Future Attainment

| Academic Barriers | |
|--------------------------|--|
| A | Poor speech and language and literacy skills |
| B | Social, Emotional and Mental Health needs including trauma and attachment |
| C | Mobility of pupils |

| External Barriers | |
|--------------------------|---|
| A | Poor attendance due to Covid 19 |
| B | Lack of access to online devices at home |
| C | Lack of a suitable space to complete home learning |



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Planned Expenditure for Current Academic Year

| <u>Quality Teaching For All</u> | | | | |
|---|--|---|-----------------------------|----------------------|
| Action | Intended Outcome | Frequency/Cost | Staff Lead | Review Impact |
| Employed a part time teacher as a job share in Y3 | To release our PPA teacher to cover classes so class teachers can deliver catch up lessons to identified children and close the gaps | Spring and Summer terms £14,785 | Headteacher and Deputy Head | |
| Conducted a twilight staff meeting session to train teachers on how to set up videos and whole lessons on Google Classrooms | All teachers confident and ready to deliver effective online learning | Once | ICT technician, Deputy Head | |
| Teachers on a 2 week timetable – one in class teaching, one at home overseeing home learning | Children get daily feedback on their home learning, which mirrors learning in class | Daily | Headteacher and Deputy Head | |



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| Teachers are released weekly to make welfare calls to their class and discuss any issues with the home learning | Teachers monitor children's well-being and can support with home learning | Weekly | Deputy Head | |
| Targeted Intervention | | | | |
| Action | Intended Outcome | Frequency/Cost | Staff Lead | Review Impact |
| PPA teacher to release Y2 and Y6 teachers | Class teachers can target groups of children to make accelerated progress in Reading and Maths | Weekly | Deputy Head and SENCO | |
| Speech and Language TA to run Early Year's Talk Boost and Talk Boost for identified pupils | Children make accelerated progress in speech and language | Daily | | |
| Employed a TA for two terms to deliver FFT writing and reading intervention | Identified children make accelerated progress | Spring and Summer terms £4,649 | | |



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| School to purchase a new Phonics scheme and train four staff to deliver it | Children's spelling and phonics knowledge will improve across the school | Spring term £1,672 | | |
| ECAR lead to train all KS1 TAs in the new phonics scheme | TAs will be able to run catch-up phonics groups across the school, improving reading and writing | Summer term | ECAR lead | |
| Other Approaches | | | | |
| Action | Intended Outcome | Frequency/Cost | Staff Lead | Review Impact |
| Chrome books ordered to loan to families whilst in lockdown | To ensure all children and families can access online home learning | Free from DfE | ICT technician, Headteacher, Deputy Head, SENCO | |
| 'How to' guides on the home learning page to support parents on how to use Google Classrooms | To ensure parents have the knowledge and technical expertise to support their children with home learning | Once | ICT technician | |
| Technical support contact form for | To ensure parents have access to | Daily | ICT technician | |



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| parents on the school website to assist parents with any technical issues with Google Classroom | school's ICT technician who can help their children successfully use Google Classrooms | | | |
| Stationary packs provided for all disadvantaged families by the PTFA | All children have the resources to complete home learning | Once | School office | |
| Food parcels provided for all disadvantaged children by Magic Breakfast | Improve the well-being of our families | Fortnightly Free | School office | |
| Asda grant (£1000) used to provide all disadvantaged families with an essential household parcel with items such as washing powder | Improve the well-being of our families | Once | PTFA | |

Remaining funding = £1,953



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Additional Information

Evidence used:-

- ECAR and FFT data on progress of children following the intervention
- Results from parent surveys
- Weekly calls to children
- Pupil Progress Meetings
- Target Setting
- Analysis of children's engagement on Google Classroom
- Progress made in phonics by a school in the area, using the same phonics scheme