



COVID-19 catch-up premium report for Red Hill Field Primary School

COVID-19 catch-up premium spending: summary

Summary Information			
Total number of pupils (for funding calculation):	302	Amount of catch-up premium received per pupil:	£80.00
Total catch-up premium budget:	£24,160		

Strategy Statement

Our 'catch-up' premium funding has been deployed to enable all children to access quality first teaching. Evidence tells us that excellent teaching disproportionately benefits disadvantaged children and therefore this is our focus. Whilst it is recognized that this funding is a 'one off', we have invested it to ensure that it has a sustainable impact beyond the life span of the funding window. The funding will be used to identify and assess the gaps in learning caused by the COVID disruption. Reducing the attainment gap between disadvantaged children and their peers and ensuring that all pupils achieve academic fulfilment is vital for them to thrive and succeed.

Quality of teaching for all					
Action	Intended outcome and success criteria	Evidence and rationale for this choice?	Evaluation	Staff lead	Review date
Investment in the 'Walkthrus' resources to provide a continuing professional development programme of instructional coaching £840	Quality of teaching and curriculum provision for all children is strengthened. Outcomes (quantitative and qualitative) are improved	<i>Great teaching is the most important lever that schools have to improve outcomes for their pupils.</i> Supporting great teaching (EEF COVID 19 support guide for schools, June 2020)		SS/RW	In line with SDP
To add capacity to our behaviour support team to allow all children to access high quality teaching £7124	Children's SEMH needs are met and their resulting positive behaviour allows them and all children to fully access the curriculum	<i>Schools may also consider how they assess pupils' engagement with school and their well-being. This may prove useful diagnostic information, whilst also support establishing new habits and behavioural routines.</i> The EEF Guide to Supporting School Planning August 2020 (Improving behaviour in schools EEF, December 2019)		SS/RW/TE	In line with SDP
Total budgeted cost:					£7964

Targeted support					
Action	Intended outcome and success criteria	Evidence and rationale for this choice?	Evaluation	Staff lead	Review date
Continue to invest in PiXL to provide high quality assessment, teaching and intervention strategies and materials £2675 (PiXL)	Through teacher assessment and PiXL assessments, gaps in knowledge are identified and targeted provision is delivered	<i>High-quality assessment is essential to great teaching, helping us understand what pupils have (or have not) learned. Targeted diagnostic assessments can support teachers to monitor pupils' progress, particularly as they re-establish classroom routines and recover any learning loss.</i> (The EEF Guide to Supporting School Planning: A Tiered Approach to 2020-21 August 2020)		RW/SS	In line with SDP
To redeploy support staff capacity to deliver targeted interventions using the PiXL strategy £8771	Gaps in knowledge are filled and children are better placed for the next stage of their learning	<i>Teaching assistants are most effective when they have high quality and targeted resources to use with specific children</i> (EEF effective use of TAs)		RW/SS	In line with SDP
Total budgeted cost:					£11446

Other approaches					
Action	Intended outcome and success criteria	Evidence and rationale for this choice?	Evaluation	Staff lead	Review date
<p>To take part in the Nuffield Early Language Intervention programme (NELI). Children who would benefit from NELI are identified by an initial app-based assessment of pupils' oral language. The intervention is delivered over 20 weeks by trained school staff.</p> <p>Staffing: £4750</p>	<p>Assessment at the end of 20 week programme shows that children's language development is age appropriate</p>	<p>Early language is vital for success later in life yet, as a result of the Covid-19 pandemic, some children entering reception in September 2020 have missed out on more than 20 weeks of early education at a crucial time for their early language development. Several EEF trials have found that NELI improves both children's oral language and early literacy skills. A recent trial of the programme found that children made on average three months of additional progress compared to children in the comparison group – making NELI the most robustly evaluated early language intervention available in England.</p>		<p>MB/RW</p>	<p>Sign-up Dec 2020 Training January 2021 Delivery and evaluation by July 2021</p>
				Total budgeted cost:	£4750

Additional information

EEF Guidance reports

https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf

[https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/The EEF guide to supporting school planning -
_A_tiered_approach_to_2020-21.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2020-21.pdf)

<https://educationendowmentfoundation.org.uk/covid-19-resources/neli/>

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/making-best-use-of-teaching-assistants/>

In line with Trust policy, Red Hill Field uses Rising Stars PUMA, PIRA and GPS assessments 3 times a year to generate standardized scores in Years 1 – 6. These, along with PiXL assessment materials, will enable us to evaluate the progress of individual pupils and of groups. This document should be read in conjunction with our School Development Plan. See also Appendix 1 which is our 'plan on a page'.



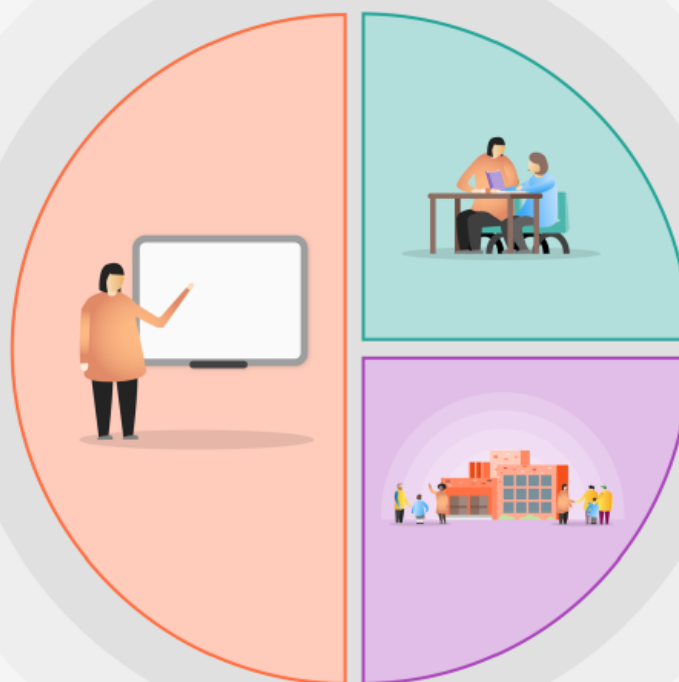
EEF SCHOOL PLANNING (2020-21)

Red Hill Field Primary School



1 Teaching

- To continue to embed a clear and consistent approach to teaching and learning and school culture
 - To use the structure of Walkthrus to provide a clear programme of Research Informed Professional Learning
 - To use the structure of Walkthrus to provide instructional coaching
 - To embed 'Everyday Excellence' into daily school practice
 - To implement a clear programme of monitoring, evaluation and feedback
- To finalise the initial design and implementation of a cohesive, incremental curriculum acknowledging the learning that may have been missed due to partial school closures
 - To create an interactive curriculum handbook that facilitates tracking backwards and forwards through units of learning
- To use assessment effectively to inform future teaching and learning
 - To embed retrieval practice into planning and teaching
 - To implement effective whole class feedback
 - To analyse performance in assessments and use findings to inform future teaching
- To ensure that reading skills are developed in every lesson
 - Lessons offer a range of reading opportunities: shared, guided, echo, independent
 - Children access a range of texts across the curriculum
 - Understanding is regularly assessed and future teaching is adapted



**Essentialism:
The Disciplined Pursuit of Less**

2 Targeted academic support

- To further develop the implementation of the behaviour curriculum underpinned by Everyday Excellence and Walkthrus
 - To provide staff and children with strategies to be proactive and minimise behavioural incidents
- PiXL is implemented from Y1 upwards as a quality first teaching tool (whole class interventions)
 - Transition cohort checklists (TCC) provide an overview of current attainment in learning
 - Diagnostic, therapy, testing, revisiting (DTTR) is employed to address gaps in learning
- Children with identified SEND have bespoke intervention to meet individual needs
- Funding from the catch-up premium will be used to target disadvantaged learners

3 Wider strategies

- Whole school PHSE curriculum to support returning to school
 - Re-establishing rules, routines and expectations
 - Focus on emotional well-being, mental health and feeling safe
 - Social stories to support understanding
- ELSA provision is extended beyond those with identified SEMH to incorporate children who have found the return to school challenging
 - Targeted weekly intervention for groups from EYFS to Y6
- Ensure positive communication is maintained with parents
 - SLT gate presence, Weekly Newsletter, social media, ensure all communications are timely