



# Redland Primary School Catch-up funding

Number on roll:	298	Allocated catch up funding	£23,759
% of SEN (57 pupils)	19%	% of PP (68 pupils)	23%

## Teaching and Learning:

- Focus on Quality First Teaching
- Focus on pupil well-being to support readiness to learn
- Additional time in curriculum for core learning recovery

## Targeted approaches:

- 1:1 and small group support with pupils
- Pre / Post teaching to target specific areas of need
- Adjustment of the coverage of the core subjects and subsequent planned teaching and learning to target specific areas of need, identified through teachers' assessment

## Wider Strategies:

- Readying the school for further home learning needs (E.g. bubble closure, national lockdown or blended learning for isolating individuals)
- Supporting parents and carers, enabling engagement on all levels
- Access to technology
- Social and emotional support for pupils experiencing difficulties

## Identified Impact of Partial School Closures:

Pupil well-being	Supporting the social and emotional needs of pupils during this time has become a school priority. Whilst pupils have shown an incredible ability to cope with and adapt to the changeable situation, considerable time and support has been put in place to guide pupils through this and their reintegration in school life.
Pupil stamina	Many children have struggled with stamina. Attitude to learning remains generally good, but stamina is impacting on specific areas of the curriculum, such as writing.
Gaps in curriculum coverage	Gaps in the curriculum, as identified by subject leaders and class teachers, as a result of lockdown. Subject-specific content has not been taught, the pupils have gaps in knowledge which form the building blocks for new learning.
Gaps in learning	Some inconsistency between levels of engagement with remote learning during lockdown has led to gaps in learning for some pupils and not others, which may not correspond to previous assessment(s) of pupils.

**Teaching and whole school strategies**

(Supporting great teaching; Pupil assessment and feedback; Transition support)

Target <i>EEF Rationale</i>	Action(s)	Intended impact	Measured	Cost
<p><b>Teachers professional development</b> <i>'Great teaching is the most important lever schools have to improve outcomes for their pupils. Ensuring every teacher is supported and prepared for the new year is essential to achieving the best outcomes for pupils. Providing opportunities for professional development—for example, to support curriculum planning or focused training on the effective use of technology—is likely to be valuable.'</i></p>	<p><u>Invest in upskilling teacher IT skills, in preparation for home and blended learning</u> &gt;Investment in Microsoft Teams and ClassDojo to facilitate home and blended learning &gt;Training for all teachers in how to use ClassDojo to manage blended learning for individuals isolating. &gt;Training for all teachers in how to use Microsoft Teams to manage home learning for bubble closure, or second lockdown.</p>	<p>All teachers are confident and able to prepare home learning tasks for pupils in the event of individual isolation (learning should be in line with what the class is doing).</p> <p>All teachers are confident and able to prepare home learning tasks for pupils in the event of a bubble closure.</p> <p>All teachers are confident and able to prepare home learning tasks for pupils in the event of whole school closure (second lockdown).</p>	<p>Through questionnaires for parents and pupils relating to home/blended learning.</p> <p>Through pupil progress meeting and tracking of pupils' attainment – discussion of impact of isolation / bubble closure on pupils' progress.</p>	<p>Annual National College membership: £745</p> <p>TA Training cost from LA: £150</p> <p>Microsoft Teams + office upgrade package: £520</p>
	<p><u>Invest in quality CPD for all teachers</u> &gt;3 members of staff to receive Mastery teaching in Maths training with the Mobius Maths hub. &gt;All other teachers to receive training from the National College relating to one of these areas: Unconscious bias; Cognitive load theory; Scaffolding to support learning or Metacognition. &gt;Performance Management targets for all teachers to include this CPD opportunity and how to translate this into own practice.</p>	<p>All teachers receive CPD which helps them to reflect and/or develop their own practice to suit the changing needs of pupils.</p>	<p>Through teachers' performance management.</p>	
<p><b>TAs professional development</b></p>	<p><u>Invest in quality CPD for all TAs</u> &gt;All TAs to receive training about Disadvantaged Learners from the Local Authority.</p>	<p>All TAs have a secure understanding of 'Disadvantaged Learners', and are able to target those pupils (where appropriate) in their day to day practice as well as in intervention session.</p>	<p>Through TAs' performance management.</p>	

	<p>&gt;All TAs to receive training from the National College relating to Supporting Low attaining pupils in the classroom</p> <p>&gt;Performance Management targets for all TAs to include this CPD opportunity and how to translate this into own practice.</p>	<p>TAs adapt their own practise as a result of CPD opportunities and discuss this with class teachers, to identify ways to optimise pupils' learning experiences in class.</p>		
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Wider strategies (Supporting parents and carers; Access to technology)				
Target group <i>EEF Rationale</i>	Action(s)	Intended impact	Measured	Cost
<p><b>Supporting parents and carers.</b> <i>'Parents have played a key role in supporting children to learn at home and it is essential that schools and families continue to work together as pupils return to school.'</i></p>	<p>Prepare crib sheets and help guides to support families in accessing different software / apps in order to continue learning at home and stay in regular contact with the school.</p> <p>Crib sheets (including help guides):</p> <ul style="list-style-type: none"> <li>&gt;Accessing home learning on Teams for pupils.</li> <li>&gt;Setting up Microsoft Teams for pupils.</li> <li>&gt;Uploading a photo or document as my work.</li> <li>&gt;Accessing a PowerPoint from an Apple device.</li> <li>&gt;Microsoft Teams comparing using the app vs browser.</li> <li>&gt;Teams meeting expectations</li> <li>&gt;How to use and iPhone or iPad as a scanner.</li> <li>&gt;Microsoft office online.</li> <li>&gt;Remote learning staying safe guide.</li> <li>&gt;Additional resources to complement home learning.</li> </ul>	<p>Pupils are able to continue their learning at home in the event of individual or bubble.</p> <p>Families are able to stay in contact with the school, and are subsequently supported by the school on different levels.</p>	<p>Through availability of resources on school website.</p> <p>Through parental questionnaire on remote learning.</p>	
<p><b>Supporting parents and carers through providing access to technology.</b></p>	<p>Purchase additional devices, which could be loaned to families for blended / home</p>			<p>Device costs covered through government and LA device schemes.</p>

<p><i>'Pupil's access to technology has been an important factor affecting whether they can learn at home. As pupils return to schools, technology could also be valuable; for example, by facilitating access to online tuition or support.'</i></p>	<p>learning in case of individual isolation or bubble closure.</p>			<p>Cost of tech support £528</p>
<p><b><u>Additional learning materials for home use for blended learning.</u></b> <i>'Providing additional books and educational resources to families, with support and guidance, may also be helpful – for example, offering advice about effective strategies for reading with children.'</i></p>	<p>Purchase manipulatives and physical resources for all FS2 pupils to support home learning in event of bubble closure. Purchase manipulative and physical resources for all KS1 pupils to support home learning in event of bubble closure. Purchase CGP materials for all KS2 pupils to support home learning in event of bubble closure.</p>	<p>Enable parents to better support their child(ren)'s learning at home in event of bubble closure or school lockdown.</p>	<p>Through pupil progress meeting and tracking of pupils' attainment – discussion of impact of isolation / bubble closure on pupils' progress.</p>	<p>£1900</p>
<p><b><u>Develop a 'Learning library'</u></b> <i>'Providing additional books and educational resources to families, with support and guidance, may also be helpful – for example, offering advice about effective strategies for reading with children.'</i></p>	<p>Purchase materials to develop learning packs to support families in phonics, maths, spelling and writing at home in fun and inventive ways. Purchase family boardgames which support learning or specific skills (e.g. scrabble, dobble etc). Create packs with instructions for families to use. Develop a booking system for families to use to book out packs.</p>	<p>Enable parents to better support their child(ren)'s learning in fun and engaging ways.</p>	<p>Parental feedback. Pupil feedback.</p>	<p>£4000</p>

**Targeted strategies**

(One to one and small group tuition; Intervention programmes)

Target group <i>EEF Rationale</i>	Action(s)	Intended impact	Measured	Cost
<p><b><u>Intervention investment.</u></b> <i>'In order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary. A particular focus for interventions is likely to be on literacy and numeracy. For example, there is extensive evidence showing the long-term negative impact of beginning secondary school without secure literacy skills.'</i></p>	<p>Small group sessions with an additional teacher to 'boost' pupils learning and address any gaps identified by class teacher's assessment.</p> <p>Purchase additional 'Toe by Toe' books to enable more pupils to access this intervention.</p> <p>Purchase additional 'Power of 2' books to enable more pupils to access this intervention.</p> <p>SENCo to investigate training and/or materials to support pupils with dyslexic tendencies in school.</p>	<p>Support pupils, where the gap has widened as a result of lockdown, in closing the gap and making accelerated progress in their learning.</p>	<p>Progress through the individual interventions.</p> <p>Teachers report on the impact in class.</p> <p>Pupils' progress monitored through pupil progress meeting.</p> <p>Teachers and TAs have a better understanding of how to support pupils with dyslexic tendencies in class.</p> <p>Teachers and TAs have access to more resources to enable them to support pupils with dyslexic tendencies.</p>	<p align="center">£18,000</p>