

Rusthall St Paul's CE Primary School

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

Summary Information

Number of eligible pupils			160			Amount of catch-up premium			£13,500 (+ £4,800 KCC grant)							
School catch-up priorities: Data as at Dec 2020																
Year	NOR	Sept 20	Reading %				Writing %					Maths %				
			Exp target	GD target	Exp actual	GD actual	Sept 20	Exp target	GD target	Exp actual	GD actual	Sept 20	Exp target	GD target	Exp actual	GD actual
1	13	69% 23%	69%	23%	77%	31%	54% 0	62%	0	54%	15%	92% 0	92%	7%	92%	7%
Dis	3				100%	0				67%	33%				100%	0
Dis _{no} SEN	3				100%	0				67%	33%				100%	0
2	15	73% 14%	80%	20%	67%	27%	66% 13%	79%	13%	67%	13%	79% 20%	85%	20%	80%	20%
Dis	5				40%	20%				60%	20%				80%	20%
Dis _{no} SEN	4				50%	25%				75%	25%				100%	25%

3	30	70% 30%	70%	30%	68% 32%	57% 13%	60%	13%	57% 21%	70% 17%	70%	17%	71%	18%
Dis	10				60% 30%				40% 30%				70%	33%
Disno SEN	8				62% 37%				50% 38%				75%	25%
4	30	63% 20%	66%	20%	63% 21%	60% 13%	63%	13%	46% 14%	70% 13%	73%	13%	61%	0
Dis	7				14% 14%				43% 0				71%	0
Disno SEN	5				14% 14%				60% 0				80%	0
5	26	42% 15%	50%	18%	59% 22%	65% 0	65%	4%	59% 19%	49% 0	57%	4%	40%	4%
Dis	11				36% 0				36% 9%				27%	0
Disno SEN	7				57% 0				57% 14%				43%	0
6	30	67% 10%	70%	21%	72% 31%	66% 20% GPS 60% 7%	70% 70%	20% 13%	73% 21%	50% GD 7%	57%	10%	66%	27%
Dis	7				0 0				14% 0				29%	0
Disno SEN	4				0 0				25% 0				25%	0

<p><i>A small number of priorities that can <u>realistically</u> be addressed:</i></p> <ol style="list-style-type: none"> 1. In most year groups the biggest attainment gap is in writing and reading followed by maths. Although many pupils did continue to read regularly during lockdown, their reading comprehension has dipped. In writing some children have forgotten the basics in spelling and punctuation 2. Some pupils have larger gaps than their peers across the school. Pupils who did little if any remote learning during lockdown have large gaps in their maths 3. Not all pupils are getting regular reading or support at home with the basics such as spellings and times tables to catch up or consolidate learning 4. Pupil stamina has decreased. Pupils are finding it harder to apply themselves for longer periods of time. It is taking them longer to complete pieces of work
<p>Purpose of spend</p> <p>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.</p>
<p>What children need</p> <p>[For all children]</p> <ul style="list-style-type: none"> • Supporting great teaching and ensuring Quality First Teaching is prevalent throughout the school. • Focus on getting reading and writing back on track with a sharp focus on reading comprehension, spelling and punctuation. • Supporting parents and carers. <p>[For some children]</p> <ul style="list-style-type: none"> • Additional support and focus on reading and writing. • Additional pastoral support.

Plan

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		
Provide support for teachers to prepare for the school year. Provide professional development, to support curriculum planning or focused training on Quality First Teaching. Provide additional mentoring and coaching for teachers.	Progress will be tracked against all targets set for each year group as outlined above.	£3,000
Focus on getting reading and writing back on track		
Use of subject-specific assessments to identify particular areas where pupils have forgotten or misunderstood key concepts, to ensure that new material being covered builds on secure foundations.	Progress will be tracked against targets set in writing for each year group as outlined above.	£10,300
Delivery of a programme to address issues in reading and writing through small group tutoring in upper KS1 and lower KS2 for those identified as falling behind and not making accelerated progress yet at EXS. This will include regular sessions maintained over a sustained period and carefully timetabled to enable consistent delivery.	Progress will be tracked against targets set in writing for each year group as outlined above.	

CPD and specialist advisor support to support subject leads and securing even better teaching and learning	Improved outcomes in Reading (including phonics), writing and maths	£1,800
Supporting parents and carers		
Providing additional books (and educational resources to families), with support and guidance - offering advice about effective strategies for reading with children.	Progress will be tracked against reading targets set for each year group as outlined above.	Leadership time
Providing additional attendance support time for families of children at risk of not catching up if attendance is below 90%.	Progress will be tracked against all targets set for each year group as outlined above.	
Additional pastoral support		
Interventions focusing on other aspects of learning, such as behaviour or pupils' social and emotional needs, supporting them in the self-regulation of their behaviour.	Progress will be tracked against all targets set for each year group as outlined above	£3,200