

# Catch –up funding plan Rawmarsh Sandhill

## Catch up Premium spending 2020-21

SUMMARY INFORMATION			
Total number of pupils:	251 to be adjusted from Census data	Total Catch-up budget: (estimated)	£18800
		Amount of pupil premium received per child:	£80

IMPACT OF LOCKDOWN
<p>Assessment information highlights that children’s largest gaps in learning are in the areas not covered in class following school closure. In maths this is being addressed through additional teaching of specific areas (cohort dependent) through short sessions at the start of a main maths lesson or through full lessons, dedicated to a particular aspect. Some children have fallen further behind than others. The youngest children and children with specific needs have been the worst affected as their learning was not as secure. There is a real need for the reinforcement of basic skills in the lower year groups and with specific groups of children through the rest of school. Where gaps in learning cannot be addressed through quality first teaching, First class@ number will be used as an intervention.</p> <p>Low levels of Literacy have been further impacted by the effects of lockdown. Phonics and phonological awareness remain a problem and school are constantly gap-filling skills from pre-school. Children in the Early Years are demonstrating significant difficulties in language down to the basics of speech production. They find it difficult to listen and follow instruction. Full speech and language screening is ongoing, however, 10 children currently need support from the Speech and Language team in FS2 and 3 in FS1. Children in FS1 are struggling even more than usual with the establishing of routines and separation from parents in the morning. 6 children in FS1 and 2 children in FS2 are still in nappies. Children through school are hindered by their lack of understanding of tier 2 vocabulary and this is a barrier for their development across the curriculum. Assessments are taking place to determine whether the exact nature of the issue is a memory or language issue. Catch up on Literacy skills will be in the form of Lexia through the whole of school and NELI in Early Years.</p>

## BARRIERS TO FUTURE ATTAINMENT

### Academic barriers:

A	Low phonics ability of children in Y3 and lower presents a barrier to accessing other aspects of the curriculum. (Phonics screen results 2017, 74%, 2018, 63%, 2019, 63%)
B	Low levels of language comprehension and difficulties with speech and language skills present barriers to progress across the wider curriculum (50% of EYFS cohort need Speech and Language support)
C	Low levels of maths attainment and gaps/loss of learning in basic skills of children working just below ARE particularly in Key Stage 1

## ADDITIONAL BARRIERS

### External barriers

D	Lack of access to technology/motivation/parental support to complete home learning
E	Ongoing problem of Covid isolation is making it difficult to address issues in learning and the affected children need intensive support that cannot be provided at home and impact of teaching is severely impacted by ongoing periods of isolation
F	

## INTENDED OUTCOMES

Specific outcomes		Success criteria
A	To improve children in the Early Years phonological awareness, letter sound knowledge listening and vocabulary skills through the implementation of the NELI project	Children will make an additional 2 months progress in their speech and language skills

B	To improve phonological awareness, phonics, fluency, vocabulary, comprehension and spelling of all pupils from Y1 to Y6 through the implementation of the Lexia programme	Children will progress in their literacy ability regardless of school closure or self-isolation and will make an additional 2 months progress using YARC assessment
C	To improve the basic maths skills of the less able pupils in school to enable them to access higher content as they move through school	Identified children will have secure basic skills in number and calculation as identified on the TAF statements as a platform to build future learning.
D		

## Planned expenditure for current academic year

ACADEMIC YEAR 2020-21					
Quality of teaching for all					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Implement Lexia programme from Y1 – 6	To improve phonological awareness, phonics, fluency, vocabulary, comprehension and spelling of all pupils from Y1 to Y6 through the implementation of the Lexia programme	This programme addresses many of the areas of difficulty that our children have (phonological awareness, phonics, reading fluency, vocabulary and comprehension) As it is online, it is suitable for use in the event of a lockdown or period of isolation. Feedback is given immediately to the teachers so that they know which children to target with further support in particular aspects.	200 Licenses at a cost of £11000 (for 3 years)  Release time for management of programme 100 hrs TA £2400	JP	Summer Term

					Total budgeted cost:	£13400
Targeted support						
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?	
Implement NELI in EYFS	To improve children in the Early Years phonological awareness, letter sound knowledge listening and vocabulary skills through the implementation of the NELI project	This is a government recommended project. As a school we meet the criteria for free access and have been accepted into project. There is a high confidence rating that 2 months additional progress can be made with a 20 week programme	Application for project has been accepted. Initial training in Spring term in line with government schedule Release time to be funded through  NELI 5hr/Week for 20 weeks Cost 1 x TAs £2400	HCh	Summer Term	
Implement Firstclass@numbers in KS1	To improve the basic maths skills of the less able pupils in KS1 and targeted children in KS2 to enable them to access higher content as they move through school	Children as part of the EEF trial made an additional 2 months progress in their mathematical ability. This has a high security rating.	2 TAs to be trained in facilitating the programme and materials purchased Cost 2 x £1000	KLK	Summer Term	
					Total budgeted cost:	£4400