



# COVID Recovery Premium Report

## COVID catch-up premium spending: summary

### SUMMARY INFORMATION

Total number of pupils:	260	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£20,800		

### STRATEGY STATEMENT

Our aim at Rodings is to catch up the many rather than the few. This strategy aims to implement strategies and interventions that have an impact across the whole school and target as many children as possible rather than just having a small cohort of identified children.

Our school's catch-up priorities are:

- Improved reading ability by increasing reading fluency
- Improved retention and application of times tables
- Embedding the Write Stuff approach to writing across the whole school.

Our approach will include 1:1 tuition, small group interventions and whole school evaluations of curriculum content and practices. The Catch Up Premium will be a catalyst for sustainable long term improvement rather than 'quick fixes' Any teaching of the core subjects missed due to the initial lockdown will be taught when these areas reappear in the cycle of the curriculum. For example, missed Year 3 fraction work will be taught when fractions appear in the Year maths curriculum. There will be a focus on number with shape, shape and measure taught through other subjects.

- The overall aims of your catch-up premium strategy, for example:
  - o To reduce the attainment gap between your disadvantaged pupils and their peers
  - o To raise the attainment of all pupils to close the gap created by COVID-19 school closures

## Planned expenditure for current academic year

Quality of teaching for all					
Action	Intended outcome and success criteria	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?
Accelerated Reader	<p>Children score higher reading ages.</p> <p>Reading fluency improves.</p> <p>Improved love of reading.</p> <p>Outcomes at the end of each Year group and Key stage continually improve.</p>	<p>Baseline reading age assessment.</p> <p>Teacher Observation.</p> <p>Information gathered at Learning Consultations.</p> <p>Reading ages have declined during the lockdown period.</p> <p>Teachers reported a lack of concentration and stamina to read compared to March 2020.</p>	<p>Staff Meeting CPD and evaluation.</p> <p>Pupil Reviews and Pupil Progress Meetings.</p> <p>Support from the Accelerated Reader team.</p> <p>Pupil Voice</p>	Hannah Raban	March 2021
The Write Stuff	<p>The quality of children's writing improves.</p> <p>There is a consistent approach to the teaching of writing</p>	<p>RWInc at KS1 was not producing the appropriate results for KS1. Children's writing was formulaic and short. Focused on SPAG with little opportunities for imagination and developing individual writing styles.</p> <p>During Lockdown, writing work was the least uploaded pieces of work onto Class Dojo Portfolios.</p>	<p>Staff Meeting CPD and evaluation.</p> <p>Pupil Reviews and Pupil Progress Meetings.</p> <p>Regular updates and CPD.</p> <p>Comparative Judgement Reports</p>	Hannah Raban	Half termly 2020/2021

		Children demonstrated a lack of stamina for writing on the return to school.	Funds made available for resources teh approach.		
CPD for Learning Support Assistants	<p>LSAs deliver high quality interventions that close the gap on lost learning.</p> <p>The capacity to deliver interventions to a greater number of children is expanded.</p>	Teacher's have identified that in many cases handwriting, spelling and arithmetic skills have either been lost or need revisiting. The plan is to do this on a regular basis so that this knowledge is restored quickly.	<p>Interventions Action plans and reports.</p> <p>Assessment Data</p> <p>Teacher Observations</p>	Annabel Brown	March 2020
Herts For Learning Reading Programme	<p>LSAs deliver high quality interventions that close the gap on lost learning.</p> <p>The capacity to deliver interventions to a greater number of children is expanded.</p> <p>Gaps in reading are closed and fluency increases.</p>	<p>Baseline reading age assessment.</p> <p>Teacher Observation.</p> <p>Information gathered at Learning Consultations.</p> <p>Reading ages have declined during the lockdown period. Teachers reported a lack of concentration and stamina to read compared to March 2020.</p>	<p>Intervention Reports</p> <p>Reading ages</p> <p>Reading Outcomes</p>	Hannah Raban	March 2020

Times tables Incentive	<p>Times Tables knowledge is improved and children can recall TT facts at speed. They are able to apply this knowledge to other mathematical concepts.</p> <p>The children have a meaningful incentive to learn and retain Times Tables knowledge.</p>	<p>TT Rockstars has been a staple of Times Tables learning, however, its use is declining.</p> <p>Times tables baselines assessments showed a decline of knowledge retention.</p>	<p>Staff to monitor children's progress through the 'Climb the Mountain' incentive.</p> <p>A variety of approaches to teaching Times tables is Shared with staff.</p> <p>TT Rockstars results.</p> <p>Maths assessment outcomes.</p>	Owen Wright	March 2020
Total budgeted cost:					£8000

### Targeted support

Action	Intended outcome and success criteria	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?
Third Space 1:1 Tuition	<p>Improved outcomes in maths.</p> <p>Children can apply mathematical knowledge to a</p>	Results from baseline assessments indicate a loss of knowledge particularly in timetables and fractions.	<p>Sessions will be supervised by staff to make sure that children are fully engaged.</p> <p>Feedback from Third Space after each session and periodic assessments and reports.</p>	Owen Wright	February 2021

	variety of situations.  The gap is closed with peers in the same year group.		Pupil Voice  Class teacher's to review progress reported by Third Space and compare it to what is happening in class.		
Quality and effective programmes and interventions are purchased to support catch up	To review and evaluate the interventions that are currently used in school to see if they are still fit for purpose.  Replace or revisit interventions so that they have the best impact possible.	Teacher feedback suggests that some interventions are not structured enough to have a quick enough impact. Some interventions are more ad hoc rather than being systematic.	Clear feedback and progress sheets for each child and intervention.  Regular 6 week reviews.  Staff use their professional judgement to move children on where possible.  SENCo to audit impact of interventions.	Annabel Brown	March 2021
Total budgeted cost:					£10,000
<b>Other approaches</b>					
<b>Action</b>	<b>Intended outcome and success criteria</b>	<b>What's the evidence and rationale for this choice?</b>	<b>How will you make sure it's implemented well?</b>	<b>Staff lead</b>	<b>When will you review this?</b>
PSHE is an essential part of the	Children are emotionally and	Proactive approach to make sure that any emotional impact from lockdown or social isolation	PSHE Subject Lead to monitor.	Becki Wattis	April 2021

curriculum for recovery. Regular updates from the PSHE Association are used to deliver relevant sessions.	socially resilient and are able to empathise and problem solving.	does not have a lasting impact on the children.	Pupil Voice  Discussion with Learning Ambassadors.	Colin Raraty	
Increased capacity to Learning Mentors	Children are able to overcome emotional barriers to their learning.  Confidence and self esteem is high or improving.	Teacher observation and parental comments indicate that some children's self esteem confidence has been impacted by school closure.	Learning Mentors to plan and assess each session.  Learning Mentors lead to supervise staff who deliver mentoring sessions for their own welfare as well as the children's.	Annabel Ducat	January 2021
Revisit and establish Mindfulness sessions	Children are emotionally and socially resilient and are able to empathise and problem solving.	Proactive approach to make sure that any emotional impact from lockdown or social isolation does not have a lasting impact on the children.	Staff meetings - sessions as a reminder to different techniques. Subscription to headspace.	Kate Oakley	
Counselling is available for children adversely affected by family illness or attachment issues caused by lockdown	Children are emotionally and socially resilient and are able to empathise and problem solving.	Proactive approach to make sure that any emotional impact from lockdown or social isolation does not have a lasting impact on the children.	Three Oaks counselling to run sessions.  Feedback will be given at the end of a 10 week block of sessions.	Colin Raraty	in 10 week intervals through 2020/2021
Total budgeted cost:					£2,800