**Catch-Up Premium Plan/ School-led tutoring grant**

**Rossmore School**

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| **Summary information** | | | | | |
| **School** | Rossmore School | | | | |
| **Academic Year** | 2021-22 | **Total Catch-Up Premium** | £16,605 | **Number of pupils** | 179 |

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| **Guidance** | |
| In June 2020 the government announced £1 billion of funding to support children and young people to catch up on missed learning caused by coronavirus (COVID19). This is especially important for the most vulnerable pupils and pupils from disadvantaged backgrounds who we know have been most affected. This funding includes:   * a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for missed learning * a £350 million [National Tutoring Programme](https://nationaltutoring.org.uk/) to provide additional, targeted support for those children and young people who need the most help, which includes: * a schools programme for 5 to 16-year-olds * a [16 to 19 tuition fund](https://www.gov.uk/guidance/16-to-19-funding-16-to-19-tuition-fund) * an oral language intervention programme for [reception-aged children](https://www.gov.uk/government/publications/catch-up-premium-coronavirus-covid-19/the-reception-year-early-language-programme-neli)   As a school we have decided to focus on a tutoring program which takes place within the normal school hours provided primarily by an experienced teacher who will deliver small group tutoring.  In accordance with the DFE guidance the following practices will take place at Rossmore School:   * Any tutoring that takes place in core lesson periods is planned with the pupil’s class teacher and follows the same subject and a similar format and outcome but with tailored support and focused tutoring on individual and group needs. * Any tutoring that takes place at other times of day is discussed with class teachers to avoid too much disruption and/ or rotation so that they do not miss the same lessons all of the time. * Regular conversations, often daily, between tutors and class teachers take place to offer some flexibility in our tutoring program so that it meets the needs of the pupils. | |
| **Funding received** | **EEF Recommendations** |
| DFE contribution (75% of cost. Cost is provided for 60% of our PP list which is 24 out of 40 children for 15 hours tuition x £13.50)  School Contribution (25% of cost. As above - calculated for 60% of our PP list which is 24 out of 40 children for 15 hours tuition x £4.50)  **Total received**   |  |  |  |  | | --- | --- | --- | --- | |  | Income | | Expenditure | |  | DFE | Recommended school contribution | Termly costs | | Autumn | £4,860 | £1,620 | £7,812.50 | | Spring | £4,860 | £1,620 | £3607.50 | | Summer | £6,885 | £2,295 | £5212.05 | | Total | £16,605 | £5,535 | £16,632.05 |       As mentioned above our funding will be used to provide small group tuition throughout targeted intervention programmes.  Separate documents with a half termly report on spending and impact on individual pupils is available. | The EEF advises the following:  Teaching and whole school strategies   * Supporting great teaching * Pupil assessment and feedback * Transition support   Targeted approaches   * **One to one and small group tuition** * **Intervention programmes** * Extended school time   Wider strategies   * Supporting parent and carers * Access to technology * Summer support |

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| **Identified areas to target for intervention Autumn term** | |
| **Year 2 maths** | Undeniably the children in KS1 have had a disrupted start to their education and therefore we are focussing much of our time on the age bracket. In particular year 2. All pupils in year 2 will receive small group tuition for the Autumn term which will be reviewed in December. There will be a focus on multiplication, division and fractions as this area was taught during home schooling. |
| **Year 2 writing** | A small group of year 2 children from year 2 will come out of class during literacy lessons. They will still follow the same text and structure as the rest of their classmates but with a focus on the year 1 curriculum gaps they have. |
| **KS1 phonics** | With our new phonics programme we are using the funding to create smaller phonics groups for those children who have clear gaps in their phonic knowledge that mean they are significantly behind their peers. Assessments will determine the grouping for this. Some pupils in ks2 will be supported in these groups. |
| **1:1 and small group KS2 core subjects.** | Using our assessment system ‘Balance’ we will identify pupils with clear gaps from previous/ current years in their learning across the core subjects. These pupils will receive individualised tutoring in subjects and key areas specific to them or a small group. |

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| **Identified areas to target for intervention Spring term** | |
| **KS1 phonics** | With our new phonics programme we are using the funding to create smaller phonics groups for those children who have clear gaps in their phonic knowledge that mean they are significantly behind their peers. Assessments will determine the grouping for this. Some pupils in ks2 will be supported in these groups. |
| **KS2 small group maths** | These groups will focus on gaps in learning from the previous academic year but also revisit any learning from the current academic year where the data on our assessment system Balance identifies the children were not secure. |
| **Year 5 and 6 writing** | A small number of pupils especially those in receipt of the pupil premium in year 5 and 6 will work together to aid them with their writing. Focussing on gaps from the previous year and support identified by the class teacher. A group for year 5 and a group for year 6. |
| **1:1 readers** | Focus on enjoyment of reading and exploring books for pleasure. |

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| **Identified areas to target for intervention Summer term** | |
| **KS1 phonics** | With our new phonics programme we are using the funding to create smaller phonics groups for those children who have clear gaps in their phonic knowledge that mean they are significantly behind their peers. Assessments will determine the grouping for this. Some pupils in ks2 will be supported in these groups. |
| **Year 2 reading support** | One of our groups identified to support the children who are low in confidence and need support understanding in preparation for their SATS. Time will be spent looking at past papers and identifying areas of learning where there are gaps in learning. |
| **Year 2 maths** | One of our groups identified to support the children who are low in confidence and need support understanding in preparation for their SATS. Time will be spent looking at past papers and identifying areas of learning where there are gaps in learning. |
| **Year 2 writing group** | This group have been identified as needing extra support out of the classroom. Work on basic sentence structure using conjunctions to be the primary focus. |
| **Year 6 maths** | One of our groups identified to support the children who are low in confidence and need support understanding in preparation for their SATS. Time will be spent looking at past papers and identifying areas of learning where there are gaps in learning. |
| **Year 6 reading** | One of our groups identified to support the children who are low in confidence and need support understanding in preparation for their SATS. Time will be spent looking at past papers and identifying areas of learning where there are gaps in learning. |
| **KS2 maths** | As with previous maths groups pupils have been identified as having gaps in learning or needing extra support from the current academic year’s learning. |
| **Year 2 and 3 writing** | A year 2 and a year 3 group. Each group will work on specific areas identified by the class teacher and using our assessment data. |
| **Individual readers** | Children in receipt of the pupil premium will be reading/ discussing books and any gaps in learning to be addressed at the same time. |
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