



Red Rose Primary School

Recovery Catch Up Spending Plan 2020 – 2021

Total Grant £23,120

Identified Gaps in Learning

- Significantly lower attainment in Maths across all year groups
- Significantly lower attainment in Reading across all year groups
- An increased number of pupils with weaker phonic knowledge
- An increased number of pupils with weaker spelling knowledge

Tiered Approach 2020-21

Tier 1 - Teaching	Tier 2 - Targeted Academic Support	Tier 3 - Wider Strategies
<ul style="list-style-type: none"> • Quality first teaching • Research based teaching strategies in place to embed and sustain learning • A broad and engaging curriculum which is knowledge rich and that focuses on vocabulary acquisition • Whole class reading approach • Curriculum 'essentials' for Reading, Writing and Maths are identified and taught / revisited across wider curriculum subjects • Maths Mastery approach • 	<ul style="list-style-type: none"> • Same day in class intervention • Teacher led targeted group teaching • Specific intervention programmes led by both Teachers and Teaching Assistants • Mentoring sessions for specific children focused on self awareness, self management, problem solving and social skills • Lego therapy 	<ul style="list-style-type: none"> • Character Education underpinned by Commando Joe's Primary Programme • Jigsaw PSHE curriculum embedded across school. • Positive Footsteps aspirations programme • School staff used to cover classes rather than supply staff • Breakfast Club



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Planned Actions	Desired outcomes	Rationale	Cost	Impact
Appoint an experienced teacher to teach English & Maths in Year 3 & 4 to selected small groups 4 mornings per week.	Increased proportions of pupils reaching expected level	EEF evidence that small group provision can be effective (+4 months), particularly when led by well-trained leads	£12,476	Small group provision in Maths had a significant impact with all children making good progress. A high percentage of children achieved the expected level at the end of year.
Additional teaching assistant time to provide small group tuition, particularly in phonics	Reduction in the number of pupils struggling to access the broader curriculum through weaker reading skill	EEF evidence that small group provision can be effective (+4 months). Systematic phonics teaching is highly effective	£7 600	Particular impact was noted in confidence and willingness to have a go. Children accessing additional phonic tuition made great progress with a number of the Y1 children achieving the PSC pass mark when assessed internally. Pupil voice was positive and demonstrated how pupils felt this additional support had supported them with their learning.
Purchase additional Lexia Licenses to add-on to the existing licence for the current academic year. Purchase Times Tables Rockstars Purchase additional licenses for Phonics Tracker for Year 3	Specific interventions led by Teaching Assistants allow for individuals and small groups to make more rapid progress. Clarity for all staff about expectations from units	Targeted resources and activities will support Teaching Assistants to deliver interventions and activities; EEF suggests individualised instruction can have a positive impact of +3 months and digital technology an impact of +4 months	£400 £150 £100	Immediate delivery of intervention of Lexia has a notable impact on children's learning and ability to acquire more knowledge. Impact of same day interventions is evident in whole class delivery and accessing next steps. Some ability to provide immediate interventions was impacted due to COVID isolation of both staff and pupils.
Purchase additional books suited to lower attainment bands for AR	Provide catch-up reading support for pupils with low prior attainment to supplement fluency sessions	Regular reading is vital for improving readers, and our current book stock provides too few opportunities for the lowest-attaining readers to read independently.	£300	New reading material purchased to support lowest attaining readers.
Access NTP tutors to provide 1:3 tutoring for 15 weeks for 18 children in KS1 and 18 children in KS2	KS1 - improved phonic and reading scores in Year 1 & 2 KS2 - increased proportions of children achieving the expected level in Reading & Writing.	EEF evidence that small group provision can be effective (+4 months), particularly when led by well-trained leads	£2137	Small group tuition had a positive impact. Pupils enjoyed the sessions and responded well. Outcomes in books were strong and pupils retained knowledge taught. As a result phonic and reading scores improved for all children and an increased proportion of children achieved the expected level in Reading. Results for writing were not as strong and Recovery funding will be used during 2021-22 to target this.

