

# COVID catch-up premium report

## COVID catch-up premium spending: summary

| SUMMARY INFORMATION            |   |  |     |
|--------------------------------|---|--|-----|
| Total number of pupils:        | 102 Sept 2020<br>Funded on Oct 2019<br>numbers 92 | Amount of catch-up premium received per pupil: | £80 |
| Total catch-up premium budget: | £80 x 92 = £7360                                  |  |     |

## STRATEGY STATEMENT

As a school we began to the Autumn term with a high focus on well being for all pupils and supporting all pupils with returning to school in a positive manner. Teachers also assessed their class over a few weeks to look where the gaps were as a class and for individuals.

- Reading was assessed to be a key area where all children but particularly some had fallen behind and forgotten key comprehension strategies
- Phonics for year 1 and 2 had large gaps and many children were incorrectly saying phonemes they had previous known
- There were gaps in Maths for cohorts where areas had not been taught during the summer term
- Many basic skills had slipped in writing e.g. use of punctuation, spelling, general accuracy and grammar
- For the youngest children some language and communication issues were seen
- For some children, there has been a social and emotional impact that the school feel must be addressed as a priority to ensure children are in the right place to learn.

The core aim of this is:

- to ensure that all pupils are able to attain the best they can and reach pre-COVID-19 attainment, raising the attainment and closing the gaps caused by school closure,
- that all the children are supported emotionally when needed enabling them to engage with learning in the classroom
- that the gaps between disadvantages pupils and their peers is close.

## Barriers to learning

### BARRIERS TO FUTURE ATTAINMENT

Academic barriers: (issues addressed in school such as low levels of literacy/maths)

|   |                                   |
|---|-----------------------------------|
| A | Lower reading attainment          |
| B | Gaps in Maths due to areas missed |

|   |              |
|---|--------------|
| C | Phonics gaps |
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#### ADDITIONAL BARRIERS

External barriers: (issues which require action outside school such as home learning environment and low attendance)

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|---|--|
| D | Lack of home support or engagement with blended /home learning |
| E | Poor attendance  |
| F |  |

## 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? |
| Phonics revision for all Year 1 and year 2 daily | Year 1 and 2 children's phonics has caught up to where they would have been by Dec 2020.<br>Year 2 children achieve well in phonics screening | Assessment of the cohorts<br>Phonics being the building blocks to all reading | Teachers have phonics training<br>Attend English hub phonics catch up sessions | GM         | Dec 2020                   |

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| Regular guided reading for all children with a focus on comprehension strategies in KS2 | Reading comprehension improves and is age expected for most children   | Assessment shows children have fallen behind and have forgotten previous know strategies.  | Daily planned sessions<br>Buying and borrowing appropriate books that engage the children.            | GM             | End of each term   |
| A focus on accuracy in writing in KS2 especially e.g. punctuation, spelling and grammar | Children can write clear and accurate sentences using age-appropriate punctuation, spelling and grammar  | Assessment shows many children are not using the basic skills accurately in their writing.   | TfW training with Maria Richards. (£180)<br>Short focused exercises on this area<br>High expectations | Class teachers | On-going<br>End of each term   |
| Teaching numbersense to all children  | Ensuring children have a good understanding of basic maths strategies.<br>Children using efficient strategies to approach all basic Maths<br>Number bonds to 20 can be quickly recalled by all year 2 and KS2 children | This is an area that as a school we felt we needed to focus on pre-COVID-19 and the need has risen now.<br>If children have basic number sense they will do better in all maths – research/NCTEM | Purchasing Numbersense (£99)<br>Numbersense training<br>Planning daily sessions to focus on this      | SJ             | Numbersense assessments at the end of units.<br>On-going in lessons          |
| Use of TTRoack stars daily to ensure children know their times tables well in KS2       | All children know their times tables by end of Y4.<br>Y5/6 children are very fluent with times tables and c use these in problem solving.  | There is an expectation that all children know their times tables by the end of Y4.<br>Knowing these is like a muscle, it improves with practice and having had a gap, this needs extra input.   | Purchasing TTRockstars (£94)<br>Daily TTRockstar practice in class                                    | KS2 teachers   | Daily sessions<br>End of term Maths assessments<br>Y4 times table assessment |

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| Gross motor intervention for Reception/Year 1 class                           | To develop the muscles and skills needed for good handwriting.<br>Improved early writing skills.<br>Reception children writing better than previously   | Research shows that children need to develop the correct muscles and core stretch for writing.  | Regular sessions as a whole class.   | GM         | End of each term.<br>End of year.      |
| A greater focus on well being and RSE including mental health in all classes. | Children wanting to come to school each day.<br>Children able and ready to learn<br>Children having the skills and strategies to ask for help and talk to the right people if they are finding things hard. | Children need to be calm and happy to learn well – research.<br>After this time out of school children will have had fewer interactions with others and need to be supported to ensure interactions and positive and that they can solve issues themselves. | Use of SCARF resources in class weekly. (£345)<br>Life Education Bus visit | ER         | End of term PPMs<br>On-going in class. |
| Total budgeted cost:  |   |   |  |            | £718                                   |
| 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?             |

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| <p>Talk Boost for key children in Reception and Year 1</p> <p>To join the Nuffield Early Language Intervention programme (NELI)</p> | <p>Children to be able to speak in good sentences.</p> <p>To develop speaking confidence</p> <p>Improve listening skills</p>   | <p>There are children with gaps in this area.</p> <p>Research shows this is an effective programme to use with Reception/Y1 children</p> | <p>Weekly sessions carried out.</p> <p>Impact assessed by the teacher</p> <p>(Talk Boost: £150 – time to carry out and plan)</p> <p>(NELI: £100 – time for training<br/>£250 – time to carry out 20 week programme and plan for it)</p> | GM        | End of each programme      |
| Individual/small group catch up phonics   | Children have fewer gaps and catch up peers in phonics   | Assessment shows show children have specific gaps or are further behind their peers  | Weekly sessions carried out by staff in the class who know the children well.<br>Regular assessment to show impact  | GM and EB | End of each term           |
| Fine motor work   | Children have good pencil grips and are developing fine motor/handwriting skills   | Assessment shows groups of children who need extra input in this area  | On-going assessment as they write   | GM        | End of each term           |
| Reading comprehension intervention for KS2 groups   | Improved reading comprehension shown through NFER tests<br>Children knowing the strategies to understand a text.<br>Children to be able to give opinions and evidence to back these up | NFER assessments showed gaps in key areas for some pupils.   | Time given to plan and implement this outside normal teaching time.<br>Regular reviews and assessments.   | SJ and MP | PPMs at end of Autumn term |
| Reading development and fluency intervention for KS1 groups and 1 to 1  | Children to be moving through the reading scheme and on blue by December.<br>The majority of children to be age expected by the end of the year.<br>Children to be fluent readers.     | Assessments of children shows that some of the children are behind expectations at the start of the year                                 | Time given to plan and implement this outside normal teaching time.<br>Regular reviews and assessments.   | EB and GM | PPMs at end of Autumn term |

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| Reading fluency for Y3/4                    | Children to be able to read fluently and so understand the text better.              | Research shows children who are not reading fluently and at a speed of 90 word per minute fall behind.<br>Assessments show a number of children who are slow readers, still sounding out many words. | Time given to plan and implement this outside normal teaching time.<br>Regular reviews and assessments. | MP         | PPMs at end of Autumn term |
| Y2 phonics screening                        | Children able to do their best in the screening                                      | Government expects Y2 to do this test in the Autumn term.  | Time for their teacher to carry out the test in a relaxed and positive manner                           | CA         | End of Autumn term         |
| Pre teaching Maths                          | Children are able to understand the lesson better and make improved progress.        | Pre-teaching by the class teacher has a large impact on learning.  | Time given to plan and implement this outside normal teaching time.<br>Regular reviews and assessments. | Teachers   | PPMs at end of Spring term |
| Maths reasoning and problem solving groups. | Children able to explain their thinking better.<br>Children having the strategies to | Assessments show gaps for some children.   | Time given to plan and implement this outside normal teaching time.<br>Regular reviews and assessments. | MP and SJ  | PPMs at end of Spring term |
| Total budgeted cost:                        |  |  |   |            | £6500                      |
| Autumn Term Catch Up                        |  |  |   |            |                            |
| Class                                       | Catch up sessions  | Time per week  | Impact  | Next Steps |                            |

|            |  |   |  |  |
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| Cygnetts   | Talk Boost<br>In class phonics revision<br>Extra Maths (1 to 1)<br>Extra phonics (4 children)<br>Fine Motor Group<br>Gross motor whole class sessions<br>Extra guided reading (Y1) | 2.5 hours extra plus<br>30 minutes daily<br>intervention time | Phonics top up has had a positive impact with some children now having caught up. Others have gained new sounds and are making progress from their starting point. 1 to 1 Maths has ensured these children are making progress now. Reception children's reading is 2 months ahead of this time last year. Writing is making good progress. Y1 readers are now on blue and catching up to Y1 age expectations. | Nuffield Early Language Intervention<br>Continue Talk Boost and phonics interventions  |
| Kingfisher | Daily phonics revision in class<br>Y1 extra guided reading sessions<br>1 to 1 reading teaching<br>Phonics Screening  | 2 x 2 hours extra<br>teacher time                             | Children reading more fluently and beginning to catch up to Y1 expectations<br>Phonics screening 16/18 achieved expected level, 13/18 achieved 38+ out of 30, showing strong phonics knowledge.<br>Individual reader input has improved use of phonics and fluency   | Key focus on 3 Y2s – writing and reading focus, with Maths pre-teaching<br>Y1 catch up 3 key children – focus on sentence writing independently. Ensure more writing is planned. |
| Kite Class | Reading comprehension groups<br>Fluency reading groups<br>Phoneme work<br>Dictionary work<br>1 to 1 Maths  | 2.5 hours teacher<br>time                                     | Improved comprehension, children able to talk about what they have read. Reading ages have improved by an average of 11 months over the term.<br>Gaps in phonics addressed.<br>Children positively enjoying reading more.  | Maths pre-teach<br>Problem solving and reasoning<br>Continue reading for a few children.   |



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| Harrier Class        | Reading comprehension | 2.5 hours teacher time | Children's inference and deduction has improved. Reading ages improved on average by 12 months over the term, with everyone making at least 7 months progress. Good progress shown on reading comprehension tests (NFER Y5/SATs Y6) | Focus catch up on maths reasoning for key children who have gaps.<br>Continue some reading where possible.   |
| Total budgeted cost: |                       |                        |   | £329 per week<br>£2300 Autumn Term (7 weeks) plus £150 for phonics screening<br>£3285 Spring Term (10 weeks) |