

COVID-19 catch-up premium report

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	127	Amount of catch-up premium received per pupil:	£78.74
Total catch-up premium budget:	£10000		

STRATEGY STATEMENT
<p>Our focus for Catch-Up Premium is our younger pupils (EYFS & KS1). Their educational experience was harder to replicate at home in the 2020 lockdown compared to KS2 pupils. Analysis of the data (see below) indicates that while most pupils had fallen behind where they would have been during the lockdown, the change in emphasis in the curriculum for the autumn term meant that most were back where they should be by the end of the term.</p> <p>We plan to use the grant to provide a 3rd teacher to work with our 2 youngest classes (Currently a Reception/Year 1 and a Year 1/Year 2). This will allow for discrete year group teaching in the mornings. In the afternoons, the classes will 'regroup' and the extra person will be used to support the delivery of targeted interventions.</p> <p>By adopting this approach, we aim to raise the attainment of all pupils to close the gap created by COVID-19 school closures.</p>

Background – the impact of lockdown 1

In September 2020 NFER tests were used to identify gaps from lock down and to provide a tool to monitor the impact of steps taken to address these gaps.

The following areas were identified:

1. A slight dip in reading attainment and progress compared to the previous NFER tests taken in December 2019
2. 12 children identified as having experienced a significant dip in their reading during lock down
3. 8 children identified as having very poor attainment
4. Large dip in attainment and progress in grammar

A plan to address these issues was put into place (See impact of lockdown report 02-10-20) and to formulate a catch up curriculum for reading and grammar.

NFER Results December 2020 Key Stage 2

- Across key stage 2 there is a high rate of success in the NFER reading test with 78% achieving a pass on the test and 22% of these passes being in the very high score range.
- Over all 86% of the children tested made progress, demonstrated by an improvement in their scores. 23% of children made at least 15 points progress which is outstanding progress.
- Those children previously identified as having a significant dip during lock down have caught up to pre lock down levels and made further progress in 42% of cases. 100% of children have made progress across the term in grammar, with 42% being excellent progress (15+ points). Demonstrating the impact of teaching and the catch up plan.
- 8 children have been identified as having dipped slightly in terms of progress in reading. Where these are monitored against other assessments there is less cause for concern (e.g. 4 in year 6, all passed mock SAT, 1 with greater depth score)
- Staff have fully implemented steps to ensure that reading remains at the heart of all we do at school and to lessen the impact of lock down. Staff have also developed practices for the successful teaching of grammar in Key Stage 2. The gap in grammatical knowledge and understanding has been reversed with all children across key stage 2 making progress
- All of our harder to reach children (75% on the SEND register) have made progress with reading this term, unfortunately for these children the gap is not closing quickly enough and they remain significantly below their peers and ARE

- The gap in grammatical knowledge and understanding has been reversed with all children across key stage 2 making progress

Next Steps

- For children to continue to make progress with 100% of children to pre lock down levels of reading by the end of Spring term
- Monitor the progress of the specific children carefully and ensure that teachers are aware that their rate of progress (according to NFER test result- single measure) slowed in Autumn 2020.

- Monitor opportunities for more able readers across the school and increase the % of children scoring within the more able range on the test
- To gain a greater understanding of why a higher % of our children achieve a standardised score of 100 the test compared to those who are TA as being on track. Our traffic light assessments do not always reflect the progress the children appear to be making

Key Stage 1

- Current Year 2 - December phonics check showed significant progress - 63% passing at this stage and all children making progress, up from 38% in September. A number of those children who did not reach the pass mark were only 1 or 2 marks below, and can be expected to pass the test in the summer term.
- Year 2 have taken the NFER test for the first time this December. Only 47% achieved a score between 90-100. It is difficult to rely on the data as a summative figure, as the impact of a lack of test practise and understanding would have lowered the results. However, teachers have used this as a summative assessment to identify next steps for pupils.

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Loss of learning time, including both structured an pupil-initiated learning for our younger pupils
B	For Reception children, most were not 'school-ready'. September predictions indicated 40% were expected to achieve GLD for Reading & Writing, with 55% expected to achieve GLD in Maths. The impact of lockdown on Year 1 pupils (who missed 5 months of Reception) is similar. With targeted interventions, we could expect 75% of pupils to meet ARE by the end of Y1 in Reading & Maths, However, remove the interventions and we can be confident of 37% of pupils meeting ARE.

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?
Employ a FTE teacher for the Spring Term. They will work with the Reception & KS1 team. In the mornings, children will be taught in discrete year groups.	The lockdown gap closes and Y1& Y2 pupils is in line with projections from Feb 20. Reception pupils are in line with previous years.	EEF COVID-19 support document states that it is essential to ensure teachers are supported. This will be achieved by increasing the number of qualified teachers.	Recording assessments on traffic light grid. More detailed targets & outcomes recorded for each group.	SS	At half term and end of term – allowing time for subject leads to draw up plans for summer term.
Total budgeted cost:					
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?
In the afternoons the children will return to their class bases and the extra adult will be used to deliver targeted interventions.	The lockdown gap closes and Y1& Y2 pupils is in line with projections from Feb 20. Reception pupils are in line with previous years.	EEF COVID-19 support document states that “there is extensive evidence supporting the impact of high-quality one to one and small group tuition as a catch-up strategy.	Interventions planned to be delivered in 2 sessions, before and after half term.	SS	At half term and end of term – allowing time for subject leads to draw up plans for summer term.
Total budgeted cost:					
Total budgeted cost:					10000