

# COVID-19 catch-up premium report



High Down Schools  
Believing | Achieving | Learning for life

## COVID-19 catch-up premium spending: summary

“Believing, Achieving, Learning for Life” provides the framework for education at our school.

“We believe that every child is entitled to a rich and inspiring education that will nurture them as well-rounded individuals with the confidence, the ability and the desire to make the world a better place.”

We are committed to providing the highest quality education for all our children and have carefully considered how to spend the government catch up funding so that it has the greatest impact on all children but especially on the most disadvantaged. The Education Endowment Fund (EEF) has provided early research evidence around projections of the impact of school closures during lockdown, predominately the impact on disadvantaged pupils. The schools’ strategic response takes these findings fully into account.

In summary, the EEF projections for the impact of widespread school closures identify:

- The disadvantage attainment gap widens
- Assessment of lost learning is crucial
- Targeted support in addition to whole school initiatives are required
- Absence rates upon return are crucial

The purpose of this report is to effectively plan the way catch-up funding will be spent over the coming years and enable us to inform parents, carers and governors of the impact it has on pupil achievement.

SUMMARY INFORMATION			
Total catch-up premium budget:	Infants: £20,560	Amount of catch-up premium received per pupil:	£80
	Juniors: £30,960		

## STRATEGY STATEMENT

- In the Infant school the initial priority is to develop phonics to support both early reading and writing plus a mathematical focus on key concepts. In the FS there is also a focus on language development using NELI and fine motor control supported by Funky Fingers and Write Dance.
- In the Junior school the initial priority is developing reading including phonics for Y3 and developing reading speeds plus addressing missed content in mathematics alongside enhancing speed recall of number bonds and multiplication facts. Writing is also a focus especially improving spelling and handwriting.
- To help pupils catch-up missed learning we have employed a mix of LSA and teacher supported small groups with clearly defined support programmes. The size of the groups has been determined by EEF research.
- The overall aims of our catch-up premium strategy is:
  - To reduce the attainment gap between our disadvantaged pupils and their peers
  - To raise the attainment of all pupils to close the gap created by COVID-19 school closures

## Barriers to learning

We have used the following data sources to help identify barriers to attainment in our school:

- › Internal assessment
- › PiXL tests and QLAs
- › KS1 SAT for Y3 and KS2 SAT for Y6 plus QLA
- › Parent survey information from July re lost learning plus on-line learning engagement data from lockdown
- › Attendance records

## BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	FS – have noticed gaps in social skills and health care. More children have fine motor control issues than within our usual cohorts. Gaps in early phonics knowledge and some mathematical gaps. For some of the children we have noticed a large gap in language development.
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B	Infants – There is a gap in phonic knowledge especially around split digraphs and consonant clusters. More children in Y1 in September were reading from the lower books bands. Fluency of reading in Y2 for some of the lowest attainers and then comprehension in reading at Y2 level for the more fluent decoders have been noted as concerns. Stamina in writing at Y1 level and spelling of CEW in both Y1 and Y2 alongside incorrect letter formation needs addressing. Additional gap filling required in mathematics for concepts covered during lockdown. Speed recall of number facts is also a focus.
C	Juniors – Reading speeds and fluency is a focus across the school alongside phonic development and fluency with lower KS2. In maths a focus on speed recall of number facts and multiplication alongside gaps evidenced within PiXL tests need to be addressed. In writing punctuation, spelling and handwriting remain a priority.

#### ADDITIONAL BARRIERS

External barriers:

D	For a very small number of children we have EWO and social care involvement to improve attendance.
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## 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?
All staff to read EEF Tiered Approach to Planning and DFE catch up guidance	To be aware of how quality first teaching alongside targeted academic support and wider strategies can support all pupils but especially the most vulnerable	Clear and evidenced based documentation supports staff decision making for this crucial year. Approaches by the school will be driven by our detailed knowledge of the children's current attainment and will draw upon approaches that are evidence-based and proven to have a positive impact on closing gaps.	During staff meetings, PPA and PPMs planning for quality first teaching, interventions and wider strategies are fully discussed and impact noted.	SLT and class teachers	See monitoring schedule

Use maths 'Ready to Progress' criteria	To clearly see the previous learning for a new concept so that staff can gap fill before swiftly moving on to the year group expectations	DfE document and support information from NCETM provides excellent support to see the progression required for the children	Evidence of progress within books and through pupil conferencing	NW/AF and class teachers	Termly
High quality maths mastery training and support for the staff via the Boolean Hub as both schools are part of the Teacher Research Groups	Enhanced CPD enables the staff to enhance their teaching which will impact on all children	Mastery maths is effective at demonstrating small steps of understanding that provides the children with a depth of understanding of a concept	Evidence of progress within books, learning walks (when appropriate) and through pupil conferencing	NW/AF and class teachers	Termly
Teaching staff all complete online Assessment Essentials training (10 week x 1.5hour training) on AfL	Enhanced CPD enables the staff to fine tune assessment and feedback within their classrooms to have an impact on all children's learning.	Precision feedback from high quality assessment has been proven to have a high positive impact on pupil learning (Hattie)	Evidence of progress within books, learning walks (when appropriate) and through pupil conferencing	AC/RHo/PA and class teachers	Training between Term 1 and term 4. Review impact in summer term.
Use of targeted assessments eg Phonics Tacker and PiXL to note specific gaps in learning for all as well as then planning for targeted support.	Use of the assessment programmes to support class teaching and filling of whole class gaps.	Precision data analysis enables teaching focus to be impactful	QLA data can be seen to influence planning. Evidence of progress within books, learning walks (when appropriate) and through pupil conferencing	AC/RHo/PA and class teachers	During PPMs and during data drops the information will be reviewed.

<p>KS2 – PiXL activities including: Walk and Talk PiXL papers, 3 in 3</p>	<p>Use of PiXL resources to provide low stakes testing and recapping, modelling of expectations, improved focus</p>	<p>EEF guidance notes the impact of low stakes testing and effective diagnostic assessment.</p>	<p>PiXL lead (RHo) ensures that PiXL resources are used effectively. This information is shared with the PiXL advisor during visits throughout the year.</p>	<p>RHo and class teachers</p>	<p>Reviewed during advisor visits and PPMs</p>
<p>Quality on-line provision if a class bubble is in lockdown. Activities and work set so that children have meaningful and ambitious work each day. Staff to be provided training to support their use of Teams. Teams lead to attend LSP monthly network to ensure the school can provide high quality on-line provision.</p>	<p>To be able to move smoothly to on-line teaching using a mix of Oak Academy/White Rose/School resources alongside daily teaching inputs for English (including phonics) and Maths via Teams. To ensure that 1:1 reading and catch up programmes can continue via Teams to enable all children to maintain good progress. Feedback via Assignments on Teams ensures that staff can meet the needs of the children.</p>	<p>It is clear that moving smoothly to an online learning platform can limit any negative impact of lockdown.</p> <p>The school has checked that all students can access on-line learning and has Chromebooks available alongside Internet dongles to be shared with children in the eventuality of a bubble closure.</p>	<p>Exec will support the class bubble in lockdown and may participate in the teaching input or support feedback on assignments. Parental feedback will be encouraged after each bubble lockdown and a debrief of staff and children will enable the developments of protocols/procedures/Teams teaching for the benefit of the children’s learning.</p>	<p>Exec and class teachers</p>	<p>Training will continue throughout the year (staff meeting timetable)</p> <p>Following each bubble lock down we will review and develop our practice.</p>
<p>Total budgeted cost:</p>					<p>Using other budget streams</p>

## Impact of catch up activities supporting 'Quality Teaching for All'

- Catch up activities have been planned clearly following the EEF guidance of 1:1 or small groups which has been seen to have impact (see data in the next sections)
- A clear focus on the Ready to Progress materials has ensured children are accessing the building blocks of mathematics. Mastery maths CPD is influencing the staff approach and mastery is becoming embedded across the schools. This has led to continuing high standards in maths despite the period of lockdown. Standards in maths for all children have been strong at the expected level: 92% in YR and over 80% in all other year groups. Depth scores have also been strong with 40% of Y6 attaining a depth score in the 2019 SAT paper (additional time agreed with the MAT).
- All teaching staff completed Assessment Essentials training and have taken on board aspects of this training within their teaching. Hinge questions, low stakes testing and retrieval practice are becoming more embedded within classroom practice.
- PiXL testing with the Junior children has been very supportive. Question level analysis have been completed. Staff have been able to discuss pupil gaps at Pupil Progress Meetings and can explain how they have tailored their teaching and the impacts made. Clear reading speed checks and follow up interventions have shown marked progress. For example of the 20 catch up readers in Y6 working on reading speeds the progress in words per minute from October to June were: 50+ progress wpm = 5%, 40+ = 30%, 30+ = 60%, 20+ = 75%, 15+ = 90% (the final 2 children both SEND made 11/12 WPM progression). The impact of improved reading speeds ensured the children were able to engage with the reading more efficiently within all curriculum areas. This was mirrored within the other Junior year groups.
- Phonics tracker is being used very effectively by the Infant staff. Pupil Progress Meetings have explored gaps in children's learning and the interventions that are being used to 'fill' these gaps. New class teachers for September 21 have information about the phonics knowledge of every child in the class which will ensure teaching time is maximized.
- Teams has been used very effectively to support children during lockdown. On-line provision has been closely monitored by the Exec team and findings shared with the governors. Parental feedback (including from parent governors) has been overwhelmingly positive and has ensured that children's learning continued apace over lockdown and was instantly built upon in March. The high end of year standards is testament to the hard work of staff, children and parents during this time.

## Targeted support - Infants

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?

FS – Use of Time to Talk and NELI programme	To enhance children's language skills and improve vocabulary	Time to Talk has been used as a previous intervention programme and has been effective in developing oral sentence structure. NELI - EEF research shows it is robust. Supported by DfE tutoring funding	EY staff familiar with this programme.  Staff will be fully trained. Assessment of children pre and post training to evidence progress.	RHa	On completion of programme
FS – small group (1:3) phonics input	To enhance children's phonic knowledge to support early reading and writing	Phonics intervention groups have been effective in previous years. A focus on phonics and early reading impacts across all curriculum areas.	Additional staff training for new LSAs. Highly experienced EY teachers supporting. Use of Phonics Tracker to both assess gaps and evidence progress.	RHa and Class teachers	Every 6 weeks.
FS – frequent reading practice 1:1 with specific children	To develop fluency using decodable books	Fully decodable books support early readers. For the very vulnerable children frequent practice of their skills enhances progress.	Progress within and across book bands are evidenced	RHa and Class teachers	FS – frequent reading practice 1:1 with specific children
FS – small group (1:3) gross and fine motor control	To support children's pencil grip and letter formation.	Funky fingers and Write Dance have been used effectively with intervention groups in the past.	Reception LSAs are very experienced in using these programmes. Assessment before and after inputs will evaluate the impact for individual children.	RHa and Class teachers	Every 6 weeks
FS – small group (1:3) mathematical development	To support the children with early number concepts	Providing frequent short inputs to gap fill and recap on basic number knowledge. Use of number blocks and numicon supporting this work which have been effective in the past.	Class teachers are ensuring that planning is clear for the LSAs supporting these children. Assessment before and after inputs will evaluate the impact for individual children	RHa and Class teachers	Every 6 weeks

### Foundation Stage Impact of catch up funding

The 17 children in catch up English activities have made steady progress. Of the 17 children 18% were able to gain the expected level in reading and the others have strengthened their reading skills. Of the 17 children 3 are still working on their phase 2 sounds but have recently started to make more progress. Of the 14 children on phase 3 sounds over half of these children know 60%+ of these sounds and are starting to use them more effectively in their writing. We have noticed that writing was more impacted upon during lockdown and so writing development remains a focus for our Raising Attainment and Progress Plan next year. NELI intervention continues into the Autumn term of Y1 when we will then review its impact on the children. In maths the children have progressed well and the children have become much more confident with their numbers to 10 with many able to work confidently within 20. Of the 12 children supported in maths catch up groups – 5 were able to attain the expected level = 42%.

KS1 – phonics small group (1:3)	To enhance children's phonic knowledge and fill earlier gaps, to support early reading and writing. Children on track to pass phonics screening check.	Phonics intervention groups have been effective in previous years. A focus on phonics and early reading impacts across all curriculum areas. Focus on Phase 4 ccvc, cvcc and cccvc words and split digraphs for lower attaining Y2. In Y2 minute a day phonics is being used to support these children.	Additional staff training for new LSAs. Highly experienced teaching staff. Use of Phonics tracker to both highlight gaps and evidence progress.	PA and class teachers	Every 6 weeks.
KS1 – reading development small group and 1:1 reading	To develop fluency using decodable books. To enhance comprehension skills.	Fully decodable books support early readers. For the very vulnerable children frequent practice of their skills enhances progress. Y2 guided reading in the reading room and use of the Pawsome Gang to enhance comprehension skills	Progress within and across book bands are evidenced	PA and Class teachers	Every 6 weeks
KS1 – writing development (small group)	To develop spelling and handwriting	Spelling and handwriting have been evidenced in writing scrutiny as areas for development.	Progress evident within writing books	PA and Class teachers	Every 6 weeks
KS1 – maths development (small group)	To develop speed recall of number bonds and application of number	Initial observations and tests demonstrated gaps based upon fluency of number.	Progress evident within maths books and end of unit assessment	PA and Class teachers	Every 6 weeks

## KS1 Impact of catch up activities

Y1 – clear impact in the amount of phonics that the children know and use as well as their ability to read the Common Exception words. Of the 17 children in the groups – 9 know over 40 of the 45 CEW= 53%, 10 know over 35/45 +59%, 14 know over half of the words= 82%. Although only 3 of the group (18%) passed the 2019 PSC completed in June, 53% were at 25+, 71% at 20+ and 88% at 15+. These children will continue to have phonics support next year. Equally all the children made progress in their reading with the majority of the group moving up 2 or 3 book bands during the year. The development of their reading has supported the children within their writing and clear progress can be seen within their writing books linked to improved formation, sentence structure and independence. In maths these children now have a more solid understanding of numbers to 20 and more ability to use number bonds to 10.

Y2 – Again the catch up has had clear impact on the 16 children supported for phonics/reading development. Of the 16 children 6 were able to move to the expected level (38%) and the others strengthened their knowledge. 11 of the 16 children passed their phonics 69% and 13 scored 30+= 81%. These children will continue to be supported with a phonics group in Y3. The children also made excellent progress in their knowledge of Common Exception words with 94% of the group knowing 40+ of the 45 Y1 CEW and over half knowing 60+ of the 64 CEW. Again this has supported their writing where clear progress is evident within their books. In maths number bonds have become more secure and the children are becoming more confident with completing work independently and number fluency is increasing. Staff have provided information about gaps to ensure the next teacher can tailor their teaching accordingly.

44 hours of LSA support (plus 10 hours of already budgeted support) = 3 afternoon sessions per class

Total budgeted cost: £21,284

Targeted support - Juniors					
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?

<p>KS2 – reading development small group, 1:1 reading and phonics development (Y3)</p>	<p>To develop fluency and increase reading speeds. To enhance comprehension skills.</p>	<p>Some Y3 children have gaps in phonics knowledge that is impacting upon their fluency of reading. For the very vulnerable children frequent practice of their skills enhances progress. QLAs showed that some children were not managing to complete PiXL assessments and further investigation noted this was due to reading speeds. Staff are using PiXL therapies to develop reading speeds. Some children who are now able to decode effectively are not demonstrating comprehension of the test and so small group unpicking of comprehension skills are required.  Mix of LSA support and class teacher tailored interventions.</p>	<p>Progress within and across book bands are evidenced  Reading speeds are tested before and after input to demonstrate progress.  PiXL therapies are used and progress evidenced.</p>	<p>RHo and Class teachers</p>	<p>Every 6 weeks</p>
<p>KS2 – writing development (small group)</p>	<p>To develop spelling and handwriting plus improve punctuation</p>	<p>Spelling and handwriting alongside punctuation errors have been evidenced in writing scrutiny as areas for development. PiXL GPS papers used as a Walk and Talk to model expectations.  Mix of LSA support and class teacher tailored interventions.</p>	<p>Progress evident within writing books</p>	<p>RHo and Class teachers</p>	<p>Every 6 weeks</p>
<p>KS2 – maths development (small group)</p>	<p>To develop speed recall of number facts and multiplication. Ensure children are clear on mathematical vocabulary.</p>	<p>Initial observations and tests demonstrated gaps in fluency and some misunderstanding of key mathematical vocabulary.</p>	<p>Progress evident within maths books and end of unit testing. Children show increased speed and accuracy on Times Table Rockstars.</p>	<p>RHo and Class teachers</p>	<p>Every 6 weeks</p>

Y6 maths breakfast club	Pre-teaching and recapping on calculation and place value	Maths breakfast clubs have been impactful in previous years. The focus for the teaching is based upon QLA analysis.	Progress evident within maths books and end of unit testing	RHo and Y6 teachers	Every 6 weeks
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## KS2 Impact of catch up activities

Results across all year groups are strong with over 80% of children attaining expected plus in reading and maths. Progress in writing books is strong but as lockdown has had more of an impact on writing (handwriting, spelling and stamina) this will continue to be a focus of our Raising Attainment Plan next year. PiXL tests and QLAs have led to clear areas for development and reading speed interventions have been a clear priority. Catch up groups have also provided focused pre and post teaching which has enabled the children to maintain learning at the expected standard. NFER scores (additional time provided by the MAT) have also demonstrated the impact of our catch up and quality first teaching approach (Y3 – reading 80% exp+ and 40% depth, maths 85% and 37% depth) (Y4 reading 85% and 47% depth, maths 85% exp+ and 44% depth) (Y5 reading 86% exp+ and 48% depth, maths 76% exp+ and 31% depth). Y6 SAT tests (2019 paper) reading 83% exp+ and 46% depth and maths 81% exp+ and 40% depth.

Y3 – 17 children in the lowest 20% were completing additional catch up activities for English and the focus on accelerating reading speeds has shown clear progress. The majority of this group have moved up 3+ book bands. 18% gained a scaled score of 100+ in the NFER, 29% at 95+ and 53% at 90+ which demonstrates good progress from starting points. Of the 16 children having additional maths catch up confidence has improved, place value understanding is stronger and many children have made good progress with maths clubs (times tables). NFER scores for maths: 6% had a scaled score of 100+, 38% at 95+ and 56% at 90+.

Y4 – The lowest attaining children (21 children) are having catch up support for English activities and have demonstrated: clear progress in the number of book bands they have moved through, increased reading speeds and improved attainment. NFER reading scores demonstrate that nearly half of the group (48%) attained a scaled score of 100+ with 62% at 95+. Maths interventions have supported children's confidence to tackle word based problems as well as strengthening multiplication facts and number bond knowledge. Progress has been good and of the 20 children being supported 40% attained a scaled score of 100+, 45% at 95+ and 70% at 90+. Four of the cohort did not complete the NFER as they are working at a Y1/2 level – these children have made good progress against their IEP targets.

Y5 – The lowest attaining 22 children who have been supported in English catch up activities have worked well and made steady progress. They have progressed well with their reading speeds and PiXL interventions have been used very effectively with these children. 23% of the children attained a scaled score of 100+ in their reading NFER with 41% at 95+ and 55% at 90+. Three children did not attempt the paper due to their SEND requirements including two with EHCPs but have made good progress against their IEP targets. Again the children have worked well with their maths interventions and have started to understand how to apply their knowledge to word problems. Lockdown in Y4 appears to have left the children with greater gaps to fill in Y5 and we will be focusing our support into Y6 maths next year to raise attainment for these children. Of the lowest 27 children being supported by catch up 11% attained a scaled score of 100+, 22% at 95+ and 56% at 90+. Three children did not complete the paper (as noted above for reading).

Y6 – The catch up support really enabled children to make strong progress. Our PiXL raw score tracker demonstrates the strong progress of all of the children including the lowest 20%. 20 catch up readers in Y6 working on reading speeds demonstrated clear progress in words per minute from October to June: 50+ progress wpm = 5%, 40+ = 30%, 30+ = 60%, 20+ = 75%, 15+ = 90% (the final 2 children both SEND made 11/12 WPM progression). These increased reading speeds supported the children across all areas of the curriculum. The majority of children that were assessed as below in reading at the beginning of the year converted. Of the 15 children that remained below the expected level 13% scored 95+, 47% scored 90+ and 67% at 89+ all of whom will be able to access the secondary curriculum. In maths the catch up groups, including pre teaching, also supported a large number of children converting from lower scores in October. Of the 17 children that did not attain the expected level 41% attained a score of 95+ and 65% a score of over 90% Clear progress was also evident within their books.

38 hours LSA (£17,730) plus one pm per week x 7 classes - supply for class teachers - £13,300

Total budgeted cost: £31,030

Other approaches					
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?
Use of Learning Mentors to support vulnerable families	To enable all children to attend school, feel confident and engage in learning.	Some children have returned with mental health issues that need addressing. These children are struggling emotionally which is affecting their ability to learn. Some families need increased support and encouragement to ensure children are attending school and ready to learn.	The Learning Mentors update CPOMS daily so their support of families is evidenced. The Learning Mentors are well supported by the DHs.	CBa/TP/RHo/PA	Every 6 weeks or more frequently if required

The Learning Mentors have been extremely busy this year and have supported a large number of families. Evidence held within our CPOMS system demonstrates their support and the positive impact on children and families.

Total budgeted cost: Already budgeted for but a key component of our catch up support.