

# COVID catch-up premium report 2020-21

Langham Primary School

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## COVID catch-up premium spending: summary

### SUMMARY INFORMATION

Total number of pupils:	103	Amount of catch-up premium received 2020-21	£8,240
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### PUPOSE AND SCOPE OF THIS REPORT

This report is intended to give an overview of how we have used our catch-up premium funding to support academic recovery in our school. Our approach has been to use the additional funding supplemented by in-year budget reserves ensuring our solution had as much impact as possible using staff that were familiar with the children and the work they were doing in the classroom. This is to ensure that connections between out-of-class learning and work in the classroom curriculum are maintained. This has included providing additional teaching and support capacity throughout the school deploying interventions and approaches that are kept under constant review. It does not include an account of how we have prioritised areas of the curriculum or supported educational and social recovery in other ways. The final section of this report, 'additional information', indicates where more information about this might be found.

## STRATEGY STATEMENT

In November 2020 we carried out an impact analysis to identify priorities for academic recovery. This highlighted the following:

- Children had lost more ground in maths than in English
- More girls than boys had fallen behind, especially in maths
- Year 2 and Year 6 were most adversely effected in maths
- Lower key stage 2 showed significant decline in all subjects
- Pupil progress in writing had declined more than reading
- 'Lost' learning tended to be things that had only just been learnt, for example spelling and vocabulary. This was most noticeable in Year 2 and Year 3.
- Stamina for writing had declined and some learning behaviours needed to be recovered.
- The impact is different for different cohorts. For example, reading has generally held up well with the exception of Year 4.

This analysis helped shape our strategy which had the following priorities:

- Support children who had fallen behind in maths, including the group of girls who appeared to have lost more ground than others.
- Maintain additional support for Class 2 so that Year 1 pupils can receive a curriculum and delivery suitable to their needs
- Invest in improving stock of reading books including provision of high interest, accessible reading level material and supplementary structured phonics scheme.
- Provide additional support for maths including structured intervention.
- Ensure catch-up approaches are closely tied to need by implementing high quality assessment for learning approaches and diagnostic assessments
- Make sure there was an emphasis on restoring basic skills such as spelling

In April 2021 we conducted a further impact analysis to indicate the extent to which recovery had been further disrupted as a result of the period of remote learning from January.

- Despite further disruption in the spring term, there had been some recovery in writing and mathematics
- There was no further decline in reading for any group of pupils
- The performance of girls in maths improved from a low position in October 2020, though remained considerably lower than boys.
- Least progress was made in writing which proved to be the hardest subject to deliver effectively through remote learning platforms.

Teachers identified the following additional catch-up priorities:

- Additional reading practice and phonics intervention for individual children who had fallen further behind
- Focus on reading fluency and comprehension for pupils in Year 2
- Restore handwriting and presentation to an acceptable standard
- Additional support for writing for a group of pupils in lower key stage 2
- Additional intervention in maths for a group of children in upper key stage 2.

## 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 and its impact monitored?	Staff lead	Cost
Consultation session with maths lead.	CPD strategies and areas of focus identified for the next twelve months.	'The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils.' <sup>1</sup> The focus on maths is because school impact studies in October and April highlighted this as a particular area of need. Prior to the pandemic, the school had been working on improving children's use of mathematical vocabulary. This work was at a relatively early stage and may need consolidation.	Monitored through staff appraisal and follow-up coaching sessions in the 2021-22 academic year.	CN/ AM	£200
Microsoft Teams for remote teaching provision.	Effective remote provision.	Microsoft solution selected because of existing school IT infrastructure.	Monitoring level of engagement and quality of work.	LD (attended training); AM (administration)	(£1500- DfE funding for start-up and training costs not included in COVID catch-up funding.)
Total budgeted cost:					<b>£200</b>
Targeted support					

<sup>1</sup> A Tiered Approach to 2020-21 Academic Year Planning, [www.educationendowmentfoundation.org.uk](http://www.educationendowmentfoundation.org.uk)

Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well and its impact monitored?	Staff lead	Cost
Success@Arithmetic (Edge Hill Every Child Counts intervention)	Group of 6 children in upper key stage 2 close the gap on peers in mathematics.	<p>The school has previously had training in this mathematics intervention for KS2 and has access to the support materials. <a href="http://edgehill.ac.uk">Success@Arithmetic   Every Child Counts (edgehill.ac.uk)</a></p> <p>It promotes fluent and secure number sense and calculation strategies. This year, it will be led by a qualified teacher supported by a TA who will deliver a weekly review session.</p>	Diagnostic maths test (Sandwell) administered pre and post intervention.	LD/ GD	£3,512
Small group work for group of girls in Year 4.	Group of 6 girls in lower key stage 2 are assessed at expected standard in calculation in July 2021.	School assessment indicates that a group of girls in lower key stage 2 had fallen behind in their mathematics progress compared to other children. These weekly sessions are led by a qualified teacher who knows the children's needs well.	Progress in maths captured by termly teacher assessment.	HC/ GD	£1,756

<p>Dancing Bears phonics intervention</p> <p>Group of children in Year 3 (autumn term)</p> <p>Group of children in Year 2 (summer term)</p>	<p>Group of 5 children in lower key stage 2 gain in reading age more than 6 months by March 2021</p> <p>Group of 4 children in Year 2 meet expected standard in phonics check.</p>	<p>Strong evidence supports the view that phonics is a key foundation of reading. <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>The Dancing Bears programme provides regular, short, structured support sessions in addition to any phonics teaching which takes place in lessons. This helps children to catch up with any missed learning. Evidence from using this programme in school suggests that it is most effective with younger children.</p>	<p>Progress in individual progress records.</p> <p>Phonics check.</p>	<p>HC/ HC</p>	<p>£732</p>
<p>Individual tuition and practice using 'Plus One' for children in Key Stage 1</p>	<p>Group of 5 children in Key Stage 1 close gap on peers.</p>	<p>Plus 1 is an intervention allowing pupils to regularly practice basic number skills. Evidence from using this in school in previous years indicates that children progress achieve age expected attainment when used alongside support in class.</p>	<p>Progress in maths captured by termly teacher assessment.</p>	<p>CN</p>	<p>£132 for workbooks</p>
<p>Individual tuition and practice using 'Power of 2' for children in key stage 2.</p>	<p>Group of 6 children in upper key stage 2 make more than expected progress over a 6 month period when assessed using a standardised maths test.</p>	<p>This is a structured intervention designed to be administered regularly (at least three times a week) for short periods of time. There is a group of children in Year 5 who have significant gaps in their understanding of number identified using a diagnostic maths test. This intervention will address the missing mathematical understanding.</p>	<p>Progress in maths captured by termly teacher assessment.</p>	<p>LD</p>	<p>£132 for additional workbooks</p>

'Nessy' computer-based reading and spelling programme	Group of 5 children in lower key stage 2 learn targeted spellings and increase spelling age on standardised test by at least six months by end of July.	Children can access this programme independently. It can be tightly tailored to meet individual need and keeps track of progress. Children are highly motivated by the structure and content of the programme.	Progress in individual records, children's independent written work, standardised spelling test.	HC	£80 for additional licences
Individual tuition using precision teaching technique.	Group of 5 children in lower key stage 2 learn targeted spellings and increase spelling age on standardised test by at least six months between April and the end of July 2021.	Evidence in school indicates that precision teaching is a very successful technique when properly applied. It is being used with a group of children in lower key stage 2 who need help in learning spellings.	Progress in individual records, children's independent written work, standardised spelling test.	HC	£723
Small group support for writing for identified children in Year 3.	Group of 4 children in lower key stage 2 close attainment gap on peers by at least one step.	This is a school-designed programme of support delivering guided writing sessions aimed at addressing issues with writing identified through teacher assessment.	Progress in writing captured by termly teacher assessment.	HC/ GD	£1,756
Small group support for reading for identified children in Year 5.	Group of 5 children in upper key stage 2 improve reading age by 6 months between April and July 2021, and close gap on peers by at least one step.	This is a school-designed programme aimed at improving reading comprehension for children in upper key stage 2.	Progress in reading captured by termly teacher assessment.	LD/ GD	£1,756
				Total budgeted cost:	<b>£10,579</b>

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 and its impact monitored?	Staff lead	Cost
Additional 'Jelly and Bean' structured phonics books.	Children in key stage 1 make strong and secure progress in phonics and perform well in non-statutory phonics check.	'Overlearning' key sounds through regular structured practice.	Progress in individual progress records. Phonics check.	CN	£142 for books
Key worker (other than class teacher) allocated as point of contact for children with emotional/ attendance needs.	Swift and effective support for children who need it meaning that attendance remains good and support strategies are implemented where necessary.	Experience from the summer term 2020 suggests that whilst many children will thrive on the return to school, some will require additional support.	Attendance records. Involvement of external agencies where necessary. Feedback from children and parents.	GD/ LD/ AH	£1,756
Total budgeted cost:					<b>£1,901</b>

#### ADDITIONAL INFORMATION

Documents used to support this report:

- School Recovery Plan September 2020- July 2021
- Termly attainment and progress summaries (teacher assessment using Target Tracker software).
- Impact analysis November 2021 and April 2021
- Spring term 2021 assessment and pupil progress meetings