

COVID-19 CATCH-UP STRATEGY 2020-2021



COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils (R-Y6):	445	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£35,600		
Total catch-up premium spend:	£31,205	Amount carried over to next academic year:	£4,395

STRATEGY STATEMENT

Overall Aims

- To raise the attainment of all pupils to close the gap created by COVID-19 school closure
- To meet the mental health needs of all pupils

Catch-up Priorities

We reopened fully at the beginning of September 2020. After using the first few days to 'settle in' and focus on new restrictions and routines, we embarked on two weeks of assessment to establish a baseline for where each child was in their learning journey. This gave us a valuable insight into the impact of the Covid-19 pandemic and a secure starting point for prioritising our initial response to providing a 'Recovery Curriculum'.

Subject priorities: **PSHE, ENGLISH – Reading/Phonics/Writing, MATHEMATICS, PE, ART**

Initial plans to be put in place for the first half of the Autumn and then reviewed.

Core Approaches

As recommended by the EEF, we will implement a tiered planning model for this academic year:



Tier 1: Teaching

- Quality First Teaching supported by evidenced informed CPD
- Effective use of assessment – including timely baseline assessments and frequent low stake testing
- Support for early career teachers
- Effective remote learning
- Recovery curriculum planned and delivered

Tier 2: Targeted Academic Support

- Structured interventions
- One-to-one or small group support
- Immediate intervention
- Effective deployment of support staff
- Teacher led interventions

Tier 3: Wider Strategies

- Parental engagement
- Social and emotional learning
- Reinforcing behaviour routines
- Mindfulness
- Attendance

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Attainment outcomes have fallen in core subjects – baseline assessments show a significant number of pupils have fallen behind the academic standard they were operating at before school closure
B	Infant children’s retention of key phonic knowledge
C	Some pupils did not have regular access to high quality reading books during school closure and standards in reading have dropped. In particular, many children are not reading with the same fluency as last academic year and this impacting on their ability to comprehend
D	Staff CPD for teaching high quality maths lessons in class bubbles
E	Remote learning needs to be developed to ensure any pupils who are isolating from home can keep pace with their peers in school
F	Class bubbles limit number of interventions that can be run by specialist staff and support staff

ADDITIONAL BARRIERS

External barriers:

G	Mental health / attendance concerns for a smaller number of pupils
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Planned expenditure for current academic year

Quality 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 and Cost
To establish a clear baseline for all pupils at the beginning of the 2020-2021 academic year and establish impact of school closure	Staff have a clear picture of current academic standards and understand attainment gap from end of Spring Term 2020	EEF's COVID-19 support guide for schools	SLT/ Maths and English Leads to direct staff to agreed assessments. All data to be uploaded to school assessment system	SLT In existing school budget
Plan an effective Recovery Curriculum	An effective Recovery Curriculum is written to address pupils' gaps in knowledge. Attainment data recovers to at least match attainment before school closure	EEF's COVID-19 support guide for schools	SLT/Maths Lead/ English Lead to liaise with staff to ensure Recovery Curriculum addresses key pupil weaknesses Ongoing analysis of assessment data	SLT In existing school budget
Infant reading materials to be updated	Infant reading materials match taught phonics in class. Pupil reading attainment is improved throughout the year and the attainment gap between Spring Term 2020 and current academic gap is closed.	Infant phonics data at the beginning of the Autumn Term is lower than where the school would have expected children to be	Staff to monitor reading diaries Staff to liaise with parents as necessary Monitoring of phonics data and reading data	English Lead £5000 to update reading materials
To ensure all new staff receive appropriate CPD to enable the successful teaching of Sounds Write Phonics	New teachers have received appropriate CPD to deliver high quality lessons using school's phonic scheme	Infant phonics data at the beginning of the Autumn Term is lower than where the school would have expected children to be.	Feedback from staff and monitoring of assessment data	English Lead In existing school budget

		Staff training to ensure consistent approach.		
To improve fluency in reading across the school	Early identification of children with reading fluency needs. High quality intervention will lead to improved fluency for targeted pupils	EEF's Improving Literacy in KS2 Guidance Fluent reading supports comprehension because pupils' cognitive resources are freed from focusing on word recognition and can be redirected towards comprehending the text.	Accurate and effective use of assessment. School assessment system to track key pupil outcomes in reading speed and comprehension Targeted intervention is linked to research evidence	English Lead / SLT In existing school budget
High Quality Maths CPD for all staff	Staff have developed approaches to teaching mixed ability maths lessons and have increased personal confidence in doing so. <i>Explicit teaching</i> and <i>flexible grouping</i> are being used to drive progress. Pupil attainment is improved throughout the year and the attainment gap between Spring Term 2020 and current academic year is closed.	EEF's COVID-19 support guide for schools Teachers are now required to teach mixed ability sets at Knowle. Several new staff require CPD to deliver White Rose Maths	Regular assessment analysis to ensure attainment gap is closing Experienced staff to lead modelled lessons to new and early career teachers	Maths Lead / SLT In existing school budget
Further develop systems for Remote Learning	Remote Learning provision updated to ensure any pupil required to isolate can keep pace with planned recovery curriculum. All staff have received appropriate training to deliver remote education as necessary. Remote Learning Policy written and shared with staff, parents and Governing Body.	Remote Education meets updated requirements of DfE. Remote Education is improved from school closure in March 2020.	Gather feedback – staff, parents, children. Governing Body and SLT to monitor remote provision	SLT In existing school budget

Subject	Year Group	Growth in percentage of class working at Expected+ between Autumn baseline assessments 2020 and End of Summer Term 2021
Reading	Year 1	+29%
	Year 2	+29%
	Year 3	+25%
	Year 4	+17%
	Year 5	+17%

IMPACT OF QUALITY TEACHING FOR ALL

- Impact of school closure was clearly established following Autumn baseline assessments
- Priority areas for teaching and learning were established to inform a Recovery Curriculum
- The Recovery Curriculum was updated throughout the year, in response to ongoing assessment. As the year progressed, a full range of curriculum subjects were gradually reintroduced.
- Impact of The Recovery Curriculum was assessed and priorities for next academic year were identified in each subject area
- 98% of children passed Phonics Screening by end of year Y2 – this is above previous national data
- 87% of children passed Phonics Screening by end of Y1 - this is above previous national data. This data grew from 15% in November 2020.
- 90% Junior children are reading fluently (above 90 words per minute against an age-related text) This data grew from 68% in the Autumn Term
- Maths - The attainment gap between pre-pandemic attainment and current (end of Summer Term 2021) attainment has now been **closed** in Years 2, 4, 5 and 6.
- Maths - The attainment gap is closing in Y1 and Y3. Both year groups remain working ahead of national data.
- Maths - Key curriculum priorities shared with all teachers for next academic year
- Remote Education Parental Feedback: 82%-92% positive response regarding 5 key questions.
- Remote Learning Policy updated and amended, taking parent and staff views into consideration
- Provision for Remote Learning ensured children’s attainment and progress data both continued to improve throughout the year in all core subject areas, in all year groups. Pupil attainment remains in-line or ahead of national data in all core subjects, in all year groups

	Year 6	+17%
Writing	Year 1	+52%
	Year 2	+13%
	Year 3	+19%
	Year 4	+15%
	Year 5	+17%
	Year 6	+19%
Maths	Year 1	+22%
	Year 2	+22%
	Year 3	+13%
	Year 4	+18%
	Year 5	+29%
	Year 6	+19%

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 and Cost
To administer high quality intervention with a focus on reading fluency and comprehension – initially to be delivered in Y1	A fully qualified teacher will be employed to deliver quality intervention and to drive improved standards in reading. As a result of regular intervention – 3 days a week – pupils make clear and demonstrable progress.	Given the interruption at the crucial stage of reading development in Spring 2020, Y1 have been most affected by school closure. Attainment and progress gaps need to be addressed immediately to ensure pupils can read effectively.	Continued data analysis Regular feedback from staff member to SLT Intervention linked to EFL research evidence	SLT £23,283 for qualified teacher to lead intervention throughout school year
Regularly review staffing to ensure appropriate intervention can be provided to meet needs of all pupils	Regular review of curriculum and intervention to meet needs – including SEND – of all pupils. Staff reallocated to ensure pupils receive appropriate support including individualised	EEF's COVID-19 support guide for schools	Continued data analysis to assess impact of interventions	SLT In existing school budget

	learning and continue to make progress.			
One to one tuition to support individual needs of identified pupils in reading, writing or maths	Attainment gap from Spring 2020 to this academic year is closed	EEF's COVID-19 support guide for schools	Continued data analysis to assess impact of interventions	SLT £7000 approx.
<p>IMPACT OF TARGETED SUPPORT</p> <ul style="list-style-type: none"> 100% of targeted pupils made demonstrable progress with reading fluency, phonics and recognition of common exception words School staffing was reorganised throughout year to support reading intervention programmes in Y1, 2, 3 and 4. Excellent progress data evident for reading fluency, leading to 90% of Junior children reading at an age expected fluency by the end of year (Autumn baseline 68%) Additional teacher supported SEND in Y4 throughout year, ensuring a fully tailored curriculum was taught to meet individual needs of pupils One-to-one tuition administered to 28 targeted pupils who had fallen behind previous academic standard during lockdown period. All targeted children made clear progress in closing attainment gap, with 77% of pupils able to recover data to ensure they were working at the same standard as pre-pandemic 				
Wider Strategies				
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 and Cost
To improve attendance of most vulnerable pupils	Targeted pupils have met attendance targets as set by Family and Learning Mentor. A better understanding of emotional needs of targeted pupils.	Academic standards are low due to persistent absence of identified pupils. Attendance needs to improve significantly before data can recover.	Monitoring of attendance Data analysis	SLT / Family Learning Mentor
To address mental health and emotional needs of most vulnerable pupils	Malachi will create lasting changes for the targeted children and their families, enabling them to see a better future, believe it is attainable and make it happen.	A specialist family support organization - Malachi trust - will work identified children and their families, offering therapeutic support.	Malachi have been bought in to work in school one day a week for the remainder for this and the following academic year supporting targeted children and their families.	£3000 (in existing school budget)
IMPACT				

Vulnerable children's attendance data monitored throughout year and continued specialist support from school and outside agencies ensured all children's attendance was maintained or improved from baseline attendance at the beginning of the academic year

Continued specialist support provided to most vulnerable children (Education Psychologists, Social & Emotional Mental Health Team and Malachi Trust) to provide tailored support to children and their families.