



Covid Catch Up Premium 2020-2021 Fishbourne Church of England Primary School

In June 2020 the government announced £1 billion of funding to support children and young people to catch up on missed learning caused by coronavirus (COVID19). This is especially important for the most vulnerable pupils and pupils from disadvantaged backgrounds who we know have been most affected. The funding equates to approximately £80 per pupil and arrives in school in three tranches.

Identified impact of Lockdown on Fishbourne Church of England Primary School:

On return to school in September 2020, a number of assessments were carried out in school using the NFER tests that would usually have been used at the end of the previous summer term. Gap analysis of these assessments facilitated discussion about areas of greatest need across the school community. The following observations were made:

*Some areas of the curriculum have been missed, leading to gaps in learning and interrupted sequencing, particularly so in mathematics and areas of the writing curriculum particularly in grammar.

*The analysis of needs across each cohort did not provide a significant trend that resulted in a suitable intervention for all children although performance on the grammar, punctuation and spelling paper in the NFER tests was lower than that of other areas.

Priorities:

*Planning for learning using ongoing AfL to prioritise the next steps of learning for children that will impact most significantly (supported by the NCETM ready to progress exemplification materials in mathematics and our own 'building blocks' in writing).

*The highest possible quality first teaching in the classroom, using AfL to ensure that learning is suitably personalised to meet the needs of all learners, addressing gaps as they are established including a key focus on modelled writing through professional development.

*Avoiding children coming out of the classroom for intervention work which would lead to further gaps and missing curriculum.

*We recognise that the teaching team working with the children are best placed to personalise learning highly effectively to meet the needs of the children in their class and be able to follow this up with children.

Rationale:

At Fishbourne Primary, intervention work is dynamic and responsive to the changing needs of the cohort. Teaching staff use AfL strategies to rapidly identify those children in need of additional support to grasp a key concept or to master their next step of learning. Teaching teams have autonomy to identify how best to use this time each week to benefit those children in need of catching up. This catch-up time may be organised differently each week and should include different groups of children as needed. A running record of those children in receipt of this additional support and for this additional, personalised learning to be clearly signposted in the children's books.

Chosen core approach:

A sports coach was appointed from South Coast Sports to teach the PE curriculum across the school; during the autumn term this was for one session (75 – 90 minute sessions) a week and between the 8th March and the end of the summer term, this was for two sessions a week. This enables the class teaching team, who best know the children, to identify gaps in learning in order to effectively target teaching, so that pupils are 'ready to progress' at the end of this year.

These personalised sessions are short-burst small group and 1:1 sessions with children to personalise teaching and learning.

The session time can be used in a variety of ways which may include:

- * 1:1 feedback and conferencing
- * Pre-teaching
- * Revisiting core concepts
- * Phonics
- * Spelling/mental maths interventions
- * Telephone consultations with parents to review learning and support from home
- * Social groups for turn taking and speech development

Autumn term 2020: £3,976.00

Spring term 2021: £2,997.00

Summer term 2021: £6,453.00

Autumn term 2021: £1,982.00 (06.09.21 – 30.09.21)

Cost of approach: £15,408.00

Monitoring:

At the beginning of the academic year, those children who had flagged up through NFER and teacher assessments as presenting with significant gaps in their learning and therefore not on track for end of year expectations were identified as in need of additional support in the classroom as part of our 'closing the gap' group. Closing the Gap meetings take place each half term during which time the progress these children is discussed and the use of this intervention time is reviewed in collaboration as a whole classroom team. Those children who were not being targeted to meet the end of year expectations have Individual Learning Plans and discussions about their provision are had in termly SENDCo meetings.

Additional expenditure:

The Remote Learning Plan was reviewed and refined in preparation for the autumn term 2020:

<https://www.fishbourneprimary.co.uk/attachments/download.asp?file=890&type=pdf>

An upgrade on the Seesaw package we had already introduced enabled the staff team to have a number of additional features that enhanced the remote learning provision. The cost of this upgrade was: £462.00 for the 20/21 Academic year and £930.00 for the 21/22 Academic year.

Impact of the Covid-19 Catch Up Premium

All staff reported that the use of the personalised learning time enabled them to better meet the needs of the children in their class, giving time to follow up personalised steps of learning and ensure all children were met at their point of learning. The strategy was interrupted mid-year with the second lockdown between January and April and therefore, on our return in the spring term, the approach was returned to.

Teaching staff used Afl strategies to rapidly identify those children in need of additional support to grasp a key concept or to master their next step of learning. Teaching teams had the autonomy to identify how best to use this time each week to benefit those children most in need of catching up. This catch-up time was organised flexibly each week and included different groups of children as needed. We kept a running record of those children in receipt of this additional support and for the additional, personalised learning to be clearly signposted in the children's books.

At the end of the summer term, the school identified children as being 'ready to progress', 'needing to revisit some key concepts' or 'needing to revisit many key concepts'. In Y1 this was a teacher assessment and in Y2 and KS2 previous end of year assessments were used to inform teacher assessments.

EYFS:

*Children in early years have performed well this academic year in both reading and mathematics, with writing being less well developed. However, this is commonly a trend seen in EYFS with children typically developing the writing later in the academic year which will have undoubtedly been impacted by the extended period of closure.

*There is a very significant difference between GLD between girls and boys with writing typically being the area that more boys did not meet in.

*Engagement with reading at school and at home has been very encouraging with parents supporting the emergent readers consistently well. There is a real sense of reading for pleasure as a result of their exposure to a breadth and depth of books.

*Curtis time was very well utilised in building relationships with parents through regular telephone consultations, particularly with those children who were not making the progress we would expect or for whom reading at home was not taking place regularly. This partnership working was powerful in building relationships with families and empowering them to support their children's learning at home.

*GLD in 2019: 77%

*GLD in 2021: 64%

Next steps:

-continuation of the hard work done on relationships between parents and school in continuing to foster a love of reading and working in partnership to support learning

-provision for boys to inspire writing opportunities

-writing needs to be an area of development for all children, with a focus on typical expectations in EYFS in Summer1/2 during the first half of the autumn term.

-Role of the Volunteer Army in supporting emerging readers and letter formation

KS1:

*Children in Y1/2 have been most impacted by the extended period of double closures over 2 consecutive academic years. Families found meeting the youngest children's needs especially challenging while also trying to work themselves and, as a result, we notice these children have 'fallen furthest behind' in terms of the picture painted by the data.

*In Year 2, the % of children scoring 100+ on the SATS test was significantly higher than the teacher assessments in reading, GPS and mathematics (although lower than 2019). In addition, the tests in Y2 were administered to the whole class rather than in small groups as has been done in previous years to make them more accessible to our children.

Next steps:

-Writing needs to continue to be a core focus:

Using the modelled writing strategies shared through CPD through HQFT.

Letter formation will be key for those children currently in Y1 with many children struggling with the cognitive load associated with holding the sentence in

their memory, forming their letters correctly, applying their phonic knowledge etc.

Simplifying steps of learning for the children to concentrate on the development of simple sentences (the bread and butter!).

-High levels of engagement with families to work in partnership to support in the consolidation of core learning.

-Role of the Volunteer Army in supporting emerging readers and letter formation

KS2:

*Based on those children scoring 100+ on standardised tests, the targets that had been set in September 2020 were in many areas exceeded with the exception of in Y6. However, in ALL year groups, there was a significant increase in standardised scores between Summer 2020 and Summer 2021.

*The children performed well on the standardised tests, particularly in reading consistently across all year groups.

*Children in Y4/5 performed very well on the grammar paper, showing a marked improvement on previous years.

*Children in Y3 performed extremely well on the maths paper, excelling in the arithmetic which had been a focus.

*Teacher assessments for writing were lower across all year groups.

Next steps:

-Writing needs to continue to be a core focus across KS2 with many opportunities for extended writing built in to build stamina and confidence. The 'pedagogy statement and sequence for teaching writing' must be implemented across all year groups.

-Improvements in teaching/learning of grammar need to be maintained.

Disadvantaged children:

-The progress of disadvantaged children continues to be monitored closely in half termly Closing the Gap meetings.

-All disadvantaged children benefit from the personalised provision during Curtis Time and receive targeted support through a range of different interventions.

Next steps:

-Pupil voice – ensuring that the voices of our most disadvantaged learners are heard and encouraged in the classroom).

-Small group modelled writing and one to one conferencing to continue as a focus into 21/22 academic year.

-Prioritising this groups needs during Curtis Time moving into next academic year and funded through the Pupil Premium Grant.