



Aiskew, Leeming Bar
Church of England Primary School

*Rooted in love and growing together
to become lifelong learners*

COVID-19 catch-up premium report

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	39	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£2960		

STRATEGY STATEMENT

The decisions made on how to allocate this money has come from discussions with class teachers based upon their on going, formative assessment from day to day learning, their knowledge of content covered during lockdown and the take up of remote learning during this time for groups of pupils.

Due to only having a small staff, we are unable to support all year groups at once therefore have prioritised EYFS, Y2 and Y6 due to statutory assessments and end of key stage expectations for these groups. Whenever possible, the intervention will take place outside of the school's working day. School strongly believes that children who need to catch up, should not be missing quality first teaching, taking a child out of a lesson to do an intervention is counter-productive; this is why we are running interventions outside of the school day. By prioritising Y2 and Y6, it ensures that 37% of the school have access to catch up lessons early in the year in addition to the quality first teaching they have throughout the school day. We have also prioritised EYFS due to a number of them having speech and language needs. The implementation of the NELI programme will take place within the school day. This also accounts for 21% of our pupils. We will then target individual pupils across Key Stage 2 to ensure they catch up rapidly in maths where gaps in learning are apparent. This too will take place during the school day.

NELI project: EYFS – participation in the NELI project to support aims to develop children's vocabulary, listening and narrative skills as well as developing phonological awareness and early letter-sound knowledge in order to ensure they make rapid progress within this area of learning. According to school's baseline, Literacy shows 6/8 children will need to make better than typical progress in order to attain ELGs and in Communication and Language (C&L) 5/8 pupils need to make better than typical progress in order to attain ELGs.

Maths – Y2 early morning interventions: to secure knowledge of key maths facts and to master fundamental addition and subtraction concepts in order to attain age related expectations by summer 21. Y6 early morning interventions: to secure knowledge of all arithmetic skills required for end of Y6 so that all pupils will score a minimum of 30/40 in the arithmetic test with a majority of pupils attaining 35+ on this test. Across Key Stage 2 – children will have the opportunity to work 1:1 or in pairs/a small group with the class teacher to unpick misconceptions using the 'Ready to Progress materials' from NCETM and/or other material from White Rose Maths/NCETM.

Reading – Y6 after school intervention to ensure they have the appropriate skills to answer a wide range of question types. 80% of cohort to attain age related expectations by the end of the year with 20% attaining the higher standard; this will mean children have made better than expected progress.

The overall aims of the catch-up premium strategy:

- To raise the attainment of all pupils to close the gap created by COVID-19 school closures, particularly in maths, reading and early language development.

Barriers to learning

- › On entry data in EYFS suggests that children need to make better than expected progress in order to attain Early Learning Goals in Communication and Language and in Literacy.
- › Y2 pupils have missed essential learning in Y1 around number and calculations and need additional support to master these in order to attain the expected level at end of KS1.
- › Y6 pupils have missed essential learning in Y5 regarding arithmetic skills so need additional support to master these in order to attain the expected level at end of KS2.
- › A number of pupils have gaps in learning in maths due to learning missed. In order for all children to attain expected, they need additional support to catch up.
- › Y6 pupils have not had the opportunity to practise and master a wide range of comprehension skills. They need additional support to develop these skills in order for 80% to attain the expected standard at end of KS2 with 20% able to attain the higher level.

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Low communication skills and literacy skills will impact negatively on the whole EYFS curriculum.
B	Maths fluency gaps – children will not be able to access reasoning and problem solving questions if they are not secure with fluency skills. If children still have gaps/misconceptions in any area of maths taught, the gap will continue to widen the next time they revisit the topic.
C	Low comprehension skills impacts on pupils' understanding throughout the curriculum.

ADDITIONAL BARRIERS	
External barriers:	
D	Children do not have appropriate electronic devices at home to use for homework or to be able to access the learning platforms school buy into to support further learning at home.
E	A number of children come to school without having breakfast and therefore struggle to concentrate on learning.

Planned expenditure for current academic year

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?
NELI programme followed with fidelity for EYFS pupils from Jan 21	All children make better than expected progress from their baseline in Communication and Language and Literacy in order to attain ELGs in these 2 areas.	This has been recommended as a recognised catch up programme. Our baseline data and the number of pupils who have speech and language support informed the choice of this intervention.	Staff have the time to carry out this intervention during the school day. Through observations, it will be checked that the intervention is carried out with fidelity. Assessments in these two prime areas will demonstrate accelerated progress.	AW	Data collected Dec 20 will be compared with data collected Feb 21 and March 21 £200 for TA training time.

<p>Arithmetic intervention Y6</p>	<p>To secure knowledge of all arithmetic skills required for end of Y6 so that all pupils will score a minimum of 30/40 in the arithmetic test with a majority of pupils attaining 35+ on this test. Children will increase their marks on the reasoning papers from the Nov assessment by at least 5 on each paper due to being more accurate with their arithmetic skills.</p>	<p>Children have missed key learning in year 5 around these arithmetic skills and therefore need to fill these gaps quickly so that new learning in Y6 can take place. Children need to be secure with the mechanics of arithmetic in order to confidently and accurately answer reasoning questions.</p>	<p>The planning is completed between the teacher and the TA although the TA is delivering it. She is used to working with this group of children and liaises regularly with the class teacher about progress/next steps. Pop-ins by the HT happen regularly whilst this is being delivered.</p>	<p>BS</p>	<p>After each fortnight, progress is discussed and future skills planned for. Children were assessed Nov 20 and will be assessed again Feb 21.</p> <p>£330 for TA overtime to deliver this.</p>
<p>Number facts and addition and subtraction skills Y2</p>	<p>To secure knowledge of key number facts and be confident with using addition and subtraction methods. All children attending this intervention will attain the expected standard by Summer 21.</p>	<p>Children have missed key learning in year 1 around these facts and skills and therefore need to fill these gaps quickly so that new learning in Y2 can take place.</p>	<p>The planning is completed between the teacher and the TA although the TA is delivering it. She is used to working with this group of children and liaises regularly with the class teacher about progress/next steps.</p>	<p>AW</p>	<p>Children are being assessed weekly. Children were assessed Nov 20 and will be assessed again Feb 21 in a formal assessment.</p> <p>£330 for TA overtime to deliver this.</p>

<p>Maths intervention 'Ready to progress'/additional time spent one to one or in pairs for KS2 with the class teacher for additional 'catch up' sessions before the next group of lessons.</p>	<p>To ensure children's misconceptions are corrected in a timely manner. When children are assessed at the end of a maths unit, they will get at least 70%. Children's overall score in end of term tests will improve by 3 scale scores.</p>	<p>Children have missed learning in the previous year and as a result have not fully grasped concepts when they have been revisited due to gaps in learning. The Ready to Progress tool has been recommended as best practice in supporting children's misconceptions.</p>	<p>The class teacher uses the previous week's learning to identify misconceptions and then uses Ready to progress materials or other materials from White Rose Maths/NCETM to swiftly address these. Children's books show that these misconceptions have been addressed.</p>	<p>JH</p>	<p>Children are regularly assessed on the learning that has taken place in end of unit tests. Children were assessed Nov 20 and will be assessed again Feb 21. £1700</p>
<p>Y6 reading comprehension intervention.</p>	<p>To ensure pupils are confident applying a wide range of comprehension skills. For 80% to attain the expected standard at end of KS2 and 20% being able to attain the higher level.</p>	<p>Children have missed time in school working with a wide range of texts and having different reading skills modelled and time to practise these. CGP materials will be used as they have had a positive impact on previous cohorts.</p>	<p>TA is used to working with this group of children for reading. HT will do regular pop-ins whilst this intervention is taking place.</p>	<p>BS</p>	<p>£400</p>
<p>Total budgeted cost:</p>					<p>£2960</p>

ADDITIONAL INFORMATION

We have used NFER and previous SAT tests to assess children in November 20 and will use the same to measure progress in February 21.

NELI programme has been chosen because of its recommendations as a catch up programme.

The 'Ready to Progress' materials are being used for specific catch up following advice from the Maths Mastery lead in addition to the class teacher having additional time outside of his normal teaching hours to work one to one/in pairs with pupils in order to ensure misconceptions are swiftly dealt with and gaps in learning filled in a timely manner.

Staff have been consulted on the needs of their class once children settled back into school and these interventions were then devised around this information.