

COVID-19 catch-up premium report



COVID-19 catch-up premium spending September 2020 – July 2021: summary

SUMMARY INFORMATION			
Total number of pupils:	440	Amount of catch-up premium received:	£35, 040
Total catch-up premium budget spent within 2020-2021:	£35, 040		

St. John's CEP School Covid-19 catch-up priorities

- **EYFS**

Social skills (children less able to play in groups, initiate conversations to start play, lack skills to continue play without adult support).

Independence skills (lack problem solving skills and less able to think independently, children not 'school ready' – unable to take off/put on own coats, select resources and complete instructions).

Fine Motor Control (poor basic cutting skills, inability to hold pencil or demonstrate very poor grip, inability to write own name and form basic letters and digits – underdeveloped handwriting).

Basic phonics (unable to recognise phase 2 and 3 phonemes and numbers up to 20).

Maths (inability to recognise phase 2 and 3 phonemes and numbers up to 20).

Anxiety and well-being concerns (issues have been noted in a small group of children).

• **Year 1**

Reading ability (phonic phase knowledge shows low scores across phase 2 and 3, children reading lower level book bands than normally expected, not all children could name the letters of the alphabet).

Phonics (low scores for reading phase 2, 3 and 4 tricky words).

Writing (low scores for spelling phase 2, 3 and 4 tricky words, lower than usual levels of handwriting proficiency - size, formation and orientation of letters and numbers are all behind normal expectations).

Maths (not all of the children could recognise numerals 0-20 and match numeral to quantity, children are less competent at counting forwards and back from random numbers up to 20, children are less competent at adding and subtracting single digit numbers, children are less competent at doubling and halving numbers to 10).

Anxiety and well-being concerns (issues have been noted in a small group of children).

• **Year 2**

Reading (children reading lower level book bands than normally expected, assessments show low scores for Year One and Year Two Common Exception word reading).

Writing (low scores/ability for writing and spelling Year One and Year Two Common Exception words, lower than usual levels of handwriting proficiency. Size, formation and orientation all behind normal expectations).

Maths (children are less competent at solving simple one step problems that involve addition and subtraction).

Anxiety and well-being concerns (issues have been noted in a small group of children).

• **Year 3**

Reading (children entering KS2 at a lower book band/ability level than usual, children less fluent and struggled with stamina).

Phonics (Children did not complete the phonics curriculum from Year 2).

Writing (SPAG -children struggled to remember basic terminology and meanings, children struggled with pencil control and stamina needed to write at any length, children slow to settle to task and complete headings/margins).

Maths (Children struggled with key areas such as fractions, division and applying their knowledge to word problems, mental arithmetic e.g. speed number bonds, addition and subtraction of 10 – bridging 100s).

Anxiety and well-being concerns (children's focus is shorter and they seem more tired. Individual children showing signs of stress after lockdown).

• **Year 4**

Reading (children at a lower book ability level than usual, children less fluent and struggled with stamina).

Writing (SPAG -children struggled to remember basic terminology and meanings, children slower to settle to task, struggled with stamina needed to write at any length, vocabulary is more limited and less adventurous).

Maths (Children struggled with key areas such as fractions, division and applying their knowledge to word problems, mental arithmetic e.g. speed number bonds, addition and subtraction, not all children had not retained the times tables learnt in Year).

Anxiety and well-being concerns (children's focus is shorter and they seem more tired. Individual children showing signs of stress after lockdown).

• **Year 5**

Reading (significant number of children below expected levels)

Writing (assessments show low spelling scores and lower understanding of structure and composition in sentence construction)

Maths (children are less competent within their fluency understanding of the 4 rules and formal written methods, at solving reasoning questions which are often multi-step)

Anxiety and well-being concerns (children's focus is shorter and they seem more tired. Individual children showing signs of stress after lockdown).

• **Year 6**

Reading (significant number of children below expected levels)

Writing (assessments show low spelling scores and lower understanding of structure and composition in sentence construction)

Maths (children are less competent within their fluency understanding of the 4 rules and formal written methods, at solving reasoning questions which are often multi-step)

Anxiety and well-being concerns (issues have been noted in a small group of children)

The core approaches you're implementing and how these will contribute to helping pupils catch up missed learning

EYFS

Social intervention groups implemented

Greater emphasis on independence and 'choosing own challenges' introduced in Child Initiated Time.

Fine motor activities are provided for the children when they first come into the classroom in the morning

Handwriting/clever finger interventions delivered every day

Leuven Scales carried out to assess need and monitor progress

A feelings board used in the classroom to allow children to express their feelings when needed

Additional circle time added to the EYFS timetable to help develop resilience in the children and allow them a space to talk

READING

KS1 (years 1-2)

10 mins daily 1:1 reading with an adult for key pupils

Intervention groups to practice the letter names

Phonics intervention groups to revise Phase 1 and 2 skills and sounds

15 mins Tricky word intervention groups implemented

Daily 1:1 5 mins phonic dash intervention implemented.

Thrice weekly 30 mins dedicated phonic sessions (3 different ability levels)

KS1 (Year 2 only)

20 mins weekly Common Exception Words Intervention

(KS2 years 3-6)

10 mins daily 1:1 reading with an adult for key pupils

Group reading with an adult through daily reading skills session.

Special focus and encouragement/engagement with parents for these children to read at home.

WRITING**KS1 (years 1-2)**

Additional weekly handwriting intervention to daily class sessions

LKS2 (years 3-4)

Phonics groups interventions and increased level of phonics teaching

Children supported through writing frames

Practice speed writing

Handwriting and presentation focus

KS2 (years 3-6)

Children to use IDL software.

Daily support with weekly spellings.

Weekly spelling intervention.

Encourage use of dictionaries and thesauri in all learning.

Use of wobble words and reinforcement through repetition.

Weekly intervention looking at sentence structure, simple, compound and complex sentences.

Support within daily writing tasks, encouraging and emphasising the importance of oral rehearsal in the creation of sentences with good sense and coherence.

Time dedicated to directed SPaG exercises every day.

MATHS**KS1 (Years 1-2)**

Additional 15 mins weekly intervention (recognition of numbers 0-20 initially)

Additional 15 mins weekly intervention (count on and back from any number 0-20 initially)

Additional 15 mins weekly intervention (less competent at adding and subtracting single digit numbers)

Additional 15 mins weekly intervention (doubling and halving numbers to 10 initially)

Targeted support in class for specific children

KS2 (years 3-6)

Increase teaching of mental fluency in maths across the curriculum – daily fluent in five.

Weekly maths intervention to support understanding of fluency.

'Quick maths' within class lesson to address misconceptions or gaps.

Increase children's exposure to reasoning/problem solving questions.

Teach children to use their comprehension skills to unpick the maths within reasoning questions.

WELL-BEING**KS2**

Daily well-being check in place for children to use and adults to respond to.

Thoughts and feelings box.

Staff intuitively understand the children and know when they come in how they are. Issues are addressed by all staff as they arise.

Daily Mile.

Class worship

KS1 & EYFS (as above plus)

'Time to Talk' - these children monitored by dedicated TA's and regular and close contact with the parents as required

Extended drop off and pick up times allows classroom staff extra time to talk to children as they come into and leave school.

Mood boards, additional circle time and use of Leuven Scales

The overall aims of your catch-up premium strategy

- To reduce the attainment gap between your disadvantaged pupils and their peers (increased by Covid-19 pandemic and closure of schools March 2020 – July 2020)
- To raise the attainment of all pupils to close the gap created by COVID-19 school closures (March 2020 – July 2020)
- To gain accurate summative data for each child in Reading, Writing and Maths by the end of Term 6 2021
- To look after and support children's well-being impacted by the Covid-19 pandemic

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers: (issues addressed in school such as low levels of literacy/maths)

A	Attendance - Key year groups did not attend school from March 2020 – end Term 6 July 2020 (Years 2, 3, 4 & 5). Of the EYFS, Year 1 and Year 6 children permitted to return from July (beginning of Term 5) not all returned due to parental choice.
B	End of Year (2019-2020 Term 6) data for Reading, Writing and Maths not available for children as in normal years and children are expected to be not as far advanced as they normally would be
C	Guidance from experts report that seemingly from their research the ‘younger the children the greater the impact on their development’

ADDITIONAL BARRIERS

External barriers: (issues which require action outside school such as home learning environment and low attendance)

D	Attendance - Children and staff as of September Term 1 2020 are still required to isolate if found to be a contact of a positive case
E	Potential class or year group closure due positive cases in school
F	Children who were or are required to learn from home had/will have very different experiences due to the level of support parents were/are able to provide.

Actual expenditure and focus for the academic year 2020-2021

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?	Cost
Create, action and review a Covid-19 catch up plan for each Year group.	Phase leaders to have clearly identified covid-19 priorities in their phase – create a plan to respond. Use of Quality First Teaching expectations checklist based on Rosenshine's educational theory to focus assess quality of T&L. Ensure consistency across parallel classes (quality of T&L, books, displays, and number of interventions, use of adult support, attainment and progress). Highly motivated team members who understand their priorities for T & L directly linked to desired outcome and progress targets. High expectations evident through pupil's responses to learning tasks. SLT and staff meetings which focus on aspects of 'best practice' and improving outcomes for pupils. Support staff provide interventions across and beyond 'home' phase.	<p>Term 1 baseline assessment of key skills for each Year group to assess gaps and key areas for T&L.</p> <p>Combine professional knowledge with robust evidence about approaches that are known to be effective. Referred to:</p> <ul style="list-style-type: none"> • DfE's catch-up premium guidance • EEF's COVID-19 support guide for schools 	<p>To ensure a planned taught response to these priorities within class lessons and through additional interventions – action the plan.</p> <p>Monitor the progress for these priorities through data tracking, lesson study/obs, book looks and learning walks – assess progress and continue, change adapt as required termly</p>	HT DHT Phase Leaders	<p>Covid Catch up plan review each term.</p> <p>Pupil Progress meetings (terms 3, 5 and 6).</p> <p>Summative assessments for R,W & M in Terms 2,4&6)</p>	

Resourcing						
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?	Cost
Library	Conversion of the library into a small group intervention space	To enable small group and 1:1 teaching by qualified teachers, HLTA's and TA's (EEF recommends 1:1 and small group tuition)	Well resourced - Clever touch screens, 16 iPads, tables, chairs	HT, DHT and KS2 Phase leaders	Termly (end of year data)	£5,086
R&R	Conversion of multiple intervention space into a Year 1 Classroom	As above – Year 1 split into 3 groups in Term 5 (AT EYFS level, cusping Year 1 and those at Year 1 curriculum level)	Well resourced - Phonics resources & phonics readers	DHT and KS1 Phase team	End of Term 5 (end of year data)	£640
Cost of additional educational resources:						£5,726
Targeted Support						
Action	INTERVENTION - Intended outcome and success criteria	What's the evidence/ rationale for this choice?	IMPACT - How will you make sure it's implemented well? (Success level at end of intervention)	Staff lead	When will you review this?	Cost
TERM 2 Small Group interventions Year 1	Lego Therapy - children can listen and follow instructions and take turns.	Inability to listen, follow instructions and take turns independently.	66.6% of children can now listen and follow instructions and take turns within Lego Therapy sessions and have applied this to classroom work within groups.	Class teacher, phase leader and Intervention Teacher.	Termly	

	Mathletics - read, write and order numbers to 20.	Inability to read, write and order numbers to 20	75% can read, write and order numbers to 20.			
	Guided Reading - use picture clues and context of sentences as well as first set of 'tricky words' to read	Inability to use picture clues, sentence context and read 1 st set of tricky words to read an unfamiliar text.	100% can use picture clues and context of sentences as well as first set of 'tricky words' to read an unfamiliar text.			
	Phonics - read and write Phase 2 phonics in and out of words	Unable to read and write Phase 2 phonics in and out of words	100% can read and write Phase 2 phonics in and out of words.			£2080
Action	INTERVENTION - Intended outcome and success criteria	What's the evidence/ rationale for this choice?	IMPACT - How will you make sure it's implemented well? (Success level at end of intervention)	Staff lead	When will you review this?	Cost
TERM 3&4 (during lockdown) Small Group interventions Year 1	Online support at home for families. Extra help for families who struggled during home learning.	Individuals who were very behind and had struggled in school/parents were struggling to support remote home learning	71% engaged during Zoom sessions and interacted on Seesaw to ask advice and attempt activities.	Class teacher, phase leader and Intervention Teacher.	Termly	
	Maths - Numbers and the number system through play.	Focus on those who struggled with place value, counting forward and back to 20 and finding 1 more and 1 less	71% engaged by providing videos and examples of place value, including 1 more and 1 less.			

	Reading for enjoyment as well as decoding.	Focus on those who showed little independent interest in books and reading	71 % joined in with World Book Day, making a reading den and sharing books.			
	Phonics , Phase 3	Unable to read and write Phase 3 phonics in and out of words	71% used first 3 sets of Phase 3 sounds to read words and within their writing.			
	Maths – numbers and the number system	Focus on reading and writing numbers to 100 and understanding place value	83% Reading and writing numbers to 100 and understanding place value using Dienes and arrow cards.			£2080
Action	INTERVENTION - Intended outcome and success criteria	What's the evidence/ rationale for this choice?	IMPACT - How will you make sure it's implemented well? (Success level at end of intervention)	Staff lead	When will you review this?	Cost
TERM 5 Small Group interventions Year 1	Well-being - worked within Year 1 (year group split into 3 classes each morning)	To ensure the children's emotional well-being – confidence within the classroom based on their developmental level	100% children happy and engaged within the classroom.	Class teacher, phase leader and Intervention Teacher.	Termly	
	Maths - worked within Year 1 (year group split into 3 classes each morning)	To ensure the children can write and complete a maths task independently based on their developmental level	78% children working independently to create a readable sentence and engage with a level-appropriate piece of maths.	Class teacher, phase leader and Intervention Teacher.	Termly	£1560

Action	INTERVENTION - Intended outcome and success criteria	What's the evidence/ rationale for this choice?	IMPACT - How will you make sure it's implemented well? (Success level at end of intervention)	Staff lead	When will you review this?	Cost
TERM 6 Small Group interventions Year 1	Researching, liaising with EYFS and SLT to ensure an appropriate transition for Reception year 2020-21 into Year 1.	The need to provide ' <i>continuous provision</i> ' for at least the first 2 terms in Year 1	SLT are fully informed and 'onboard' with the changes to Year One. Year One team for September 2021 fully briefed and ready for the new procedures and expectations of learning in Year One. 95% of Year One intake 2021 are engaged with their learning and found the transition, into Year 1, smooth.	Year 1 & R teachers – phase leaders of Year R and KS1 as well as DHT and HT	Within Tem 5	£1560
	Maths – subtraction and time	Focus on subtraction skills to 20 and o' clock and half past times	100% using a linear number line to add and subtract numbers to 20. 75% tell o'clock and half past on an analogue clock.	Class teacher, phase leader and Intervention Teacher.	Termly	
	Guided Reading	Need to improve ability of the lowest level readers.	100% reading unfamiliar 'red level' books using phonics, sight vocab, picture and contextual clues. 100% reading familiar 'red level' books with fluency and expression.			

Action	INTERVENTION - Intended outcome and success criteria	What's the evidence/ rationale for this choice?	IMPACT - How will you make sure it's implemented well? (Success level at end of intervention)	Staff lead	When will you review this?	Cost		
TERM 3 - 6 1:1 and small group interventions Year 4	1:1 daily Reading	Improve reading ability (enjoyment, understanding, fluency, word recognition)	100% improvement - more fluent reading and word recognition. Much more confident reading in front of the class/others. Improved intonation, comprehension and climb in book band levels	Class teacher, phase leader and Intervention Teacher.	Termly	£3360		
TERM 4 - 6 small group interventions Year 4	Reading comprehension (small group 1)	Improve reading comprehension skills.	Ability to answer written comprehension questions improved. 100% of children's NFER assessment scores increased					
	Maths Group		55% achieved 3 or more points increase in NFER scores. (82% improved or maintained their scores)					
Writing Group	Improve children's SPAG correct use and understanding of terminology and sentence structure.	77% achieved a higher score on the SPAG NFER, improving their SPAG terminology and sentence structure.			£3600			

TERM 5 - 6 small group interventions Year 4	Reading comprehension (small group 2)	Improve reading comprehension skills.	All children engaging more effectively with text – able to retrieve information using key vocab. 66% using text evidence to infer.			£840
TERM 6 small group interventions Year 4	Building Reading Stamina (BRS) (small group) & Precision Spelling	Improve reading comprehension skills.	Improved fluency and confidence when reading. Improved NFER scores. One level book band increase. Greater confidence in spelling words with specific prefixes and suffixes. Common/high frequency words spelt correctly more often in free writing frequencies			£800
					Cost of interventions:	£15, 880
					Cost of educational resources:	£5,726
					Cost of Covid Premium employed staff absence and use to cover staff isolation and illness (terms 2-6). This will be carried into the next year and spent on further interventions :	£13,434
					Total Covid-Catch up spend:	£35,040

ADDITIONAL INFORMATION

- Essex Target Tracker used to track Attainment and progress data
- Evidence from the EEF [families of schools database](https://v2.educationendowmentfoundation.org.uk/tools/families-of-schools-database/maidstone-st-john-s-church-of-england-primary-school-me14-5tz/) <https://v2.educationendowmentfoundation.org.uk/tools/families-of-schools-database/maidstone-st-john-s-church-of-england-primary-school-me14-5tz/>

