

COVID-19 catch-up premium report – Reviewed 24/06/21

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION

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| Total number of pupils: | 171 (172 pupils on roll now excl. nursery) | Amount of catch-up premium received per pupil: | £80 |
| Total catch-up premium budget: | £13,680 | | |

STRATEGY STATEMENT

We are committed to providing the highest quality education for all our children regardless of background or barriers to learning. Our proportion of disadvantaged pupils across the school (68%) of all pupils is relatively high compared with the national average 15.8%. The following strategy aims will contribute to helping pupils catch up and reduce the attainment gap between disadvantaged pupils and their peers. It will also raise the attainment of all pupils to close the gap created by Covid 19. Families at Parklands Community Primary found engagement in home learning during the partial school closures, from March to July, difficult, and we know children will require a strong focus on early reading and mathematical number skills to support pupils in their 'catch-up'.

Our school's catch-up priorities include reading, writing and maths and will use the following strategies to be able to do so.

- Teaching will focus on working through well sequenced and purposeful learning schemes including Read to Write, Read Write Inc and the newly subscribed to – Power Maths.
- Teachers will focus their teaching on consolidating core skills which will enable progress. These will include spelling, times tables, number facts, phonics and reading skills relevant to age.
- Additional lesson time on core teaching will be used to cover missed learning throughout the year but particularly in the autumn and spring term. Timetables will be flexible to support this. In order to support our broad and balanced curriculum which we want to continue, foundation subjects will be blocked across the year and some taught in one day rather than weekly lessons in the autumn and spring term.
- Phonics and early reading will be prioritised in EYFS and KS1, as well as those in KS2 who requires it. This is always a focus for our school and will continue to be so in order to develop children's reading ability and vocabulary.
- A 'Spelling Recovery Curriculum' will be created for children from Year 2 to Year 6 which will identify gaps and plan to address these.
- Training in maths and English from subject specialists will be delivered to all teaching staff throughout the year to develop quality first teaching and raise standards.
- Assessment will be prioritised in the autumn term and beyond for teachers to identify major gaps in learning and adapt teaching accordingly. Pupil progress meetings between SLT and teachers will support the monitoring and accuracy of assessment to support this. Summative and formative assessments will be used.
- Time will be spent on pupil's mental health, well-being and social skills development. This will be a focus throughout all catch-up strategies and the SENCo and Learning Mentors will support this. We will also utilise external agency support.

Barriers to learning

| BARRIERS TO FUTURE ATTAINMENT | |
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| Academic barriers: | |
| A | Pupil mental health may be a barrier and teaching staff will need to develop a greater understanding of pupil well-being to be able to support children who may have been affected by the school closure. All staff will need to support children in developing greater resilience and confidence as they may struggle to settle back into school and class routines due to the lack of structure over recent months. |
| B | Pupils level of literacy and maths will be low due to the number of months away from formal, classroom education. Some pupils will have had had limited reading materials during the summer term therefore reading ages are likely to be lower than expected as will their knowledge of number Prioritising these areas will be essential in securing starting points and building on these quickly. |
| C | Accurate baseline assessments will need to be captured for all year groups. Ascertaining the right time for these will be necessary as pupils will need supporting back into school routines and engaging in lessons before accurate data can be collected. |

| ADDITIONAL BARRIERS | |
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| External barriers: | |
| D | Home learning in March 2019 – July 2019 was limited due to the platform used. Developing an improved strategy for home learning will be important for expected ‘bubble closures’ and in the event of a future school closure. Improving access to learning at home for all pupils will need to be a priority. |
| E | Attendance will need to be monitored closely and where necessary support and advice from the EWO will be utilised. |
| F | |

Planned expenditure for current academic year

| Action | Intended outcome and success criteria | How will you make sure it's implemented well? | Staff lead | When will you review this? | Impact |
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| <p>All staff to receive ongoing CPD in relation to maths and English to deliver quality first teaching in the classroom.</p> <p>-Shared reading training</p> <p>-RWI</p> <p>-Grammar training</p> <p>- Literacy company</p> <p>-Moderation with Literacy company</p> <p>-Power Maths</p> | <ul style="list-style-type: none"> • All staff are confident with teaching PM scheme • Staff understand expectations in Reading/Writing lessons • Raise standard English expectation across the school • Consistency in teaching across the school • Raise pupil attainment and accelerate progress for all pupils • Reading and maths across the school are prioritised • Prioritise the daily teaching and | <ul style="list-style-type: none"> • Staff discussion • Peer planning • SLT monitoring | LH | Ongoing throughout the year | <ul style="list-style-type: none"> • All pupils in KS2 access power maths • Vast majority of pupils in Y2 using Power Maths scheme • Shared read embedded across years 4/5/6 in autumn term • In-house maths training delivered to 100% teaching staff – autumn 1 • Extended write training delivered to 100% of KS2 staff in autumn 1 • Reading training delivered to 100% of teaching staff – Jan 4th • 100% KS2 classes teaching shared reading, minimum 3x per week. • 67% of Y2 pupils now accessing shared reading 4x per week, (remaining pupils are still accessing phonics) • 2 pupils from Y1 accessing shared reading –summer 2 • Teaching strategies evident in books • See English and Maths book monitoring • Deep dive in reading has taken place Jan 21 • See RWI attainment/progress matrix |

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| <p>Buy Maths resources to support the fidelity of the scheme. -Concrete resources Online versions of the scheme £1314.32 £960 £160.99</p> | <ul style="list-style-type: none"> • Reduce teacher workload • Support consistency in the teaching of power maths across the school • Raise pupil attainment and accelerate progress • Increase fidelity to the scheme • Provide resources essential for teachers to teach the scheme effectively | <ul style="list-style-type: none"> • Learning walks • Staff/pupil voice • Monitoring lessons/books | LH/ SC | Ongoing | <ul style="list-style-type: none"> • Monitoring shows engagement to the scheme – see monitoring documents • Learning walks have identified where resources have been used and addressed by the subject lead • Further training planned in spring to support Tas in their use of resources • Effective and high use of resources in EYFS and ks1 • Resources are being increasingly used by teaching staff across KS2 |
| <p>Source CPG books to support Y6 SATs practice catch up £594.00</p> | <ul style="list-style-type: none"> • Flexibility in timetable to increase the consolidation of skills in reading, grammar and maths. • All pupils making accelerated progress • Increase attainment in reading and maths • Reduce teacher workload – packs ready to use by all staff • Increase Y6 team knowledge of SATs expectations | <ul style="list-style-type: none"> • Y6 team discussions | LH/NT | Dec June | <ul style="list-style-type: none"> • 100% (20) 91% - 20/23 (3 non attending pupils) Y6 pupils engaged in SATs practice • Books supported revision of maths – reasoning and arithmetic, SPAG and reading • 100% of Y6 team (2 TAs/2 teachers) – accessed SATs booklets to prepare sessions and ensure knowledge of expectations |

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| <p>Source books to ensure classrooms have a wide variety of authors/texts appropriate for age range, ability/reading range £808.66</p> <p>Additional accelerated reader licenses £50</p> | <ul style="list-style-type: none"> • Develop reading libraries in all classrooms • Increase the variation in books provided for reading • Engage reluctant readers through a wider variety of books • Support reading progress | <ul style="list-style-type: none"> • Pupil voice • Environment walk to see reading areas | <p>KC / LH / VP</p> | <p>Dec June</p> | <ul style="list-style-type: none"> • 100% of pupils in KS2 have access to accelerated reader texts • Increased variation of books all pupils in KS2 have access to <p>Summer</p> <ul style="list-style-type: none"> • Additional 20 licences for Accelerated Reader to ensure Y2 pupils accessing shared read can access the resource in the summer term, 67% of Y2 pupils accessing shared read in Y2 are now using AR. Cross section of books from appropriate reading ranges now transferred into classrooms. • Class libraries in KS2 used by all pupils |
| <p>Tuition Weekly tuition delivered by teachers and experienced teaching assistants to target reading, grammar and maths skills for students with identified needs from teacher assessments in years 2 to 6. £874.28</p> | <ul style="list-style-type: none"> • Accelerate progress from starting points in reading and maths • Provide additional time to fill gaps beyond the school day • Prioritise those pupils most in need | <ul style="list-style-type: none"> • Monitor pupil attendance. • Support planning of tuition activities • Buy CPG books to support | <p>LH</p> | <p>Dec 20</p> | <p>Four weeks in autumn 2:</p> <ul style="list-style-type: none"> • yr 2 - 2 x 30 minutes (1 teacher + 1TA) phonics, • y3 - 1x1hour (1 teacher + 1TA) phonics and maths, • y4 & 5 - 1 x 1 hour (1 teacher + 1TA), • Y6 - 2 x 1 hour grammar, reading and maths (two teachers and 1 HLTA) • Opportunity for teachers to plug gaps • Yr 6: 83% attended, 2 non attenders (travellers), 1 pupil high level of disengagement-SEN needs, 1 pupil – accessing support from Mental Health services • Yr5: 61% of pupils - 14/23 targeted for tuition based on maths and grammar • Yr4: 10/24 pupils targeted for reading and maths support 42% accessed tuition • Yr3: 13/26 50% of the pupils targeted for reading, phonics and maths • Yr2: 18/25 72% accessed 30 mins of additional phonics 9group 1-2:7, group 2-2:11) |

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| <p>CPG books to support tuition £65.90</p> | <ul style="list-style-type: none"> • Reduce teacher workload • Create consistent expectations for tuition sessions in KS2 • Prioritise outcomes in reading and maths | <p>Monitor use of books during tuition sessions</p> | <p>LH</p> | <p>Dec</p> | <ul style="list-style-type: none"> • All teachers used the books in KS2 to support tuition. • Age-appropriate activities and questions given • Supported teacher workload for all ks2 teachers |
| <p>Buying of CPG books and exercise books to support Remote Learning £558.00</p> | <ul style="list-style-type: none"> • All pupils to have a good home learning offer in the event of minimal technology • All pupils to have the opportunity to access their learning at home with the resources to do so • Parents to feel supported by school | <p>Monitor home learning engagement Parental voice / questionnaire</p> | <p>LH</p> | <p>When needed</p> | <ul style="list-style-type: none"> • 100% of pupils in y2-6 provided with CPG books in English – Reading and Maths to support home learning. • Blank exercise book provided to 100% pupils in school • EYFS/Y1 provided packs of learning appropriate to the age and needs eg craft resources • Phonics resources supplemented for EYFS, Y1 and Y2 |

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| <p>Phonics</p> <p>Additional staffing – to ensure phonics lead provides 1:1 phonics interventions-summer 2</p> <p>£4000</p> <p>Source Phonics resources to support the teaching of RWI</p> <p>£159.20</p> | <ul style="list-style-type: none"> • Phonics resources are well stocked and ready to be used by staff • All staff have the resources needed to teach their phonics daily • Additional 1:1 tuition and small group tuition can happen daily • Staff are able to deliver the scheme effectively and ensure fidelity | <ul style="list-style-type: none"> • RWI monitoring • Support and advice from Hub and Ruth Miskin training | <p>KC / VP / LH</p> | <p>Weekly</p> | <ul style="list-style-type: none"> • End of summer 1 assessments show 42% of pupils are on track in Reception-significant improvement (22% were on track in spring) • Y1 identified as weakest phonics progress- 21% on track, targeted support from phonics lead VP to provide phonics interventions for orange/yellow group • Set 1 small speed sound cards – allows 5 additional adults to deliver phonics through pinny time and 1:1 tuition throughout the day. 37 pupils now access 1:1 tuition • Phonic red word cards (pk of 5) – 4 additional staff can teach red words effectively as part of their daily phonics teaching with tricky grapheme indicated (as stated in the programme) Children will be able to recognise and read more common exception words. • Green words card pack – all 1:1 tutors have access to correct green word cards ensuring all 1:1 sessions are delivered correctly and effectively. Enables more staff to teach 1:1. • Pinnies – ensures all EYFS staff have quick access to resources allowing speed and coverage of pinny time in provision. • Pinnies – Y3 teacher could enhance phonics in the classroom outside of focused spelling and reading session. • Reading Deep Dive with SIP Jan 21 – see N.O.V |
| | | | | | <p>Total budgeted cost £9,550</p> <p>Actual Spend £9,545.03</p> |
| <p>Other approaches</p> | | | | | |

| Action | Intended outcome and success criteria | How will you make sure it's implemented well? | Staff lead | When will you review this? | |
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| <ul style="list-style-type: none"> • Staffing – catch up interventions | <ul style="list-style-type: none"> • Provide 1-1 phonics tuition for those pupils identified for targeted intervention • Offer interventions to pupils from Y1 – 3 • Ensure phonics outcomes reach target of 72% • Accelerated progress in phonics for EYFS, Y1,2,3 • Learning mentors provide well-being support for identified pupils • Increase pupil engagement following school closure | <p>Coaching, training, monitoring, learning walks, peer-coaching, peer-teaching, staff voice, lesson observations</p> | LH/ VP | Half termly | <ul style="list-style-type: none"> • 64% of Y2 pupils passed phonics screen – 2 pupils away from target of 72% • On re-test – summer 2, 75% have passed the Y2 phonics screen • See progress in Reception Data in previous action statement • TA provided 3x daily 1-1 phonics tuition to 9 Year 1 pupils and phonics 3 x week to group of pupils • TA provided 3x daily additional tuition to 9 Year 2 pupils and phonics 3 x week to group • TA provided 5 x daily tuition to 5 yr 3 pupils and delivers phonics daily to a group of 8 children • Learning mentors - provide well-being support for 15 identified pupils since Covid 19 school closures, also ongoing, work with families to increase engagement and attendance • VP providing additional 1:1 boosters and small group tuition – Year 1: 12 pupils accessing 1:1; 7 pupils accessing 1:3, Year 2: 8 pupils accessing 1:1 Reception: 9 pupils accessing 1:1, 3 additional pupils once a week to maintain progress/check in |

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| <ul style="list-style-type: none"> • Staffing – SEND interventions | <ul style="list-style-type: none"> • Employ additional member of staff for the autumn term • Allow SENCo engagement within EYFS to target those with identified needs post school closure • Targeted SEND interventions in place • Focus on pupil development in the Early Years | <p>Monitoring of SEND impact</p> | <p>KC/SM/SC</p> | <p>Half termly</p> | <p>Autumn term:</p> <ul style="list-style-type: none"> • 5 pupils offered daily 1:1 and 3:5 support for emotional literacy, engagement support • 6/27 pupils now accessing daily sensory circuit intervention • Wellcomm sessions provided daily 1:1 with SENCo for 1 child x 2 a week, • 1:1 Wellcomm sessions with TA for 7 children, 3 x week, (1 pupil receives 5 x sessions) • Reception - Bespoke 1:1 intervention for 5 children daily – activities include physical-fine and gross motor • 1:1 emotional literacy support for 1 child, 20minute sessions 5 x • 8 children prioritised for SENCo involvement in autumn term • Additional 6 pupils prioritised for spring term with ongoing support for the 8 from autumn term • 12 Referrals made to external agencies in the autumn term including SALT, EHCP, FUNDING, ASC <p>Spring term: Referrals: 1 EHCP, 1HCP annual review with funding increased, 2 top applications, 1ET inclusion funding application, 2 SALT referrals, 1 ASC ref, 2 dyslexia screenings</p> <p>Summer term:</p> <ul style="list-style-type: none"> • 5 pupils continue to receive daily 1:1 and 3:5 support for emotional literacy, engagement support, bespoke daily activities • 6 rec pupils, 5 Yr 1 pupils, 1 nursery pupil, 2 y4 pupils, 1 y5 pupils now accessing daily sensory circuit intervention • 4 year 4 pupils receiving nurture support and 1 Y5 • Referrals: 1 EHCP application, 2 top up applications, 3 annual reviews, 3 SALT referrals, 2 ADHD referrals, 1 ASC referral. 1 dyslexia screening • Additional transition organized for Y6 pupils • 3 new pupils prioritised for SEND support • All assessments for annual reviews collated |
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| Foundation subjects catch up plans | <ul style="list-style-type: none"> • All subjects have a clearly defined catch up plan to ensure that learning is not missed • 70% of pupils reach expected standard in each of the foundation subjects • Pupils leave primary school with their full curriculum entitlement • Opportunities are utilised for pupils to repeat, practice and apply their knowledge, skills and vocabulary throughout the year within each subject. | Subject leader monitoring | LH | July 21 Dec 21 | <ul style="list-style-type: none"> • All foundation subjects have catch up plans on subject action plans • History, Geography, DT, Science, RE, Computing – catch up plans made for missed topics; other curriculum areas (music, Spanish, PE) addressed through repeated practice of skills throughout school year. • Music workshop planned for 100% of KS2 pupils – 6 hour workshop– autumn term • Computing - Ed Tech/DFE funded support is planned for summer 20-21 and the 21/22 academic year – 15 hours, subject leader support x5 hours, 10hours staff training • |
| | | | | Total budgeted cost | £8,180 allocated from catch up funding Actual spend - £13,795.60 |

ADDITIONAL INFORMATION

- Through DFE funding in summer 20 – DHT/Curriculum lead and computing lead accessed training on Google Classroom to develop a new home learning strategy for future bubble closures/partial school closures. This has been implemented across the school in years 2-6. All teachers have received training on this throughout the autumn term and pupils have been given the opportunity to access this at school to ensure it can be effectively utilised at home.
- DFE funded Ed Tech support is continuing in 2020-2021 to support catch up.
- £1000 donation to the school has enabled the school to purchase 4 additional iPads which will allow for the further delivery of remote education and will support future in-school access to interventions including accelerated reader.