

# COVID-19 catch-up premium report

## COVID-19 catch-up premium spending: summary as of end of December 2021

### SUMMARY INFORMATION

Total number of pupils:	350	Amount of catch-up premium received per pupil:	£80.69
Total catch-up premium budget:	£28, 240	Covid Recovery Premium - £6380 (21-22) School Led Tutoring - £5265 (21-22)	

### STRATEGY STATEMENT

Our catch-up priorities are identifying and addressing learning gaps for each subject in a measured and composed way. Overall engagement with online learning was very high, however the impact of the lockdowns will vary from pupil to pupil depending on levels of parental support and the ability to access and retain learning independently. Each subject will need to reflect on the impact of the lockdowns too – have pupils missed key learning due to the nature of online learning and to what extent will they cover the same skills again once pupils have returned to school?

Our approaches:

- Subject leaders will review their curriculum, evaluating what skills and knowledge have been missed, and reordering and restructuring where needed to address this.
- In maths and English, setting structures will be reviewed to match the needs of the pupils.
- Small group interventions in maths and English.
- One to one tuition with Third Space Learning for maths.
- Explore alternative assessment materials for maths and English to find ones that better identify gaps and starting points.
- Trial and invest in a reading catch up programme.

Our overall aims:

- To reduce the attainment gap between your disadvantaged pupils and their peers
- To raise the attainment of all pupils to close any gaps created by COVID-19 school closures

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## Barriers to learning

### BARRIERS TO FUTURE ATTAINMENT

#### Academic barriers:

A	16 pupils have reading ages that are 3 or more behind their chronological age. This makes accessing online learning and the curriculum in school more challenging.
B	11 pupils have maths skills that are 3 or more behind their chronological age. Catching up using resources aimed at neuro-typical pupils (Maths No Problem) has not been successful in addressing their gaps and learning needs.
C	

### ADDITIONAL BARRIERS

#### External barriers:

D	Attendance overall has been good for this academic year. However, there are a small number of pupils with persistent low attendance that prevents them from accessing the learning and interventions put in place to close the gaps.
E	Not all pupils have access to the appropriate technology e.g. Chromebook to take part in online learning on Google Classroom.
F	For a small number of families, parental support and literacy levels mean pupils do not have someone at home who can support with online learning or homework. There is a significant crossover in pupils who fit within these three types of barrier.

## Planned expenditure for current academic year

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	Outcomes
<p>Subject leaders to review their curriculum based on the learning 'lost' during the 5 month lockdown in 19-20.</p> <p><i>Update – further adjustments needed following the further lockdown in Jan – Feb 21.</i></p>	<p>Each subject curriculum is structured and planned in the best way to address knowledge and/or skill gaps.</p>	<p>Subject leaders have a good understanding of what work has been completed and to what standard or success during lockdown. By reorganising and restructuring the topics or the content of lessons, many issues can be addressed.</p>	<p>Subject leaders will submit their proposed changes to the assistant head for discussion and approval.</p> <p>Assessment capture points will assess the impact of the changes on overall attainment.</p>	BC	<p>Subjects that are taught in modules/topics that are independent from one another have seen the least negative impact from Covid-19, as missed learning has had a minimal impact on future topics.</p> <p>Subjects that are skill-based and/or taught sequentially (e.g. maths, science, DT, writing) have had the biggest negative impact from Covid-19, as pupils were not able to access new content if they were not fully confident in the necessary prior learning. As such, these subjects required more time spent on 'missed' learning as part of their 'catch-up', meaning they could not progress as far into their respective curricula.</p> <p>The 'recovery curriculum' for these subjects is to span over the coming academic years, with subject leaders adapting future topics to ensure they start with key prior learning.</p>

Change the setting structure for maths in Y5 to have a focus group to tackle EXS pupils who are behind.	Pupils currently identified as working below the expected standard and not making good progress will reach the expected standard by year end.	This structure has been tried in English depending on the needs of the cohort and has been shown to have impact.	A very experienced teacher who is strong in teaching Maths No Problem will take the group.	LT/NW	All pupils, bar 2, achieved the expected standardized score in their end of year test.  The year group will go back to the parallel setting structure next year as they have caught up.
Regroup the Y6 pupils in the 3 parallel groups for maths in March.	Pupils double their average progress in their arithmetic score.  Pupils are better able to access the reasoning papers, doubling their average scores progress.	A group of pupils was identified during lockdown as struggling to achieve in their online learning. On their return, the mock SATs results showed their arithmetic scores were on average 17.7, hindering them accessing the upcoming topics.	The maths subject leader will lead the group.  Regular assessments of their arithmetic skills will be used to track rapid progress.	NW	Pupils increased their arithmetic progress from an average of 4 (Nov – March) to 9.5 (March – June).  Pupils increased their reasoning progress from an average of 7 (Nov – March) to 10.2 (March - June).
Regroup the Y8 pupils in the 3 parallel groups for maths in March.	Pupils double their average progress in their arithmetic score.  Pupils are better able to access the reasoning papers, doubling their average scores progress.	A group of pupils was identified during lockdown as struggling to achieve in their online learning.	The smaller support group will be led by one of the assistant heads experienced in making impact on pupil achievement in maths.	NW/SG	DCP2 to DCP4 progress scores indicate the change is setting structure benefitted those pupils who were identified as having fallen further behind during the period of remote learning:  Parallel sets average progress score = 0.07 Newly created 'third set' progress score = 0.17

Total budgeted cost: £1780.95 (additional resources to target skills in maths and English, including resources at a lower level than previously needed to gap fill learning.

## 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	Outcomes
Provide 6 weeks focused intervention on arithmetic skills (14 year 6 pupils).	Pupils to make accelerated progress in their average scaled score compared to their peers. Pupils to make significant progress in their average arithmetic scores.	This group's average scaled score had only increased by 1.6 (Nov – March) compared to the rest of the class at 3.7. Their arithmetic scores were significantly below the rest of the class (an average of 21.7 compared to 33.8)	Intervention groups to be led by one of the assistant heads experienced in making impact on pupil achievement in maths. Resources from CGP to be used to provide targeted teaching and evidence of progress. Feedback from the usual class teachers as to remaining issues to inform planning for the sessions.	BC/SG	Pupils made an average scaled score progress of 5.5 from March to June, compared to the rest of the class which made 3.6.  Their average arithmetic scores increased from 21.7 to 30.5.
Provide 6 weeks focused intervention on reasoning skills (16 year 6 pupils).	Pupils to make accelerated progress in their average scaled score compared to their peers.	This group's average scaled score had only increased by 1.8 (Nov – March) compared to the rest of the class at 3.7.  Although their arithmetic scores are lower,	Intervention groups to be led by one of the assistant heads experienced in making impact on pupil achievement in maths. Resources from Testbase to be used to provide targeted teaching and evidence of progress. Feedback from the usual class teachers as to remaining issues to inform planning for the sessions.	BC/SG	Pupils made an average scaled score progress of 5.8 from March to June, compared to the rest of the class which made 3.6.

Year 5 maths intervention with NW	Pupils to close gap in reaching their start of year target	Lack of progress seen at M1 indicated falling back due to lockdown. This was further postponed owing to lockdown 2.	Overseen by Maths lead Focus on core operations and fractions knowledge	NW	11/12 reached Expected standard on end of year PUMA test. Other pupil was 1 SS short.
Third Space Learning: One to one tuition following gap-filling programme. (Y5)	Weekly reports from Third Space. SIMs grades for each topic.	Y5 – two groups have done 3 <sup>rd</sup> space Aimed primarily at children at W → E + a couple of children at E needing to get to G	Overseen by Maths lead and SG	NW	Cohort made expected progress at end of year v initial targets. 3 <sup>rd</sup> Space pupils – 5 exceeded targets on PUMA 3 finished below target
Third Space Learning: One to one tuition following gap-filling programme. (Y6)	Weekly reports from Third Space. SIMs grades for each topic. + SS progress	Aimed primarily at children at W → E + 1 child at E needing to get to G. Lack of progress seen at M1 indicated falling back due to lockdowns	Overseen by Maths lead	NW	Pupils made 8.5 average SS progress v 7.7 average SS progress for entire cohort from initial to final Mock assessments (note – attendance from some pupils was patchy)
Calculation skills for pupils at W, aiming for EXS (Y7)	Ensure pupils have appropriate calculation skills to access the KS3 curriculum.	Legacy from lockdowns resulting in core knowledge gaps. Curriculum adapted to incorporate more key skills earlier on in the year.	Y7 team rejig of y7 curriculum	NW	Cohort made expected progress at end of year v initial targets.
Calculation skills for pupils at W, aiming for EXS (Y8)	Ensure pupils have appropriate calculation skills to access the KS3 curriculum.	Legacy from lockdowns resulting in core knowledge gaps. Curriculum adapted to incorporate more key skills earlier on in the year.	Overseen by Maths lead – redevelopment of y8 curriculum	NW	Lower attainers and a number of EXS pupils still struggled to catch up. Not fully achieved.

Reading intervention groups in Y7 and Y8 – maximum of 4 per group.	Pupils to reach their target reading level by the end of the year.	<p>Ten Y7 children chosen who were significantly behind their targets in reading after the Autumn PIRA assessment.</p> <p>Eleven Y8 children who were significantly behind their targets in reading after the Autumn PIRA assessment.</p>	<p>Six forty-five minute sessions with an experienced English teacher with a particular focus on developing inference and retrieval skills as well as developing confidence.</p> <p>Weekly meetings with KS3 Subject Lead to discuss progress and adapt the focus as required.</p> <p>Selected pupils to be retained for a second set of 6 sessions to either continue with initial focus or move to a second identified area of weakness. Groups formed accordingly.</p>	SE	<p>Seven of the ten Y7 children met their target in the Summer PIRA assessment and one did not. There is no data available for two children until standardized scores are published for KS2 assessments.</p> <p>The average reading age for these 8 children increased by 12.6 months,</p> <p>Seven of the eleven Y8 children either met or exceeded their targets in the Summer PIRA assessments. Four children did not meet their target but made progress towards it.</p> <p>The average reading age for these children improved by 9.3 months.</p> <p>A small group of Y7 pupils have been identified as making limited progress despite intervention. These will continue to be a focus group next year.</p>
Total cost:					<b>£14,946.80</b>

Other approaches					
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	Outcomes
Research then invest in new assessment materials.	Assessments for maths and English provide meaningful assessment information that informs teaching. Pupils are tracked more accurately from the appropriate starting points.	Pupils currently graded at N do not have a clear progression from their starting points to show what progress is being made. Assessments from GL do not influence teaching, and are only used to track progress once a year.	Research what options are available. Look at samples to establish what the nature and coverage is of each type of test. Trial the preferred option with a sample of pupils. Share the new approach with each departmental team.	SG	We have changed to PIRA and PUMA for English and maths respectively. Initial evidence is positive. Y7 made between 13-14 months reading progress in 6 months. Y8 made between 9-10 months reading progress in 6 months. Pupils who are N now have clear starting points showing how many years behind they are to enable clearer planning for their adapted curriculums.
Trial reading programmes that focus on gap filling and developing the reading for our weakest students.	We have a reading programme that targets pupils who are not yet readers, providing accurately targeted gap filling work.	We have been using Accelerated Reader for around 4 years now. This has been successful at developing the stamina and range of reading for reluctant readers, but is less successful at developing non readers.	Research what options are available. Invite demonstrations for each programme. Select the preferred option and trial with a group of pupils. Provide CPD for all English teachers. Create a clear plan for implementation and monitoring.	AG/SE	The reading programme Lexia has been purchased. The licence is for 60 pupils initially, for 3 years.
				Total cost:	£6237.16



#### **Further actions and interventions planned for 21-22 (January 2022 to July 2022)**

- Implement the full assessment process for maths and English using 3 PUMA and PIRA tests each year.
- Use redeployed HLTA time for English and maths small group interventions.
- Continue with Third Space Learning.
- Implement the use of Lexia fully.
- Consider the government provision from the funded National Tutoring Programme to decide which aspects are needed by our pupils.
- Review the curriculum for 21-22, considering the evidence from subject leader data analysis from the previous academic year.

#### **Remaining budget: £5,226.49 (As of end of Autumn term 2021)**

**£6380 (Covid Recovery Premium to be paid in 4 installments)**

**£5265 (School Led Tutoring to be paid in 3 installments)**

#### **Likely expenditure:**

Chromebooks to run the Lexia programme (£4200) *This could be provided for by county plans to upgrade the school's teaching facilities.*

Further work with Third Space Learning, supported by the National Tutoring Programme

Small group interventions – Two external tutors, two HLTAs following the 15 week requirement for School Led Tutoring. Short 6 week programmes of targeted intervention leading on from data analysis in summer 21.