

# COVID-19 catch-up premium report

**Amount of catch-up premium received per pupil: £80**

**Total catch-up premium budget: £28,400**

In June, a £1 billion fund for education was announced by the government. Further guidance has now been released (<https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium>) showing that the money is split between a catch-up premium and a national tutoring scheme.

The catch-up premium is funded on a per pupil basis at £80 per pupil. This will be based on the previous year's census meaning Yatton Juniors will be in receipt of £28,400. The spending of this money will be down to schools to allocate as they see best.

We are committed to providing the highest quality education for all our children and have carefully considered how to spend the government catch up funding so that it has the greatest impact on all children but especially on the most disadvantaged. The Education Endowment Fund (EEF) has provided early research evidence around projections of the impact of school closures during lockdown, predominately the impact on disadvantaged pupils. The schools' strategic response takes these findings fully into account. In summary, the EEF projections for the impact of widespread school closures identify:

- The disadvantage attainment gap widens
  - Assessment of lost learning is crucial
- Targeted support in addition to whole school initiatives are required
- Absence rates upon return are crucial

## **Strategy Statements:**

- In the Junior school the initial priority is to support our disadvantaged learners to get back on track from starting points in both English and Mathematics. The focus will be on Year 5 and 6 with the Education Coaches prioritising Y3 and Y4.

The overall aims of our catch-up premium strategy is:

- ✓ **To reduce the attainment gap between our disadvantaged pupils and their peers**
- ✓ **To raise the attainment of all pupils to close the gap created by COVID-19 school closures**

#### **Catch- Up at Yatton Juniors For All Children**

- **Working through well sequenced, purposeful learning schemes.** For example, our school-created writing schemes were adapted to focus on missed objectives and consolidate the basics. In maths, we used the White Rose Maths Scheme as our spine of learning and the DFE Ready to Progress document after March 2021.
- **Focus on consolidation of basic skills.** The core skills which enable successful learning required increased curriculum time across all year groups. These include: handwriting, spelling of high frequency words, basic sentence punctuation, times tables recall, basic addition & subtraction fact recall (White Rose – Flash Back 4) and reading skills relevant to age.
- **Ensure that all children have a broad and balanced curriculum** by being creative with the timetable so that 'Catch- Up' happens but does not stop the importance of the wider curriculum for example some subject areas may be taught as blocked days rather than weekly lessons.
- **Particular focus on early reading and phonics in Y3 and Y4.** This is always a focus in the school and will continue to be so in order to develop children's reading ability and vocabulary.
- **Assessment of learning and of basic skills to identify major gaps.** Teachers will work to identify gaps in learning and adapt teaching accordingly.
- **Time spent on mental health, wellbeing and social skills development.** This was at the core of all catch up work as many children will have not been in formal school setting for a number of months

#### **Catch-Up at Yatton Juniors For Some Children**

- **Additional support and focus on English and Maths** Supported by additional staffing from the Catch up premium – dependent on need as identified through ongoing assessment and our Pupil Progress Meetings. (January and March 2021)  
This will be provided by a 0.88FTE teacher who will work with Year 5 and Year 6 supporting disadvantaged children in class and specific intervention groups for disadvantaged children and those who need specific help. (March – July 2021)
- In class the children were supported in the class lesson in both English and Maths so that they kept pace with their peers. Following this they had targeted interventions. The funding was also used for children who were not disadvantaged but had, through our assessments shown that they required something more to get them back on track.
- A class timetable looked like this:

Class 11 WB 19/4/21 T – Catch-Up Teacher

	8.50/9.00/9.10	10.20	11.10	11.30	12.20	12.50	13.50	14.10
	Monday							
11	Tuesday	Maths – support in class / take groups T-GD Maths 9:10-9:40 – 7 children	T English intervention – 7 children Word class	PeG T – Stay in class and support/take children out to work on expanded noun phrases.	LO – using a protractor. Children who struggled with Monday's activity		LA Maths skills – see below	Focus Maths group LO 10 children
10	Wednesday	Maths – support in class / take groups LA Maths group – drawing nets – 5 children	RE	Maths Skills LO – Adding fractions	English – support in class / take groups Guided write: 7 children	Lunch		Focus Maths group LO 10 children Flashback 4
11	Thursday	Maths – support in class / take groups T-GD Maths group – 8 children	T English intervention – Pre teach / catch up	English – support in class / take groups	Maths Skills LO – Subtracting fractions		LA Maths skills – see below	GD maths groups – 7 children Nrich investigation
12	Friday	English – support in class / take groups	PE	English – support in class / take groups	LO – adding and subtracting fractions			F:1 disadvantaged looking at this week's English.

- You can see from the timetable that time was spent on pre/post teaching, greater depth maths groups and assessment for learning strategies for 1:1 feedback in English on a Friday afternoon.

**Other Planned activities include:**

All staff to read EEF Tiered Approach to Planning and DFE catch up guidance	To be aware of how quality first teaching alongside targeted academic support and wider strategies can support all pupils but especially the most vulnerable	Clear and evidenced based documentation supports staff decision making for this crucial year. Approaches by the school will be driven by our detailed knowledge of the children's current attainment and will draw upon approaches that are evidence-based and proven to have a positive impact on closing gaps.	During staff meetings, PPA and PPMs planning for quality first teaching, interventions and wider strategies are fully discussed and impact noted.
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Use maths 'Ready to Progress' criteria	To clearly see the previous learning for a new concept so that staff can gap fill before swiftly moving on to the year group expectations	DfE document and support information from NCETM provides excellent support to see the progression required for the children	Evidence of progress within books and through pupil conferencing
Develop Writing 'Ready to progress' criteria	To clearly see the previous learning for a new concept so that staff can gap fill before swiftly moving on to the year group expectations	School document to support to the progression required for the children matched also to Insight KPI's	Evidence of progress within books and through pupil conferencing
High quality maths mastery training and support for the staff via the Boolean Hub as both schools are part of the Teacher Research Groups	Enhanced CPD enables the staff to enhance their teaching which will impact on all children	Mastery maths is effective at demonstrating small steps of understanding that provides the children with a depth of understanding of a concept	Evidence of progress within books, learning walks (when appropriate) and through pupil conferencing
Use of targeted assessments eg White Rose tests to note specific gaps in learning for all as well as then planning for targeted	Use of the assessment programmes to support class teaching and filling of whole class gaps.	Precision data analysis enables teaching focus to be impactful	QLA data can be seen to influence planning. Evidence of progress within books, learning walks (when appropriate) and through pupil conferencing
Quality on-line provision if a class bubble is in lockdown. Activities and work set so that children have meaningful and ambitious work each day. Staff to be provided training to support their use of Teams. Teams lead to attend	To be able to move smoothly to on-line teaching using a mix of Oak Academy/White Rose/School resources alongside daily teaching inputs for English (including phonics) and Maths via Teams. To ensure that	It is clear that moving smoothly to an online learning platform can limit any negative impact of lockdown. The school has checked that all students can access on-line learning and has Chromebooks available alongside	SLT will support the class bubble in lockdown and may participate in the teaching input or support feedback on assignments. Parental feedback will be encouraged after each bubble lockdown and a debrief of staff and children will enable the developments of protocols/procedures/Teams teaching for the benefit of the children's learning.

LSP monthly network to ensure the school can provide high quality on-line provision.	1:1 reading and catch up programmes can continue via Teams to enable all children to maintain good progress. Feedback via Assignments on Teams ensures that staff can meet the needs of the children.	Internet dongles to be shared with children in the eventuality of a bubble closure.	
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### Impact of Catch-Up Funding 2020-21

Results across all year groups are strong with over 75% of children attaining expected plus in reading and maths. Progress in writing books is strong but as lockdown has had more of an impact on writing (handwriting, spelling and stamina) this will continue to be a focus of our Raising Attainment Plan next year.

Catch up groups have also provided focused pre and post teaching which has enabled the children to maintain learning at the expected standard.

NFER scores (additional time provided by the MAT) have also demonstrated the impact of our catch up and quality first teaching approach (Y3 – reading 73% exp+ and 25% depth, maths 73% and 19% depth) (Y4 reading 80% and 52% depth, maths 76% exp+ and 40% depth) (Y5 reading 86% exp+ and 48% depth, maths 76% exp+ and 31% depth).

Y6 SAT tests (2019 paper) reading 75% exp+ and 41% depth. Of the 24 children that remained below the expected level 50% scored 97+, 71% scored 90+ all of whom will be able to access the secondary curriculum. The small group remaining found reading difficult due to SPLN – dyslexia – or were below the test but they had made progress from the beginning of the year. Maths 72% exp+ and 24% depth. Of the 23 children that remained below the expected level, 4 did not sit the test, of the remaining 19 - 63% scored 97+, 89% scored 90+ all of whom will have mathematical foundations to support their transition to the secondary curriculum

**Year 3** – 18 children in the lowest 20% were completing additional catch up activities for English and the focus on accelerating reading speeds has shown progress however this group struggled the most socially and emotionally on return and needed additional support to be ‘ready to learn’. Interventions included precision teaching, priority reading and Catch-Up phonics lesson. Lockdown in Y2 and Y3 appears to have left the children with greater gaps to fill in Y3 and we will be focus additional support into Y4 next year to raise attainment for these children

**Year 4** – The lowest attaining children (15 children) are having catch up support for English activities and have demonstrated: clear progress in the number of book bands they have moved through, increased reading speeds and improved attainment. Maths interventions have supported children’s confidence to tackle word based problems as well as strengthening multiplication facts and number bond knowledge. Progress has been good and of the 15 children being supported 13% attained a scaled score of 100+, 53% at 95+ and 73% at 90+. Four of the cohort did not complete the Y4 NFER as they are working below the Y4 level. They were assessed against their small steps targets.

**Year 5** – The lowest attaining 22 children who have been supported in English catch up activities have worked well and made good progress. 90% of the children attained a scaled score of 100+ in their reading NFER . One child did not attempt the paper due to their SEND requirements but have made good progress against their IEP targets. Again the children have worked well with their maths interventions and have started to understand how to apply their knowledge to word problems Of the lowest 17 children being supported by catch up 76% attained a scaled score of 100+. Two children did not complete the paper (as noted above for reading). 9 disadvantaged children received the additional tutoring. The other 5 disadvantaged children already had additional support through their 1:1 LSA / IEP targets or through a set intervention already in place with the Education Coaches. Only 1/ 9 had not got back to being 'on track' from Y2 starting points.

**Year 6** - 21 disadvantaged children in Y6 received additional tutoring from an experienced Y6 teacher on a rotation basis – 1 week intensive support every 3 weeks from March – June. In class the children were supported in the class lesson in both English and Maths so that they kept pace with their peers. Following this they had targeted interventions. The funding was also used for children who were not disadvantaged but had, through our assessments shown that they required something more to get them back on track.

Outcomes:

In June 2021 our Year 6 completed the 2019 SATs in reading and mathematics and writing was assessed using the same method of moderation used in 2019 when we were moderated by Bristol LEA. For the 21 disadvantaged children:

In reading – average scaled score for the group was 102

In maths – average scaled score for the group was 101

In writing – average assessed as EXS (expected)

Individual progress from September starting points whether they made EXS or not was strong for example in maths in one class 13 children with scores from 92 - 98 in a practice SATs in November scored over 101 in June (5 children 110). 4 children who scored 90-91 progressed to 98 or 99.