

2020 – 2021 COVID CATCH UP PREMIUM

Summary information					
School	Oldfield Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£ 28,000	Number of pupils	353

Strategic Plan					
<p style="text-align: center;"><u>Autumn Term 2020</u></p> <p>This document sets out the approach Oldfield Primary School has adopted as a response to the Covid-19 pandemic and the impact of lockdown on children's learning and progress as they return to the school environment from September 2020. It details how the Government Catch Up funding will be allocated to support this. In line with the government expectations, we have made adjustments to both the organisational and logistical aspects of school life. We know that the most effective factor on improving outcomes for our children is quality first teaching, a sense of normality routine and structure and above all, a feeling that school is a safe place.</p> <p>Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge. Schools' allocations are calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil from Reception through to Year 6.</p> <p>In the first half term of the academic year at Oldfield, teachers carried out informal assessments (to consider pupils' wellbeing) during whole class teaching to establish children's current levels for reading, phonics, maths and writing to identify those children in need of extra support. Baseline assessments showed that there are a significant percentage of pupils who are not at age related expectations, with attainment gaps between vulnerable children and their peers widening.</p> <p>In planning for teaching throughout 2020 -2021, the class/set teachers will refer back to the core skills and knowledge from the previous year group's curriculum and adapt their planning accordingly. Year group TAs will be focusing on reading throughout the year. SEND LSAs will run interventions for vulnerable pupils and additional teachers will take targeted intervention in core subjects.</p> <p>Whilst some pupils thrived, made the most of the learning opportunities provided during lockdown and are working at an age-related level, we recognise that a few children accessed very little/no learning from March 2020 to September 2020 due to lack of parental support. From September and for the foreseeable future, education faces further disruption as COVID-19 continues and teachers and pupils may become ill and need to isolate and switch to a blended learning or even aremote learning offer. We have included in our plan the measures that will support pupils at home should they need to individually isolate.</p> <p style="text-align: center;"><u>Update-Spring Term 2021</u></p> <p>Although there was a wider school closure from January to March, the scope of our interventions remained the same. Interventions were provided remotely wherever</p>					

possible, and to key workers and vulnerable children in school. From March 8th, children returned to onsite education and a similar approach to informal assessment was taken in order to ascertain the gaps in learning. During this school closure, the school was able to offer a more comprehensive home learning offer. The introduction of Google Classroom in the Autumn Term promoted a more effective way of providing a daily routine and face to face learning. This means that children were able to access more direct teaching via the internet. Teachers had the flexibility to use more Assessment for Learning in their daily practice by using “breakout rooms” to help children with their areas of development.

With a greater accountability, fewer pupils fell further behind, although the cumulative effects of not being physically in school have impacted on almost all children. However, the few children who did not fully participate in online learning were followed up rigorously and in a timely manner.

Due to the school closure, the 8-week FFT Reading intervention could not begin until the summer term.

Use of Funds	EEF Recommendations
<p>Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a coronavirus (COVID-19) support guide for schools with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> ➤ Supporting great teaching ➤ Pupil assessment and feedback ➤ Transition support <p>Targeted approaches</p> <ul style="list-style-type: none"> ➤ One to one and small group tuition ➤ Intervention programmes ➤ Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> ➤ Supporting parent and carers ➤ Access to technology ➤ Summer support

Identified impact of lockdown	
Maths	Specific content has been missed for some pupils, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for maths and lockdown has not affected their attitudes; however, they are quite simply, 'behind'. Recall of basic skills has suffered: pupils are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments.
Writing	Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. SPAG specific knowledge has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected, however those who evidently did not write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.
Reading	Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. However, children are less fluent in their reading and the gap between those children that read widely and those children who do not is now increasingly wide. Parents were able to support the development of phonics more effectively in Nursery and Reception. However, the daily phonics lesson did not have the impact online that it would have done in the classroom where whiteboards can help the use of AFL.
Non-core	While whole units of work were not taught in the first lockdown meaning that children are less able to access pre- requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips, visitors and therefore much cultural capital.

Planned expenditure			
Teaching and whole-school strategies			
Desired outcome	Chosen approach and anticipated cost	Monitoring	Impact (once reviewed)
<p><u>"Same Day" interventions:</u></p> <p>Children to address gaps in learning alongside their current learning. Gaps identified in daily teaching can be followed up quickly by an adult (the teacher) who has best knowledge of the child.</p> <p><u>Targeted Phonics support /streaming for year 1 and 2.</u></p>	<p><i>Release classteachers for 30 minutes at a time for interventions.</i></p> <p><i>Release for 2 Reception teachers once a day for 30 minutes to deliver phonics groups.</i></p> <p><i>Extra Agency HLTA to release teachers and provide remote learning interventions. £18,000</i></p>	<p>Pupil progress data</p> <p>Teacher summary sheets</p> <p>Termly pupil assessments</p> <p>Summative NFER tests at the end of the year.</p> <p>Phonics Screening Test</p>	<p>These have been successful in releasing the class teachers and phonics specialist to target individual children.</p> <p>The degree of flexibility in the interventions has meant that ongoing assessment has allowed these interventions to be more carefully tailored to the children's needs.</p> <p>Children made progress with phase 5 and raw scores increased significantly over the year.</p> <p>See page 5</p>

Bespoke Interventions			
<p><u>Third Space one to one tutoring programme:</u></p> <p>Select individual pupils who have been negatively impacted by the school closure from March to September will benefit from a one to one personalised learning programme. Through the Third Space Diagnostic tool, pupils will be able to work at a starting point and pace that is suited to them, therefore enabling their accelerated progress.</p>	<p><i>As part of the Government's National Tutoring scheme, tutors will work remotely with individual pupils on a weekly basis.</i></p> <p><i>Government pays 75% and Schools pay 25%</i></p> <p><i>20 lessons for 20 children</i></p> <p><i>School Contribution £7,260</i></p>	<p>Third Space Progress Reports</p> <p>Pupils' attainment to be reviewed at termly pupil progress meetings</p> <p>Summative NFER tests at the end of the year.</p>	<p>Very good impact on pupils' maths scores.</p> <p>Children below expected standard were able to catch up. See page 6</p>
<p><u>Reading Small Group Catch up Program:</u></p> <p>Identified pupils will have significantly increased rates of reading fluency and enjoyment. They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding. They will be confident readers and dips in reading attainment will be negated.</p>	<p><i>As part of the Government's National Tutoring scheme, tutors will work remotely with individual pupils on a weekly basis.</i></p> <p><i>Government pays 75% and Schools pay 25%</i></p> <p><i>Use of FFT Online Reading intervention and Full Time Tutor for 8 weeks to deliver small group intervention for years 1-3</i></p> <p><i>8-week program for 20 children</i></p> <p><i>School Contribution £3,630</i></p>	<p>Pupil Progress Data</p> <p>Reading Age assessment of target children before and after</p> <p>Tutor Evaluation</p>	<p>Although there was a distribution of progress results, the majority of children made accelerated progress, some exceptional. See page 5</p>
<p>Total budgeted cost £28,890</p>			

Impact of "Same Day Interventions" run by class teachers/ HLTA

The cohort attending some of the daily interventions may have changed, according to any gaps identified from ongoing assessment.

Year Group	Main Focus	Frequency	Impact
1	Reading: Phonics catch up Day to Day fluency of Reading	Twice weekly phonics for children who took longer to access Phase 5 Daily release of Reception Teacher to provide extra set for children on Phase 2 and 3	Greater understanding of phase 5. Significant improvement of Phonics scores for targeted individuals. Some children now slightly below threshold of 32 from single scores, others passed Fluency improvements in Reading
	Reading: Phonics catch up Day to Day fluency of Reading	Each small group: Twice a week for each class Daily release of Reception Teacher to provide extra set for children on Phase 2 and 3	" " Children with S&L issues in lower 20% will continue to need extra support with phase 2 and 3.
2	Maths: Telling the time Addition and subtraction for 2 digit numbers Finding simple fractions	Each small group: Twice a week for each class	Objectives achieved
2	Writing: Handwriting intervention	Each small group: Twice a week for each class	Children targeted have a better grasp of joins/fins motor skills Structure of sentences improved in some cases but further work required
3	Maths intervention	Once a week	All children targeted made excellent progress in standardised scores
3	Comprehension	Once a week	All children targeted made excellent progress in standardised scores
4	Retrieval Skills	Once a week	More impact with children that read regularly at home
5	Comprehension booster run by experienced Year 6 teacher for boys just below Age Related Levels for Reading.	Once a week in summer Term	5 children out of 9 made 7 points or more progress in NFER standardised scores from Autumn to the Summer Term. Teachers noted better grasp of comprehension by all pupils.
5	Times Tables	Once a week	Recall of tables improved
5	Problem Solving	Once a week for target children and particular children who needed support on that particular week's topic.	Pre teaching has allowed for greater understanding towards problem solving.

Data from FFT 1-1 tutoring Reading program March – June 2021

40 children

19 children made 4 months reading age progress (48%) (These were the Year 1-2 children) many of these children were working significantly below their expected age range.) **This is an extra 2 months progress as the intervention lasted for 2 months**

6-8 months progress - 12 children (30%)

10-12months progress - 7 children (18%)

14 months progress - 2 children (4%)

- All pupils achieved their expected progress in the tutoring program.
- Year 2 (17 children) 59% (10 children) of children made significant progress in the 6 weeks 8-12 months reading age progress. 7 (41%) children made 4 months reading age progress

Across the year groups real strides have been made in:

- Phonic knowledge – moving from initial sounds (Phase 3) to Phase 4/5 sounds
- Internalising sounding out (Children with SEND and working below age expected in reading)
- Tricky words
- Confidence
- Comprehension
- Through daily practice children with no identified educational special needs, but who needed some extra support, have been able to make better progress.

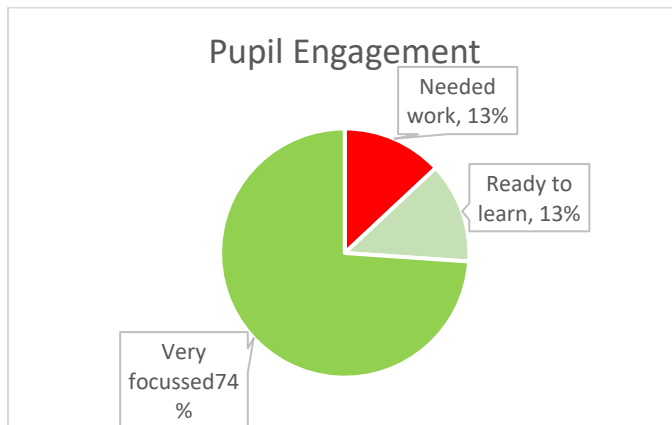
Impact of Third Space Learning

This intervention was offered mainly to children who had just fallen behind the expected level in Maths either in the previous year or from their KS1 results. Two children were working well below the expected level.

This weekly intervention was offered to children from January onwards. Some key worker and vulnerable children attended the intervention in school during lockdown and others accessed from home up until March.

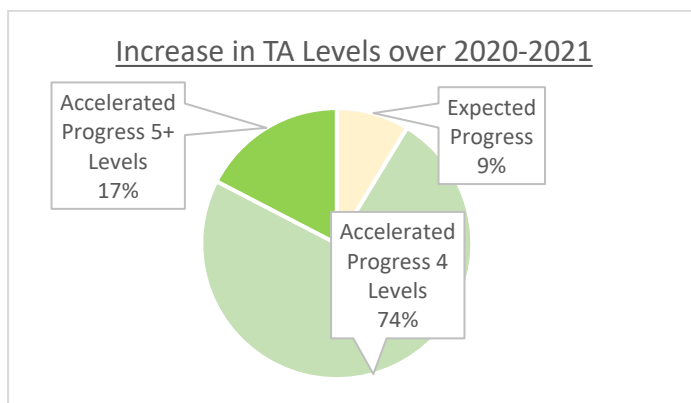
On return to school, the intervention was delivered in a mixture of after school and afternoon sessions in school. Due to the many schools pausing their interventions, the school took up the offer of extra sessions at no cost which allowed the children to benefit even more.

Impact, measured by pupil engagement



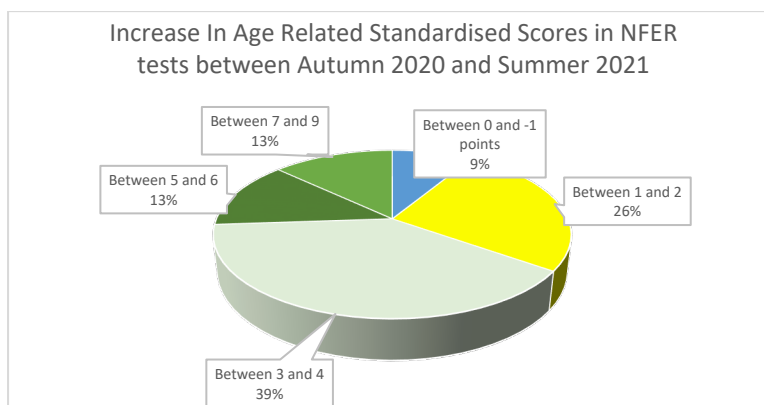
The vast majority of pupils were highly engaged and focussed. With 2 children who were less focussed, one still made accelerated progress

Impact Measured by Teacher Assessments from Autumn 2020 to Summer 2021



Expected progress is 3 Teacher Assessment Levels per year. The vast majority of children made accelerated progress i.e. 4+ levels which allowed children who had fallen behind to reach age related expectations

Performance in Summative Assessments-NFER



A significant majority of pupils made a 3 or more points increase in their age standardised scores from their tests in Autumn 2020 and the Summer Term 2021. An increase in these scores show accelerated progress as the indicator is adjusted for age