
Stanstead Nursery and Primary School

COVID Catch-up Strategy

COVID catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	190	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£14,480		

STRATEGY STATEMENT

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“Children from disadvantaged backgrounds are likely to have been more affected particularly severely by closures and may need more support to return to school and settle back into school life. Whilst all pupils will benefit from the EEF recommendations, it is likely that some forms of support will be particularly beneficial to disadvantaged.” (Covid-19 Support Guide for Schools – June 2020)

Priorities

- Early communication and language 30 % of cohort are significantly below ARE for speech and language following language screening in September 20
- Observations have shown the effect of limited school and group play experiences – resulting in inability to engage effectively and consistently in back-and-forth conversation including the poor use of eye contact and highlighted significant vocabulary gap affecting the ability to connect ideas and organise their thinking
- Phonics Y1 gaps in missed learning due to 2 x lockdowns, 50% of children not accessing phase 2 securely in Oct baseline, Y2 – 5 children didn’t pass the Y1 check Y4 – 4 children didn’t pass the Y1 screening check 2019
- Reading Y1 45% Y2 42%, Y6 58%
- Writing - Y3 58% Y4 (focus on borderline PP ARE) Y6 54%
- Maths Y5 65%

These priorities have been identified using data obtained from the December assessment point, FFT targets set, gap analysis and knowledge about engagement during lockdown.

Approaches

High quality teaching for all

- Focused CPL for teachers on effective lesson design
- Targeted training for staff on FFT
- Key pillars are being prioritised to ensure that gaps are closed

Targeted academic support

- Small group tutoring for identified children across KS2
- Targeted phonic intervention for Year 1 children
- On costs for 2 x Academic Mentors – one based in each key stage

Wider strategies

- Purchase of technology to support keep up/catch up

The aim of this is to:

Raise the attainment of children who have fallen behind due to the impact of COVID-19 19 so outcomes are in line with expectations by July 2021

Close the gap between disadvantaged pupils and their peers

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Communication and language baseline shows that 30% Significantly below ARE in phonics and require significant phase 1 teaching and practise to access mainstream phonics teaching. 43% have significantly below ARE oral and blending skills limiting the rapid progress required to support reading and writing
B	Phonic baseline showed that only 38%% were on track to pass the Y1 phonic check due to gaps in learning following the national lockdown
C	Y2 understanding of how to apply their phonic knowledge to access texts and experience of reading non phonic decodable texts Y6 children data analysis gaps in their inferential understanding and retrieval skills (base line 58% ARE)
D	Stamina in writing due to not writing at length during remote learning – Y3/Y6 are focus cohorts based on December 2020 assessment analysis Y4 focus on PP ARE borderline children
E	Gaps in mathematical knowledge needed to achieve ARE Y5 children attained 55% in the calculation strand and 38% in the fractions, decimal and percentage strand

ADDITIONAL BARRIERS

Academic barriers:

A	Historic low attendance – average attendance from September 2019 – present 94%
B	Low literacy levels of parents, particularly for some vulnerable groups

Planned expenditure for current academic year

Quality of teaching for all					
Action	Intended outcome and success criteria	What is the evidence and rationale for this choice?	How will you make sure it is implemented well?	Staff lead	When will you review this?
<p>Focused CPL for teachers on effective lesson design</p>	<p>High quality provision is delivered by all staff across school</p> <p>Data analysis shows that all children are achieving at least their expected end of year target</p> <p>Monitoring shows that teaching in all classrooms is at least good</p>	<p>FFT found strong evidence that explicit instruction, scaffolding, flexible grouping and metacognitive strategies are key components of high quality teaching and learning for pupils</p>	<p>All teaching staff receiving timely CPL through planned staff meetings focusing on the FHT lesson design</p> <p>Monitoring through planning and book scrutiny and learning walks to follow up impact of this work and support where necessary</p> <p>Additional support for NQT given</p>	<p>Tanya Smith</p>	<p>May 28th 2021</p>

<p>Targeted training for staff on FFT 21.01.21</p>	<p>Data analysis shows that all children are achieving at least their expected end of year target. Gap analysis shows children are more secure in their understanding of retrieval and inference</p> <p>Staff are confident to deliver the teaching of reading with a specific focus on inference and retrieval skills through FFT approach.</p> <p>Planning shows that explicit skills are planned and taught</p>	<p>FFT reading comprehension +6 months</p>	<p>Monitoring through planning and book scrutiny and learning walks to follow up impact of this work and support where necessary</p>	<p>Rachel Carter</p>	<p>31st March 2021 1st July 2021</p> <p>Cost -</p>
<p>Key pillars are being prioritised to ensure that gaps are closed</p>	<p>All teachers are able to identify the key pillars of learning to ensure that gaps are closed and children are ready to progress</p> <p>Data analysis shows that all children are achieving at least their expected end of year target in the core subjects</p>	<p>Mastery learning +5 months</p>	<p>Trust lead practitioners to work with subject leads</p> <p>Subject leads to provide focused CPL to allow teachers to plan and teach key pillars</p> <p>Monitoring through planning and book scrutiny and learning walks to follow up impact of this work and support where necessary</p>	<p>Kerry Millar Rachel Carter</p>	<p>31st March 2021 1st July 2021</p> <p>Training cost £450 Supply cost £685</p>

Purchase Big Cat E Books subscription via English Hub	Children are reading books that are matched to their attainment level Overcoming barrier for children with poor home literacy levels by providing online literacy resources they can access	EEF Reading comprehension +6 months EEF Parent engagement +3 months	Staff training on how to ensure that the children are accessing the appropriate texts Literacy coordinator to monitor use and impact of books	Rachel Carter	31 st March 2021 1 st July 2021 £666
Total budgeted cost:					£1801

Targeted support					
Action	Intended outcome and success criteria	What is the evidence and rationale for this choice?	How will you make sure it is implemented well?	Staff lead	When will you review this?
Academic Mentor appointed, focusing on phonics, early reading and writing and reading interventions Pupil premium children will be given priority	Children achieving the Y1 phonics check rises from 38% to 84% Data analysis shows that Y1 and Y2 children achieve their end of year reading and writing target Y1 Reading 45% - 64% Y2 Reading 42% - 70%	EEF Oral Language Interventions +5 EEF Phonics +4 EEF Small group tuition +4	QA by English Hub Assessment data analysis	Sarah Carpenter Claire Lindsay	Half termly assessment points During monthly mentor meetings £3,181.66

Additional targeted phonic interventions for lowest 20% of Y1 children delivered by increasing hours of existing TA	Data shows a clear improvement from the baseline assessment. Interventions focus on phonic gaps identified with the aim to narrow the gap to national expectations.	EEF Oral Language Interventions +5 months EEF Phonics +4 months EEF Small group tuition + 4months EEF 1:1 tuition +5 months	Training and ongoing support provided by the English Hub Regularly reviewing the impact through assessment data	Helena Liddiard	At each English Hub data submission date (half termly)
NELI intervention for F2 children	Data analysis shows that all children are achieving at least their expected end of year target for GLD	EEF Oral Language Interventions +5 months EEF Small group tuition +4 months	Identified member of staff will receive NELI training Review of data submitted to NELI	Sarah Carpenter	10 th December 2020 31 st March 2021 1 st July 2021
Academic Mentor appointed, focusing on Y6 reading and writing Pupil premium children will be given priority	Data analysis shows that all children are achieving at least their expected end of year target Reading - 58% to 73% Writing - 54% to 73%	EEF Reducing Class Size +3 EEF Small group tuition +4	Initial meeting between class teacher and academic mentor to meet to decide of focus of support Ongoing informal discussion and feedback Half termly review of data Discussion between academic mentor and school mentor in monthly check in meetings	Katherine Tansley Tanya Smith	Half termly assessment points 10 th December 2020 31 st March 2021 1 st July 2021 £3,181.66

Qualified teacher employed through NTP (Connex) for 4 x afternoons per week. 1:3 provision for identified children	Data analysis shows that all children are achieving at least their expected end of year target Writing Y3 58% to 76% Y4 66% (data is around this but we have identified a number of children who are borderline) Maths Y5 65% to 78%	EEF Small group tuition +4	Initial meeting between class teacher and tutor to meet to decide of focus of support Ongoing informal discussion and feedback Half termly review of data	Karen Olly Tanya Smith	Half termly assessment points 10 th December 2020 31 st March 2021 1st July 2021 £2,940
				Total budgeted cost:	£23951

£2,940 less

FFT training

4 x 0.5 supply cover linked to lead practitioner support - added this in

So now got £2940 – £1315 = £1626

Can this be used towards the NTS assessment for the rest of the year?

Other approaches					
Action	Intended outcome and success criteria	What is the evidence and rationale for this choice?	How will you make sure it is implemented well?	Staff lead	When will you review this?
Purchase resources to support teaching Laptop for academic mentor	Academic mentors are able to deliver high quality interventions, lessons and support teaching and learning	EEF Small group tuition +4 months	Ensure laptop is set up so access to all school resources are available for use	Sarah Carpenter Katherine Tansley	January 21
Purchase of visualisers to support teaching and learning in all classrooms	Children are clear of what they are being expected to do Teach, facilitate and model can be enhanced using visualisers Examples of children work can be displayed with the purpose of providing feedback	EEF Feedback +8 months EEF Small group tuition +4 months	Staff meeting on effective use of visualisers as part of the lesson design process	Tanya Smith	Ongoing 8 x £100 - £800
Total budgeted cost:					£770.68
Overall budgeted cost:					£14,480