Review of COVID 19 catch up premium spend for Hanslope Primary School

**Assessment information based on Autumn Term data**

| 2020 DELAYED phonics screening check |  |  |
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| Year 2 of pupils on roll during check week | % Pupils who passed screening check | National average (2019) |
| 29 | 86 | 82% |

Review of progress (Autumn 2020) / planned expenditure

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| TOTAL CATCH UP PREMIUM | | | | |
| Total amount: £18,800 | | | | |
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| Action | Intended outcome | Impact | Lessons learned | Cost |
| A broad and balanced curriculum to be taught from September with an emphasis on reading, writing and maths skills across the different subject areas. | Gaps in pupil knowledge through missed learning will be identified and addressed quickly.  A broad curriculum will engage and motivate pupils.  Pupils will be taught key skills required for progression across the wider curriculum to prevent further gaps from developing in non-core subject areas. | Pupils were motivated and engaged and this was apparent through pupil and staff voice interviews.  Pupils were applying basic skills across the wider curriculum: a wide range of writing types and styles was seen across the school in a range of subjects; maths skills were beginning to be apparent across a wider range of subjects including science and computing. | Although it was important to identify and close gaps in learning which resulted from the 2020 COVID 19 school closure, it was apparent that pupils responded well to an engaging curriculum that challenged them to apply their skills more widely. This approach will be continued on return to school in 2021.  Staff recognised that many pupils either struggled or didn’t enjoy writing in Independent writing books so all writing is now in one book and a code is used to denote the subject e.g. S – science. This has had a positive impact, especially for less able or more reticent writers, and will be continued. | No additional cost |
| Phonics and reading to be a focus in EYFS, KS1 and year 3 | Gaps in phonic knowledge to be identified through assessment.  Purchase of new books which match phonic ability will be necessary to ensure sufficient resources are available to enable all pupils to take home 2 books at a time (to ensure Covid compliance with regard to sharing of resources).  Pupils in year 3 will close phonic gaps which arose as a result of school closure. Pupils who did not pass the phonic screen check at the end of year 1 will be assessed in November.  Pupils in year 2 will close gaps and be prepared for the phonic screen check in November.  Pupils in year 1 will close gaps and be prepared for the phonic screen check in June 2021.  CPD for some teachers and TAs.  Purchase of school licence for Phonics Play will enable all teachers to use this resource in lessons and if necessary for remote learning.  Reading will be daily and monitored.  Reading challenges and reward systems will be used to encourage daily reading at home. | Rapid assessment of gaps in phonic knowledge ensured that pupils received targeted teaching / intervention rapidly and this has led to very good progress of most pupils in Autumn term. This is evidenced by progress data:  Year 1 – all pupils on catch up list for phonics made good or better progress when compared to baseline data.  As a cohort, year 1 pupils were making very good progress in phonics with the majority on track to pass the phonic screen check (87%).  All pupils had moved up at least one book level and some had secured 2.  Year 2 – 86% of cohort passed phonic screen check.  All pupils on catch up list have made some progress and many have made very good progress- 7/11 passed the phonic screen check; those who didn’t had improved score compared to the baseline.  All pupils had moved up at least one book level and some had moved up 2 or more.  Year 3 – over half of pupils who should have retaken the phonic screen at the end of year 2 have now passed and the other pupils have made good progress from their October baseline.  In reading all pupils have made progress and most have made good or better progress as evidenced by progress through the school reading scheme and scores on an old Y2 reading SATS assessment. | CPD for teachers has supported provision for pupils in KS2 with gaps in their phonic knowledge.  We have identified the need for pupils to continue to learn phonics in years 3 and 4 in order to close any gaps that remain at the end of key stage 1 and also to ensure that all pupils have the opportunity to learn phase 6 phonics which provides them with the basic skills needed for spelling. In future years we shall ensure that this happens at least for autumn term in year 3 and if necessary longer.  Pupils have engaged well with Phonics Play and this has been money well spent, especially as it has been a much used resource for remote provision for isolating individuals and during Spring term school closure. | tbc |
| To secure understanding of number and arithmetic by focusing on fluency. | ~~S~~ubscription to Times Tables Rockstars to support pupils in KS2 with developing rapid recall of times tables facts through regular practice both inside and outside of school.  Subscription to My Maths to enable KS2 teachers to set appropriate maths learning for home / remote learning to ensure that pupils have access to high quality resources with which to secure maths skills appropriate to age.  Provision of CPG maths books to all pupils in year 6 to support learning at home; more able pupils to be given CPG stretch books to support their progress towards attaining a higher standard at the end of the keystage.  In Years 3,4 and 5 there will be an emphasis on rapid timetables recall, involving daily practice and regular assessment. This will ensure that children are progressing quickly with their times tables knowledge and not extra support will be given to identified pupils as necessary. | Year 6 – the majority of pupils on the catch up list made very good progress with some doubling or better their baseline scores. For the cohort in general good or better progress had been made by the majority of pupils as evidenced by their improvement in scores for arithmetic compared to the autumn baseline data. Progress in reasoning was evident for most pupils as compared with the baseline but this is where teachers needed to focus in Spring term in order to ensure pupils could use their improved arithmetic skills with greater fluency in order to reason and problem solve with greater confidence.  Year 5 – pupils have shown good improvements from their baseline times table scores. Most pupils on the catch up list have made progress and some have made very good progress (they no longer required catch up at the end of autumn term). Some pupils have received additional tuition after school which has benefitted their progress but other pupils have declined to attend this after school session. Further intervention will be required for some pupils on the list, especially following the second school closure.  Year 3 and 4 – many pupils on the catch up list have made good progress and this is evidenced by their scores on an end of Year 3 NFER test (Y4) or old KS1 SATS test(Y3) taken in December. Some pupils have made steady progress; these are pupils who struggle with maths generally. Identified pupils will continue to be targeted in lessons and receive intervention on return to school. Focus on times tables has led to good progress generally across the cohort. | Baseline data from the start of autumn term confirmed that the pupils were generally below where they should be for arithmetic and times tables so these were identified as a focus. Ideally, the spring term would have been a time when many pupils would have been more confident to apply the skills that they had secured in the autumn term to reasoning and problem solving. The lesson we have learned as a school is that we need to ensure that fluency with regards to arithmetic and times tables needs to always be a focus in autumn so that children are more able to apply these skills.  The majority of year 6 pupils enjoyed using the CPG books to support their learning outside of school and this is an approach that we may find beneficial in the future. | tbc |
| To secure gaps in understanding of grammar in order to raise attainment in writing especially in upper keystage 2. | Subscription to SPAG.com for KS2 will enable teachers to assess aspects of grammar in class or provide high quality examples / questions for teaching.  SPAG.com will be used for home learning and in the case of school closure to ensure that pupils have access to high quality resources to practice their grammar skills.  Teachers have identified gaps in knowledge for whole classes and will teach elements of learning lost from the previous year in high quality English lessons.  Teachers will have high expectations for appropriate grammar usage and will direct pupils to correct errors in verbal and written feedback.  Identified individuals will receive intervention in order to help them secure grammar skills. | In the autumn term teachers focused on spelling and punctuation / grammar as these elements of writing are essential for progression.  Generally, across the school, progress in writing has been slower than in reading and maths. However, book scrutiny by the SLT identified that there was good evidence of gaps being closed and progression in writing. Furthermore, there was a wide range of writing styles and genre being used to support writing across the wider curriculum. We feel sure that if there had not been a second school closure, there would have been good progress in writing by the end of the spring term.  Year 6 – 60% of pupils on the catch up list had closed their gaps and no longer required further intervention (evidence was SPAG SATs compared to baseline).  Year 5 – just under 50% of pupils had closed their gaps (spelling assessment compared to baseline + SPAG test).  Years 3 and 4 – as a cohort, very good progress was seen in writing in year 4 and good progress in year 3. All pupils on the catch up list will continue to require intervention for personal targets relating to spelling and punctuation / grammar. | See comments in first section regarding phonics and spelling and also how we have changed used of children’s exercise books for writing.  We have recognised that the best way to develop basic skills in writing is to ensure that children see every piece of writing as important rather than them thinking that they only have to write to their best ability in independent write books. This will lead to pupils being more confident to use their skills across the wider curriculum. It also suits pupils who struggle with creative writing as they find it easy to record their ideas in subjects such as science, history or geography.  We have recognised that children need to have a greater level of ownership for their writing and to support this we have created writing target cards that reflect the end of year expectations which can be used by pupils to identify their own next steps. Teachers have been supporting pupils in developing this level of metacognition towards writing and we shall continue to build on this approach when the school reopens. | tbc |
| Targeted support | | | | |
| Action | Intended outcome | Impact | Lessons learned | Cost |
| To provide small group support for identified pupils in upper KS2 to close gap and raise attainment. | Pupils identified using data tracking and teacher assessments at the start of the year.  Focus on arithmetic skills will enable pupils to close gaps in these areas and develop their fluency which will result in improved application of skills to reasoning and problem solving. | Pupils have received small group tuition both inside and outside of the school day. See notes above on page 3. | Despite selling the out of school tuition to pupils as a club some children declined to attend. Some pupils have not made the best of this opportunity and teachers will chose participants carefully in future to avoid this. Some pupils will need to have their targeted support in school by necessity. | tbc |
| To provide catch-up intervention in phonics and reading in year 2. | An additional TA to be placed in year 2 in the mornings to enable small group interventions and targeted teaching to take place (part funded by catch-up premium)  Identified pupils will receive additional 1:1 reading sessions with either a teacher or TA – the frequency will vary according to the need.  A third year BEd student has been placed in this year group. This will free the class teacher to run targeted interventions and prepare children for the phonic screen check in November. | See page 2 for phonics comment.  This approach has had a significant impact on progress for this cohort. |  | tbc |
| To provide catch-up intervention in phonics and reading in year 1. | Catch-up phonics interventions to be implemented for identified pupils who are on the school’s catch-up list.  Identified pupils to read with teacher or TA – frequency to be determined by individual need. TA part funded by catch-up premium to work with identified pupils one afternoon per week. | See phonics / reading comments on page 2.  This approach has had a good impact and will continue once children return to school. |  | tbc |
| To support pupils with their mental health and wellbeing. | To introduce the wellbeing platform Zumos to pupils.  Selected elements will be used as a class resource to support well-being in KS1.  KS2 pupils to be issued with individual passwords so that they can use Zumos both inside and outside of school.  Teachers to direct pupils to mindfulness resources which they can use for anxiety and to promote wellbeing.  Teachers to encourage their class to complete the wellbeing check using Zumos each day to give a class / school overview of well-being.  Zumos links to be added to Teams accounts so that teachers can direct pupils to this resource in the event of any school /bubble closure.  The worry box feature will initially be switched off. | Wellbeing and mental health was given a high priority in the autumn term and the majority of pupils were presenting as being happy, engaged and well-motivated in school (evidenced through pupil voice, school council meetings and teacher voice). PSHE remains a priority for remote learning and teachers are making every effort to check pupils’ wellbeing using a range of means including the chat function on Teams, wellbeing calls made by admin staff.  The wellbeing platform has been introduced to pupils. | This is a new learning platform and we have had some initial problems in ‘wheeling it out’ to pupils. This will be an ongoing focus and we aim to be using it fully to assess wellbeing in the school by the end of spring term. | Free for 2020-21 |