

USWORTH COLLIERY PRIMARY SCHOOL

REVIEW OF CATCH UP STRATEGY 2020/2021

JULY 2021

NOTE: When the strategy was created at the beginning of the academic year, the January lockdown was unexpected. Therefore, evidence for this evaluation comes from two terms of teaching with a term of home learning in between.

Desired Outcomes

1. **Attainment outcomes at end of 2020-21 for all year groups the vast majority of pupils will be at least in line with those at the point of lockdown in March. This means that if a pupil was working at an age-related expectation in a subject in March they are working at least to an age-related expectation in that same subject by the end of the year.**

Evaluation

The table below shows the percentages of children making expected and above progress from March 2020 to July 2021.

	Maths		Writing		Reading	
	Expected	Above expected	Expected	Above expected	Expected	Above expected
1	85%	33%	97%	45%	95%	45%
2	81%	17%	72%	11%	73%	17%
3	89%	18%	87%	26%	79%	17%
4	54%	4%	60%	2%	62%	12%
5	72%	8%	81%	7%	85%	8%
6	68%	16%	76%	15%	92%	21%
TOTAL	64%	16%	79%	18%	81%	20%

Note: The data is actually only for two full terms of teaching due to the two lockdowns.

It shows that the vast majority have made expected progress. Notably, a large number of Year 1 pupils have made expected progress across all subjects and a significant number have made above expected progress. Year 4 have not made as much progress across all subjects in comparison to other year groups. There are also documented reasons for stalled progress for specific pupils which affect the data. This includes admits and specific home issues.

2. **By the end of the 2021-22 academic year, attainment outcomes for the vast majority of pupils will be at least in line with those at the end of the 2019-20 year**

Evaluation

The table below shows the percentages of children achieving age related expectations at the last set of data prior to the pandemic (Spring 2020), after the first lockdown and a term of teaching (Autumn 2020) and the end of summer 2021 (after the second lockdown and one term of teaching).

Year	Maths			Writing			Reading		
	Spring 2020	Autumn 2020	Summer 2021	Spring 2020	Autumn 2020	Summer 2021	Spring 2020	Autumn 2020	Summer 2021
1	25%	21%	40%	13%	19%	38%	13%	14%	40%
	10/40	9/42	16/40	5/40	8/42	15/40	5/40	6/42	16/40
2	70%	43%	75%	53%	42%	48%	59%	42%	60%
	37/53	23/52	39/52	28/53	22/52	25/52	31/53	22/52	31/52
3	62%	64%	70%	48%	46%	56%	60%	50%	57%
	36/58	36/56	38/54	28/58	26/56	30/54	35/58	28/56	31/54
4	76%	55%	63%	70%	51%	49%	81%	61%	57%
	40/53	28/51	31/49	37/53	26/51	24/49	43/53	31/51	28/49
5	54%	43%	43%	52%	45%	43%	57%	57%	54%
	30/56	24/56	23/54	29/56	25/56	23/54	32/56	32/56	29/54
6	60%	48%	63%	55%	42%	58%	69%	60%	69%
	37/62	30/62	39/62	34/62	26/62	36/62	43/62	37/62	43/62
TOTAL	47%	46%	59%	49%	41%	49%	57%	47%	56%

Increase since March 2020

Increase since Autumn 2020.

Decrease since Autumn 2020

Desired Outcomes

Although there are a significant increases in outcomes for specific year groups when comparing data to pre-pandemic data, achievement in Year 4 & 5 reading and writing has decreased over time. Although it has to be noted that there have been changes in the number of pupils in each year group which has affected the data. The gaps are more notable in Year 4. The outcome for achievement to be in line with 2019/2020 is not expected for another year (the end of 2021/2022). However, for the majority of year groups, this is heading in the right direction.

3. **The mental health needs of pupils that have arisen as a result of the pandemic are met and supported by the school.**

Evaluation

- A strong team of pastoral staff have supported individuals and families throughout the pandemic – not just whilst in school but also remotely during lockdown. The team consists of Headteacher, Deputy Headteacher, Assistant Headteacher, SENDCO, Family Liaison Officer, Thrive/Behaviour Leader & School Counsellor. Support has been extensive, consistent and timely for individual families ranging from support with home learning to external agencies referrals, as well as individual guidance and advice on anxiety or behaviour.
- Our PSHCE curriculum has been revised to include mental health and well-being lessons linked to current issues. Virtual assemblies have covered all issues pupils are experiencing as a result of the pandemic and the same key messages are shared.
- A Mental Health and Well-Being Team has been created from within the staff (supported by the PE lead). This team have developed events which have taken place throughout the academic year (following COVID guidance), such as physical activity challenges. They have produced regular parent newsletters with specific foci to support mental health (such as sleep or physical activity). The team have also looked closely at staff and pupil mental health through surveys. Next steps include applying for the local Mental Health and Well-Being Charter.

Actions for 2021/2022 catch-up strategy

Details of funding has not been allocated for next academic year.

However, after reviewing the data above and considering the needs of current pupils, the following actions will continue into 2020/2021:

- Further review of current curriculum to ensure all subjects are well-sequenced and support recovery, as well as challenge for further development.
- Focus on basic skills development, particularly in reading, writing and phonics.
- Continue strategies for mental health and well-being development.
- All pupils to continue weekly after-school catch-up sessions.
- Additional support and interventions when required (focus on Year 5 & 6 next academic year).

New actions:

- Whole school focus on effective feedback within all curriculum areas.
- Project with Educational Endowment Fund (EEF) and Together for Children (TfC) to effectively use evidence-based research to support disadvantaged pupils.
- Consider the use of tutors for individuals/groups of pupils depending upon the funding that is allocated and the options available.