



ASKERN MOSS ROAD COVID-19 Catch-Up Premium Report 2020-2021

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 is based on the previous year's census and will not include Nursery numbers, meaning Moss Road will be in receipt of £5,280 (66 x £80). The spending of this money will be down to schools to allocate as they see best. To support schools to make the best use of this funding, the Education Endowment Foundation has published a support guide for schools with evidence-based approaches to catch up for all students.

At Moss Road, this money will be used in order to provide:

- Curriculum resources and materials that support "catch up" and the mental health of pupils
- Additional support programmes to develop the outcomes of children who have been identified as needing "catch up" in their learning.

There are two broad aims for "catch up" at Moss Road

- Attainment outcomes at end of 2020-21 for all year groups will be at least in line with those at the end of 2019-20.
- The mental health needs of pupils are met and supported by the school.

Review Dates	January 2021	April 2021	July 2021
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Tier 1- Universal Offer to all children

Updated May 2021

Working through well sequenced, purposeful learning schemes.

For example, our school-created writing schemes are being adapted to focus on missed objectives and consolidate the basics. In maths, we will utilise the Maths Mastery Scheme as our spine of learning and we have been able to use catch up premium to purchase adapted plans that have been purpose written for catch up.

Focus on consolidation of basic skills. The core skills which enable successful learning will require increased time across all year groups. These include: handwriting, spelling of high frequency words, basic sentence punctuation, times tables recall, basic addition & subtraction fact recall and reading skills relevant to age.

Additional lesson time on core teaching. Reading, writing and maths teaching will require increased teaching time in order to cover missed learning – particularly in the autumn term. In order to keep a broad and balanced curriculum, some subject areas may be taught as blocked days rather than weekly lessons in the autumn term.

Particular focus on early reading and phonics. 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 will be at the core of all catch up work as many children will have not been in formal school setting for a number of months.

Tier 2- Group offer for some children who are identified as having similar need

Additional support and focus on basic core skills. Supported by additional staffing utilising catch up premium – dependent on need as identified through ongoing assessment.

Additional time to practice basic skills. This again will be dependent on need of children in order to re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics) and there will be flexibility on timetables to allow this.

Tier 3- Bespoke programme developed for an individual child

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	66	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£5,280		
Linked Research-Based Methodology	1. Education Endowment Foundation Guidance on interventions within the Early Years Education 2. Endowment Foundation investigation into the use of teaching assistants 3. Nuffield Early Language Intervention – targeted language support to develop communication, language and vocabulary 4. First Class @ Maths intervention programme.		

STRATEGY STATEMENT

“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 to 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)

Teaching: High quality teaching is the most important level schools have to improve outcomes for their pupils.

Targeted Academic Support: There is extensive evidence supporting the impact of high-quality one to one or group tuition as a catch-up strategy. Tuition delivered by qualified teachers is likely to have the biggest impact.

Wider Support: Throughout the pandemic, schools have provide extensive pastoral support to pupils and their families. During the new school year (2020-2021), additional support will focus on providing regular and supportive communications with parents, including support with blended learning and engagement with learning.

Our focus will be on early literacy, including oracy, reading (including phonics) and writing, together with mathematical development.

Following diagnostic assessments, the teachers will state which pupils need additional support and intensive support.

Catch up Premium will be targeted to provide this support and intervention using the following funding amounts:

Overall 2020/2021: £5,000

Autumn 2020: £1,760

Spring 2021: £1,760

Summer 2021: £1,760

(These amounts are based upon £80 per child with 66 children on roll).

Barriers to Learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	<ul style="list-style-type: none">Lower levels of early literacy progress due to Covid 19 and the national lockdowns. Pupils have not received directed phonics teaching since March 2020. Pupils have not all had the opportunity to read to others, access stories and enjoy books.
B	<ul style="list-style-type: none">Lower levels of maths progress due to Covid-19 and the national lockdowns.
C	<ul style="list-style-type: none">Transitions to new year groups has not been able to happen, so pupils need transition support. In Y1, children need to focus on the EYFS curriculum in the Autumn Term.

Additional barriers:

External barriers:

D	<ul style="list-style-type: none">Home Learning Environment – support parents with remote learning, including provision of devices
E	<ul style="list-style-type: none">Mental health and well-being

Commented [CAT1]:

Planned actions and expenditure for current academic year

Actions to address academic barriers through quality first teaching and targeted support	Intended outcome and success criteria	What's the evidence and rationale for this choice?
<p><u>Reception</u></p> <p>F1 teachers and support staff to support transition into F2 during Autumn 1.</p> <p>Prioritise phonics teaching and the development of early literacy through focus texts, whole class and group reading of stories.</p> <p>Stories, poems, rhymes and non-fiction are chosen for reading to develop pupils' vocabulary, language comprehension and love of reading. Pupils are familiar with and enjoy listening to a wide range of stories, poems, rhymes and non-fiction.</p> <p>Nuffield Early Language Intervention project- Teacher and TA trained. All F2 children screened to identify participation in project. (Parents informed of project and assessment of children.)</p> <p>CPD for teachers and teaching assistants- RWI phonics and Word Power.</p> <p>Investment in ReadwriteInc Resources, Word Power, Remote Learning Webinar</p>	<ul style="list-style-type: none"> • Early reading skills developed. • Enjoyment in reading and stories. • Phonics attainment and confidence raised. • Pupils progressing through the Early Learning Goals. • Pupils have a smooth transition to Y1 • Pupils are able to display and further develop The Characteristics of Learning. • The school has clear expectations of pupils' phonics progress term-by-term, from Reception to Year 2 • Analysis of individual data will show that gaps have been filled and progress is being made. • Improvement in learning behaviour- metacognition checklist 	<p>Research states that need to ensure a strong foundation in early literacy skills- shared reading, storytelling, high-quality modelling and interactions.</p> <p>Ofsted: All evidence stresses need for decodable books to be provided for children and all writing tasks aligned to phonics knowledge.</p> <p>Developing Vocabulary: 13,000 words by the age of 7. Need to grow 2,000 to 3,000 words every year. Need to instruct 400 words every school year. 400 words need to be explicitly taught every school year: ten words per week. Careful consideration is to be given to words chosen for instruction.</p>

<p>Year 1</p> <p>Reception teachers to support transition and Early reading Autumn 1</p> <ul style="list-style-type: none"> -Priority teaching of Early Reading and class / group time to enjoy reading and stories. -Play and self led activities focus for Y1 in Autumn. -Focus on The Characteristics of Learning. -Effective communication and support between EYFS and Y1 adults. <p>Reading, Writing and Maths assessments made in September 2020 will identify children in need of further targeted support.</p> <p>Interventions delivered in reading, writing and maths by teachers and specifically trained TAs. Parents to be informed of child's next steps.</p> <p>Baseline assessments to identify gaps in learning.</p> <p>CPD for teachers and teaching assistants- RWI phonics and Word Power.</p> <p>Investment in ReadwriteInc Resources, Word Power, Remote Learning Webinar</p>	<ul style="list-style-type: none"> • Early reading skills developed. • Enjoyment in reading and stories. • Phonics attainment and confidence raised. • Pupils on-track for passing the Phonics Screening Check. • Pupils have a smooth transition to Y1 • Pupils are able to display and further develop The Characteristics of Learning. • Y1 staff have a clear understanding of those pupils achieving GLD and which pupils need to develop areas further. • The school has clear expectations of pupils' phonics progress term-by-term, from Reception to Year 2 	<p>Ofsted: All evidence stresses need for decodable books to be provided for children and all writing tasks aligned to phonics knowledge.</p> <ul style="list-style-type: none"> • Pupils have not received directed phonics teaching since March 2020. • Pupils have not all had the opportunity to read to others, access stories and enjoy books.
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<p>Year 2 Reading, Writing and Maths assessments made in September 2020 will identify children in need of further targeted support. Interventions delivered in reading, writing and maths by teachers and specifically trained TAs. Baseline assessments to identify gaps in learning. Character education to improve children’s resilience and perseverance Parents to be informed of child’s next steps.</p> <p>CPD for teachers and teaching assistants- RWI phonics and Word Power.</p> <p>Investment in ReadwriteInc Resources, Word Power, Remote Learning Webinar, First Class@ Number</p>	<ul style="list-style-type: none"> • Early reading skills developed. • Enjoyment in reading and stories. • Phonics attainment and confidence raised. • Pupils on-track for passing the Phonics Screening Check. • Pupils have a smooth transition to Y2 • Pupils are able to display and further develop The Characteristics of Learning. • The school has clear expectations of pupils’ phonics progress term-by-term, from Reception to Year 2 	<p>Ofsted: All evidence stresses need for decodable books to be provided for children and all writing tasks aligned to phonics knowledge.</p> <ul style="list-style-type: none"> • Pupils have not received directed phonics teaching since March 2020. • Pupils have not all had the opportunity to read to others, access stories and enjoy books. • Pupils will take the Phonics Screening Check in Autumn 2 2020
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Additional Focus area following return to school in March 2021.

Targeted handwriting interventions are in place in school. (Handwriting and fine motor skills have been impacted during lockdown.)

- Fine motor skills of KS1 children are accurately diagnosed and supported.
- All staff are clear about the progression within our handwriting programme.
- All children receive daily handwriting lessons through quality first teaching.
- Following a diagnostic assessment, children are grouped according to need to receive additional focused practice.
- Children have the skills to write with confidence.
- Children can produce letters which are correctly formed; this supports them to produce cursive writing when correct letter formation is secured.
- (We are aware that the new EYFS curriculum from September 2021 expects children exiting F2 to have secured correct letter formation.)
- All staff to have clear understanding of how handwriting is taught of and to have the same high expectations.

Autumn Term Expenditure	Spring Term Expenditure	Summer Term Expenditure
<p>Nuffield Early Language Intervention Programme Resources FUNDED</p> <p>CLPE Subscription £360 Becoming First Class @Maths £940</p> <p>National College Webinar EYFS Maths £50 Nation College Webinar Remote Learning £50 Word Power book Kelly Ashley £30</p>	<p>Local Authority EYFS Webinars- £25</p> <p>ReadWriteInc Development Day- £600</p> <p>Maths Mastery training and resources</p> <p>Maths staff CPD</p>	<p>Online training subscription £700</p> <p>Timetable Rock Stars & NumBots £200</p> <p>Proposed Expenditure Following audit of key texts used across EYFS and KS1- books and resources to be purchased to reflect changes and improve our children’s communication and language skills. Purchase recently published award-winning EYFS and KS1 texts. £1,500</p>
IMPACT MEASURES		

AUTUMN	SPRING	SUMMER
<p>Year 1</p> <ul style="list-style-type: none"> • Pupils attain GLD, they display the Characteristics of Learning in their Y1 class. • Pupils successfully transition and settle to learn and enjoy Y1 • Pupil progress meetings held and Parents' Meetings to talk about their strengths and development areas. • Pupils have formed excellent relationships with their adults and peers. • Pupils are tracked and supported as needed emotionally. • Pupils end of term phonics assessments. 	<p>Year 1</p> <ul style="list-style-type: none"> • Phonics screening check – 50% of pupils pass the phonics screening check. • Pupils enjoy reading; they have daily opportunities to read and share stories. They know the importance of reading and the wealth of knowledge reading opens up to them for all aspects of life. • The gap between attainment prediction and end of Autumn attainment is diminishing. • Pupils are tracked, assessments are analysed and QLA informs teaching • The gap between identified pupil groups and all other pupils is narrowing. • Improved outcomes for all pupils, with a focus on identified groups, aligned to targets set. • Recovery of lost learning time. 	<p>Year 1</p> <ul style="list-style-type: none"> • Pupils who did not attain a GLD have made accelerated progress to be in – line with Age Expected expectations for Y1. • The gap between identified pupil groups and all other pupils has diminished. • Improved outcomes for all pupils, with a focus on identified groups, aligned to targets set. • Pupils on track for end of Key Stage target outcomes.

<p>Year 2</p> <ul style="list-style-type: none"> • All pupils take Phonics Screening Check. (88% at standard) • Pupils successfully transition and settle to learn and enjoy Y2 • Pupil progress meetings held and Parents' Meetings to talk about their strengths and development areas. • Pupils have formed excellent relationships with their adults and peers. • Pupils are tracked and supported as needed emotionally. • Pupils end of term assessments. 	<p>Year 2</p> <ul style="list-style-type: none"> • Pupils enjoy reading; they have daily opportunities to read and share stories. They know the importance of reading and the wealth of knowledge reading opens up to them for all aspects of life. • The gap between attainment prediction and end of Autumn attainment is diminishing. • Pupils are tracked, assessments are analysed and QLA informs teaching • The gap between identified pupil groups and all other pupils is narrowing. • Improved outcomes for all pupils, with a focus on identified groups, aligned to targets set. • Pupils are tracked and supported as needed emotionally. • Recovery of lost learning time. 	<p>Year 2</p> <ul style="list-style-type: none"> • Early reading skills developed. • Enjoyment in reading and stories. • Phonics attainment and confidence raised. • Pupils become fluent, confident readers who enjoy reading. • Pupils who were on track pre Covid 19 closure and were not then on track at the end of Summer 2020 are back on track to meet their end of year and end of Key Stage attainment.
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