

COVID - 19 Costed Catch Up Strategy

2020 - 2021

1. Summary information			
School	Layfield Primary School	Total Catch Up budget	Catch-Up Premium £15,280 Tutoring through Third Space £2,657 TOTAL £17,937

2. Autumn 2020 Baseline Assessment - % of pupils at Age Related Expectations			
	Reading	Mathematics	SPAG
Year 2 PP	All - 90 PP - 29	All - 76 PP - 14	
Year 3 PP	All - 45 PP - 50	All - 55 PP - 25	All - 55 PP - 50
Year 4 PP	All - 61 PP - 22	All - 56 PP - 22	All - 72 PP - 44
Year 5 PP	All - 88 PP - 57	All - 65 PP - 29	All - 53 PP - 71
Year 6 PP	All - 63 PP - 50	All - 59 PP - 25	All - 67 PP - 25

3. Barriers to future attainment	
The majority of pupils have not accessed school for over 5 months meaning that barriers to future attainment are significant. These include:	
A.	Basic skills in reading, writing, SPAG and mathematics may be significantly below age related expectations.
B.	Key elements of the curriculum in foundation stage subjects as well as science and RE have been missed.
C.	Widening gaps between pupils who have not been supported at home with learning and those who have.
D.	Pupils' mental health may have been significantly affected during due to the pandemic for a number of reasons such as bereavement, lack of socialisation, lack of routine.
E.	Pupils' behaviour and ability to comply with school routines may have been adversely affected.
F.	Pupils' physical health may have been significantly affected during the pandemic due to lack of exercise and unhealthy food.

G	Parents / carers may not send their children to school due to concerns over whether they will be exposed to COVID – 19.
----------	---

4. Desired outcomes

	<i>Desired outcomes</i>	<i>Measure</i>
A.	Pupils catch up basic skills in reading, writing, SPAG and mathematics to what they were prior to the COVID-19 outbreak.	Summer 2021 assessments compared with summer 2019 assessments.
B.	Core knowledge is prioritised for teaching in foundation stage subjects / RE and science.	Plans detail core knowledge that is being prioritised.
C.	Pupils who are furthest behind their normal ability are prioritised for catch up.	Catch up evident from autumn baseline 2020 assessment compared to summer 2021 assessment.
D.	Pupils whose mental health has been affected during the pandemic are prioritised for support.	Boxhall profiles used to measure impact of support.
E.	Pupils quickly settle into school routines and adhere to the school behaviour policy.	Observation of behaviour in school. Measure of incidents of disruptive behaviour.
F.	Pupils physical health improves.	Observations of pupil's ability to complete physical activity
G.	Level of attendance improves to pre-COVID levels.	Comparison of weekly and overall attendance with 2019 / 2018 levels.

5. Planned expenditure

Academic year

2020- 2021

The three headings below enable schools to demonstrate how they are using the Catch Up funding to catch up on lost learning or all, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>A: Pupils catch up basic skills in reading, writing, SPAG and mathematics to what they were prior to the COVID-19 outbreak.</p> <p>C: Pupils who are furthest behind their normal ability are prioritised for catch up.</p>	<p>Prioritise curriculum offer to ensure:</p> <ul style="list-style-type: none"> - additional time in the day is allocated to the teaching of reading, writing and maths in every year group - phonics booster sessions for all Y2 pupils before school every day - maths booster lessons for Y6 pupils once a week 	<p>Outcomes - see SEF.</p> <p>School has highly trained staff to be able to deliver booster lessons based on children's starting points across the identified year groups.</p>	<p>Monitoring in line with monitoring schedule - to include book scrutiny and lesson observations</p> <p>Assessment data captures to measure impact of revised initiatives.</p>	<p>CB</p> <p>JS</p>	<p>December 2020</p> <p>April 2021</p> <p>July 2021</p>
<p>A: Pupils catch up basic skills in reading, writing, SPAG and mathematics to what they were prior to the COVID-19 outbreak.</p> <p>C: Pupils who are furthest behind their normal ability are prioritised for catch up.</p>	<p>Undertake baseline assessments during Week 3 - Cornerstones Summer Assessments.</p> <p>Formative Assessment to be undertaken to identify gaps in group and individual pupils learning, from which to determine curriculum planning and intervention groupings.</p>	<p>Trust decision to use the same tests, based on evaluation and desire to move to consistent tracking.</p> <p>The data provided will ensure teachers assessment is consistent, and enable teaching to be more focussed on the weaknesses of the children.</p> <p>Use of assessment tools to increase assessment accuracy and to provide detailed information to leaders about where best to target/use resources.</p>	<p>Deadlines for assessment input</p> <p>Look for evidence of use of gaps analysis in groupings/planning.</p> <p>Monitoring programme to check effectiveness of interventions stemming from baseline.</p> <p>Monitor through assessment cycle that identified children are prioritised in Cohort Progress Plans, etc. to 'catch up quickly'.</p>	<p>HO</p> <p>CB</p> <p>JS</p>	<p>End-September 2020</p> <p>December 2020</p> <p>April 2021</p> <p>July 2021</p>
<p>B: Core knowledge is prioritised for teaching in foundation stage subjects / RE and science.</p>	<p>Reviewed curriculum and timetable for staff to prioritise catch up of lost learning.</p> <p>Core texts revised to ensure appropriateness and challenge/increased engagement for pupils.</p>	<p>Prior year evidence monitoring showed that foundation subjects and specific units of work were covered but key concepts/ knowledge from prior year was not deepened or revised. This has resulted in key gaps in knowledge e.g. Y6</p>	<p>Knowledge organisers will be created by subject leaders to ensure core knowledge is taught in each unit of work across the year in all foundation subjects.</p>	<p>Subject leaders</p>	<p>December 2020</p> <p>April 2021</p> <p>July 2021</p>

		pupils not knowing continents and ocean names but then being taught about climate change in Geography.	Identify opportunities within the current curriculum offer where knowledge and skills missed in Spring and summer 2020 can be taught. Subject leader time to have a focus on identifying gaps monitoring coverage.		
D: Pupils whose mental health has been affected during the pandemic are prioritised for support. E: Pupils quickly settle into school routines and adhere to the school behaviour policy.	Bespoke PSHE and well-being lessons and activities implemented across the school. Consistent behaviour management approach embedded across the school, with an emphasis on the school rules – respect, ready, safe.	A whole school ethos that promotes strong emotional and social learning will always help pupils improve their interactions with others, help them manage their feelings and behaviour and teach them resilience when engaging in the academic or cognitive elements of learning (EEF shows moderate impact of this to date)	PSHE lessons have designed and prioritised in the first few weeks.	All teachers SS CW	December 2020 April 2021 July 2021
Total budgeted cost					
£0.00					
ii) Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation ?
A: Pupils catch up basic skills in reading, writing, SPAG and mathematics to what they were prior to the COVID-19 outbreak. C: Pupils who are furthest behind their normal ability are prioritised for catch up	High quality 'Catch up Maths' interventions take place in addition to maths lessons across Y4-6 High quality maths 1:1 tuition is provided for all disadvantaged pupils in Y5 and 6 through Third Space Maths lessons	School has highly trained staff to be able to deliver interventions based on children's starting points across the identified year groups. Third Space Learning is endorsed by the EEF and DFE as a quality provider.	Monitoring in line with monitoring schedule - to include book scrutiny and lesson observations Assessment data captures to measure impact of revised initiatives.	CB JS	December 2020 April 2021 July 2021

<p>A: Pupils catch up basic skills in reading, writing, SPAG and mathematics to what they were prior to the COVID-19 outbreak.</p> <p>C: Pupils who are furthest behind their normal ability are prioritised for catch up</p>	<p>Employment of additional teaching assistants to provide extra support in all key stages to provide intervention and in class support and increase opportunities for formative assessment, in-lesson feedback and effective assessment for learning.</p>	<p>Additional adult support can provide more personalised and targeted Quality First Teaching and more frequent feedback to assist pupil catch up. (EEF strategy, moderate impact measured to date)</p> <p>With an additional teaching assistants, targeted interventions can take place each afternoon to plug any gaps in learning (EEF approved strategy moderate impact measured to date)</p>	<p>Additional adult support in all key stages:</p> <p>R – CH Y1 – CH Y2 – CH Y3 – CH Y4 – SB x 2 mornings Y5 – SB x 2 afternoons Y6 – SB x 6 sessions</p> <p>Regular cohort progress meetings held to talk about specific children, their barriers and next step actions to secure swift catch up.</p> <p>Supervision and support from SLT and JC.</p> <p>Regular data capture and analysis for gaps and adjust planning/ lesson content and targeted interventions accordingly.</p>	<p>JC CB JS</p>	<p>December 2020 April 2021 July 2021</p>
<p>A: Pupils catch up basic skills in reading, writing, SPAG and mathematics to what they were prior to the COVID-19 outbreak.</p> <p>C: Pupils who are furthest behind their normal ability are prioritised for catch up.</p>	<p>Ensure same day interventions and feedback.</p> <p>Children who are behind where they were prior to Covid will be identified and tracked. A teaching assistant will work with these children within a lesson.</p> <p>TA's deployed to support in class AND interventions for target children.</p>	<p>Feedback instantly within the lesson and during afternoon learning.</p> <p>Effective Feedback provides 8 months gains according to EEF research.</p>	<p>Driven and monitored by Reading, writing and maths leads.</p> <p>Staff effectively trained to target gaps in learning.</p>	<p>SLT</p>	<p>December 2020 April 2021 July 2021</p>
<p>A: Pupils catch up basic skills in reading, writing, SPAG and mathematics to what they were prior to the COVID-19 outbreak.</p> <p>C: Pupils who are furthest behind their normal ability are</p>	<p>Close the catch up gap in phonics and reading Y1-3</p> <p>Boys and disadvantaged pupils to read to an adult every week.</p> <p>1:1 reading where deemed appropriate.</p>	<p>Reading is the gateway to all subjects. We feel we need to prioritise this as a school.</p>	<p>Driven by launchpad to literacy lead.</p> <p>Dedicated member of staff who is well trained to deliver programme of support.</p>	<p>ML RM LS</p>	<p>December 2020 February 2021 April 2021 July 2021</p>

prioritised for catch up.					
Total budgeted cost					
<p>£12,468.40 additional staffing – R-Y3 £7,788.90 additional staff – Y4-6 £150.00 CPD for Catch-up Maths £5,313.30 Third Space Maths 1:1 Tuition (50% paid through the National Tutoring Programme) £25,720.60 TOTAL</p>					
iii)Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation ?
F: Pupils physical health improves.	<p>Timetable relaxed to allow staff to take pupils outside or into the hall for additional physical activity as needed.</p> <p>All PE sessions to continue as normal, including the use of coaches and other external providers.</p> <p>Continue the teaching of Forest Schools.</p>	<p>Children have been less active during the summer.</p> <p>The curriculum is designed for appropriate coverage. This ensures that children develop a love of physical activity. Overall the curriculum is designed to build confidence, physical literacy, game skills and teamwork.</p>	<p>Engagement with the Schools Partnership and Go Sport.</p> <p>Monitor quality of provision and impact of initiatives on progress in PE.</p> <p>PE assessment procedures introduced by PE.</p>	LB	Through termly subject leader evaluations
G: Level of attendance improves to pre-COVID levels.	Continue to improve overall attendance and reduce absence whilst supporting parents and families during COVID-19 pandemic	<p>Attendance, understandably , has been heavily affected by the Covid pandemic and therefore must be a key priority as we return to school in the Autumn term to maximise learning opportunities missed last academic year.</p> <p>The attendance manager will work hard to reassure parents that robust risk assessments are in place and safety measures are in place to reduce any risks around pupils attending school.</p> <p>Tight procedures must be put in place for pupils who find themselves in isolation once more and in the event of a second lockdown so that learning can continue during their absence.</p>	Attendance Manager to support families ensuring more pupils are in school	CP	<p>Monthly attendance review/supervision with attendance officer.</p> <p>Monitor actions taken with specific families and impact on any increasing attendance.</p>

6. Summer 2021 Assessment TARGETS - % of pupils at Age Related Expectations

	Reading	Mathematics	SPAG
Year 2	All - 95 PP - 43	All - 90 PP - 57	
Year 3	All - 82 PP - 75	All - 73 PP - 75	All - 68 PP - 50
Year 4	All - 94 PP - 78	All - 100 PP - 78	All - 83 PP - 67
Year 5	All - 94 PP - 71	All - 82 PP - 29	All - 94 PP - 71
Year 6	All - 76 PP - 50	All - 86 PP - 50	All - 83 PP - 25