**Covid Universal Catch-up Funding Strategy 2020-21**

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| **Summary information ‘Catch up’ Grant** | | | | | |
| **Academy** | Fowey Primary School | | | | |
| **Academic Year** | 2020-21 | **Total Catch up budget** | £11,360 | **Number of pupils** | 142 |

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| **SECTION ONE: Initial Evaluations and Summary** | |
| **Initial Evaluation Tools used** | Parental questionnaire (July 2020)  Pupil Progress meetings with all class teachers  PUMA and PIRA results Sept 2020 and Dec 2019  Phonics Assessments RWI Sept 2020  Teacher assessments Sept 2020 |
| **Identified Priorities** *(summary of the main findings of your initial evaluation)* | |
| 1. Reading in Upper KS2 | |
| 2. Maths across the school, especially for middle attaining girls | |
| 3. Increased opportunities for PP children to engage with remote learning- as data clearly shows those who did not engage have slipped further than those who did. | |
| 4. Early phonics and number in lower KS1 (children who did not achieve GLD) | |

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| **Priority One:** Reading in Upper KS2 | | | |
| **Evaluation/Baseline Assessment:** Initial PIRA data shows -11.4% drop in Y6 reading and -7.9% drop in Y5 reading (when compared to PIRA results for Dec 2019).Children in Y5 and Y6 had the lowest levels of engagement during lockdown with 4 children in Y6 and 7 children in Y5 engaging very infrequently.  Pupil Premium numbers in Year 5 are very high (47% of children are eligible) which is very much higher than the whole school average (13.6%). | | | **EEF Strand:**  Targeted Intervention |
| **INTENT** | **IMPLEMENTATION** | | **IMPACT** |
| **What do we want to achieve?** | **How?** | **Cost?** | **Progress/Impact** |
| *Desired Outcomes* | *What actions will you take to achieve this?* | *Provide simple breakdown of proportionate or full costs.* | *6 weekly impact assessment against identified baseline* |
| Close gap in reading attainment so that outcomes in May 2021 are broadly in line with national average, in Y6. | Recruit new HLTA to deliver targetted inteventions and small group/individual tutoring in Upper KS2 | £11,800- £8000 funded from core staffing budget, additional £4000 funded from catch up premium |  |
| Close gap in reading attainment so that outcomes in July 2021 are broadly in line with attainment against ARE, in Y5 | Subscription to SHINE reading and maths- to allow more precise analysis of gaps in reading attainment. Precision teaching and pre-teaching to close gaps identified.  Daily reading intervention via Rapid Reading for all children who are not currently achieving ARE  FreshStart Phonics group for children assessed as having a significant weakness in phonics or who were persistently absent in KS1 | £450 Shine reading subscription  £500 Rapid Reading training  £750 Purchase additional Rapid Reading materials  £500 purchase FreshStart materials |  |
| Ensure that PP gap does not develop in Y5- currently PP children are attaining in line with non-PP children in reading. But we know that the majority of children who did not engage with home learning in Y5 were PP eligible children. | Target increased staffing allocation into Y5 while at school to support this group.  Y5 children prioritised for access to remote learning and all Y5 children who are sent home to self isolate to be provided with a school device.  Daily engagement (phone calls from class teacher and class TA) if children are not engaging with learning at home.  Y5 prioritised for allocation of school covid tests as needed. |  |

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| **Priority Two:**  Maths across the school, with a particular focus on girls with middle prior attainment. | | | |
| **Evaluation/Baseline Assessment:** Initial PUMA data shows gender gap across the school of -5.4 using scaled score. This is a significant gap in Y6 (8 points) and Y4 (8 points). The gap in Y2 is -13 points but this is very skewed by a very small cohort of girls (only 2 pupils).  Maths slippage across the school is more significant and consistent than in reading, with the average year group having slipped by -2.9 points from Dec 2019. Slippage is greatest in Upper KS2, with Y5 having dropped -5.5 point and Year 6 -5.3.  Staff report that pupils have become much less resilient during lockdown and are much less willing to reason problems through. | | | **EEF Strand:**  Targeted Intervention/ Whole Class Teaching |
| **INTENT** | **IMPLEMENTATION** | | **IMPACT** |
| **What do we want to achieve?** | **How?** | **Cost?** | **Progress/Impact** |
| *Desired Outcomes* | *What actions will you take to achieve this?* | *Provide simple breakdown of proportionate or full costs.* | *6 weekly impact assessment against identified baseline* |
| Close gap in maths attainment so that outcomes in Summer 2021 are broadly in line with national average.  Ensure that girls outcomes in maths are broadly in line with peers (except in Y2- due to cohort variations and SEND needs). | 6 weekly catch-up teaching plan for each class based on identified gaps in learning, using resources and objectives from year group below.  Particular focus in all classes on operations, written problem solving, time, fractions and number (place value). | Costs covered by core staffing. |  |
| Subscription to SHINE maths- to allow more precise analysis of gaps in maths attainment.  6 weekly small group plan (delivered daily by class teachers) devised to gap-fill needs for particular children and pre-teach areas of weakness before whole class teaching to increase pupil confidence. | £450 Shine maths subscription  £1500 teaching assistant overtime to cover remaining children in class while class teacher leads maths interventions. |  |
| Early intervention in Number in EYFS, Y1 and Y2 to target those children who have missed basic number skills using NumberBox (delivered by class TA). |  |

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| **Priority Three:** Increased opportunities for PP children to engage with remote learning- as data clearly shows those who did not engage have slipped further than those who did. | | | |
| **Evaluation/Baseline Assessment:** Parental Questionnaires reflect that a number of PP children did not engage well during lockdown and that key families, whose children are lower attaining, did not commit to school-based learning during lockdown preferring to focus on family activities instead e.g. cooking and gardening. These families also reported increased anxiety. Although devices were allocated to these families, some families still did not use these to access school based learning.  41% of pupil premium children in Y1-Y6 engaged well and daily with remote learning, as opposed to 82% of non-pupil premium children. | | | **EEF Strand:**  Other Strategies |
| **INTENT** | **IMPLEMENTATION** | | **IMPACT** |
| **What do we want to achieve?** | **How?** | **Cost?** | **Progress/Impact** |
| *Desired Outcomes* | *What actions will you take to achieve this?* | *Provide simple breakdown of proportionate or full costs.* | *6 weekly impact assessment against identified baseline* |
| Increase engagement with PP children during any future isolation so that engagement of PP children is above 80%. | Paper based learning ready to go as soon as any child is sent home.  Paper pack delivered by volunteer parents as soon as a child isn’t able to come into school.  Class teacher to contact PP families on first day of absence (in addition to office contact) to discuss learning and how to remain on track with the rest of the class.  TA time allocated to support learning remotely (e.g. phonics via Zoom, daily reading).  Device to be sent home with all PP children when isolating.  In the event of a whole school lockdown, PP children to be prioritised for sessions at school as vulnerable pupils. | Costs covered by core staffing. |  |

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| **Priority Four:**  Early phonics and number in lower KS1 (children who did not achieve GLD) | | | |
| **Evaluation/Baseline Assessment:** 33% of children did not achieve a GLD in 2019-2020, 2 additional children who did achieve GLD are now showing to be working below expectations in Year One.  4 children who are now in Y2 did not achieve a GLD in EYFS and are still not on track to achieve ARE at end of KS1. These children all have additional SEND needs. | | | **EEF Strand:**  Targeted Intervention/ Whole Class Teaching |
| **INTENT** | **IMPLEMENTATION** | | **IMPACT** |
| **What do we want to achieve?** | **How?** | **Cost?** | **Progress/Impact** |
| *Desired Outcomes* | *What actions will you take to achieve this?* | *Provide simple breakdown of proportionate or full costs.* | *6 weekly impact assessment against identified baseline* |
| Ensure that identified children in Y2 make accelerated progress towards ARE. | Ongoing SEND assessments (1 child referred for ADHD screening, 2 children to see the Educational Psychologist).  Daily Nessy and phonics interventions.  Play therapy weekly for one child.  Daily Rapid Reading for 2 children.  Number box daily for 3 children. |  |  |
| Ensure that identified children in Y1 achieve a GLD by January 2021 and make accelerated progress towards ARE by the end of Year One.  Ensure that children who have slipped during the summer make rapid progress to be back ‘on track’ by Jan 2021. | Daily number box  Daily Nessy  Letters sent to parents of children working below to give children’s scores in reading and maths and suggest actions to be taken at home.  Precise phonics teaching using RWI in smaller groups (faciliated by longer staggered start and finish) to ensure more groups can be taught by the class teacher. | £750 Nessy Licencing. |  |