

Stubbins Primary School Catch-Up Premium Report. 2020-2021

[COVID-19 Catch Up Premium \(Click link for more information\) \[coronavirus \\(COVID-19\\) catch-up premium.\]\(#\)](#)

In the 2020-2021 Academic Year, our school received £16,800 to support pupils through the catch-up premium, £4,200 of which arrived in the Autumn Term 2020.

OVERALL PICTURE

At the end of September, teachers summarised the effect of the COVID-19 pandemic and resulting lockdown. They reported:

Reception

The Reception class has been attending for 2 days per week in two groups. On 28th September, the class attended all together and began their first full week. The induction period has been valuable in enabling children to learn expectations and routines.

We have several children who are being seen by Speech and Language already and many other children have difficulty pronouncing words clearly and speaking in full, clear sentences.

There is a quite a gap between those children who have enjoyed reading (especially) and learning at home, and those who have not. These children have missed out on Nursery education for many weeks and this is a large 'chunk' of their short lives. This has had a noticeable impact on the children's ability to listen as part of a group.

Counting in general is great and is a sound foundation for maths learning this year.

A large group of children have poor motor skills (e.g. not being able to use scissors) and many holding their pencil incorrectly (in a fist). $\frac{3}{4}$ of the class are able to write some letters in their name, but the others are mark making. It is interesting to note that, on entry, all the children who are unable to write letters are boys. These same boys have good 'gross' motor skills, e.g. they are riding 2-wheeled bikes, and are now being supported to develop their fine-motor skills.

Year 1

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The children are mainly at the expected level and there is a need to extend the children's learning so that every child reaches their full potential, including the more able.

Maths

Power maths is proving very useful in consolidating lower ability children whilst deepening the thinking of the higher ability children.

Writing

Most children can write up to four sentences using correct punctuation, which is a great foundation for Year1.

Reading

All children are reading at home and changing books at least once a week. Most children have a good Phonic Knowledge of phase 3 – which is expected.

There are 4 boys who are a little below expected across the board – one of which has S&L difficulties. 2 girls are a little below expected, again in all areas. The gap is not large and all of these children are being supported and are making good progress already.

Year 2

General: Settled in well into routine. Their focus is developing but some struggle to maintain their concentration without a lot of adult prompting.

Wellbeing: the initial weeks the children appeared well and happy. As they have settled in, we are discovering that they have experienced varied lockdown experiences ranging from bereavement, robbery, arguments at home and parental anxiety.

Maths: working at a reasonable level - not too many gaps identified at this point. We began by reinforcing Year 1 facts. Some are finding working independently a challenge. Most children are inconsistent with their approach to learning.

Writing: low level overall. A notable regression in writing skills has been observed across the class. Two or 3 are above or at the expected level for this time in Y2.

Spelling is poor.

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Reading: still very fluid assessment with some children on very high levels online (Bug Club) which we are reviewing through 1:1 reading. Parents seem to have engaged well with Bug Club but the children need to build their comprehension skills.

End of year view:

We are supporting the children in order to avoid a dip in results, notably in writing where we have observed some children working at a lower than expected level.

Phonics test: we expect 80% to pass currently, but again we are supporting children to catch up.

Year 3

Year 3 were self-isolating at the time of this report. Mr Robinson has been organising home learning with the class, beginning and ending each day with a 'Zoom' meeting. Parents have been very complimentary about the work Mr Robinson has done with his class during this time.

Year 4

We have noticed that the general presentation of work is poor - daily handwriting practice is incorporated into our day and the opportunity to get a pen licence.

Writing structure is poorer than usual - sentence structure, punctuation, spelling etc. We have therefore provided more opportunities for writing in the week.

Maths has continued to be good. Times tables are slower than usual. Daily TT Rockstars practice in class and parents have been directed towards supporting their child with this using the app at home.

The children seem happy to be back at school and are enjoying having more routine back in their lives.

Year 5

Reading

At the start of this year we completed a few Year 4 reading comprehension tests. The children generally performed really well and we have now started looking at year 5 level comprehensions.

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For the few children who struggled, I am trying to read with them as much as possible in the mornings and afternoons and they are also getting extra help during comprehension activities in class. When Mrs Duxbury returns, a small support group will be set up for these children.

Writing

I have been really impressed with the standard of the children's writing so far. As an assessment, I looked through the children's old books and their big writing folders for a starting point and then gave them a few different writing tasks (fiction and non-fiction) in the first few weeks to gauge where the children are at. Any gaps in learning are being focussed on in GPS sessions and at the start of writing sessions. I am giving extra help where possible to children who are struggling. Once again, when Mrs Duxbury is back, support groups will be set up for children needing an extra push.

Maths

For the first two weeks of Year 5 I picked out 10 key objectives from Year 4 and spent a maths lesson covering each. I was pleasantly surprised with how well the children performed in these lessons. We have also completed a base line assessment for place value (our first topic) and will complete a similar assessment at the end of this unit. We have been using lots of hands on resources to try and ensure the children's understanding of different concepts is strong.

Year 6

Year 6 seem to have settled in very well and seem to be happy to come to school.
My overall assessment of their learning is as follows:

Maths - I have done a White Rose assessment before teaching each unit from the previous year 5 and then once the unit has been taught, assess the Year 6 end of unit. My initial thoughts are that it seems that it has been a long time since they were taught some concepts but once they revisit them, they return fairly quickly. Many children have forgotten their times tables and this needs to get back up to speed which TT Rock Stars is helping with.

Reading - I have assessed the less able readers with running records and they are all able to decode well enough, however, reading speed and fluency is something which will need to be developed. The whole class has had a 'SAT style' reading test and don't seem to have struggled any more than I would expect from a new Year 6 class. We are regularly answering different types of comprehension questions on the class novel, talking about the skills needed and how to answer them which helps to fill the 'guided reading' gap.

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Writing - The class have completed two Big Writes since returning and it seems that the less able have slipped backwards more than the more able writers. Children have individual targets and some have been identified for extra support in sentence grammar, spelling and handwriting.

Spelling - I assessed the class using a spelling test using Year 3/4 objectives/spelling rules and half the class scored less than half marks. I daily recap a Year 3/4 spelling rule and they have a follow up activity to cement this. Catch up in this area will need to continue for quite a while.

SPAG - Daily Year 6 Spag exercises have shown that the children have forgotten terms such as 'word class' 'noun phrase' etc. and, again recapping is required but I am hopeful that it will just be catching up as they seem to remember things once reminded.

We have identified the following areas as priorities for our pupils:

- **A – Writing – especially with regard to sustaining quality through longer pieces of writing. Grammar, spelling and handwriting all require extra input.**
- **B – Maths Skills – we had invested in remote learning platforms such as Times Tables Rockstars and White Rose Maths as a result of learning from home. These have been successful and we need to continue with these online subscriptions in order to supplement the maths in school.**
- **C – Specific intervention for Speech and Language – especially in the EYFS.**

Therefore, our expenditure of this additional funding will be in the following areas:

- **A – Commitment to ‘The Write Stuff’ programme by Jane Considine.** This includes full staff training on 4th January and English Unit Plans and resources – a complete revamp of the way we teach writing. They provide research informed training and structures for success, enabling teachers to help shape the future of pupils in primary schools. We estimate around **£4000** for the whole-school implementation.
<https://www.janeconsidine.com/>
- **B – Investment in online maths resources which have already proven their worth:**
 - **TT Rockstars** In either paper form or online, Times Tables Rock Stars is a carefully sequenced programme of daily times tables practice. Each week concentrates on a different times table, with a recommended consolidation week for

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rehearsing the tables that have recently been practised every third week or so. This format has very successfully boosted times tables recall speed for hundreds of thousands of pupils over the last 8 years in over 16,000 schools - both primary and secondary – worldwide. - **£94.90** <https://trockstars.com/>

- **White Rose Maths** Influenced, inspired and informed by the work of leading maths researchers and practitioners across the world, White Rose Maths brings together a team of highly experienced and passionate maths teaching experts to train, guide, help and support all those who want to make change happen in their schools. **Premium Resources - £99.00** <https://whiterosemaths.com/who-we-are/about-white-rose-maths/>
- **Power Maths** Power Maths is a UK curriculum mastery programme designed to spark curiosity and excitement and nurture confidence in maths. The only mastery programme perfectly aligned to the White Rose Maths progressions and schemes of learning. - **£1,120** <https://www.pearson.com/international-schools/british-curriculum/primary-curriculum/power-maths.html>
- **C – Subscription to Wellcomm by GL assessments.** WellComm Early Years and the new WellComm Primary toolkits enable you to quickly and easily identify children needing speech and language support, which can make a crucial difference to their confidence and attainment. Both toolkits are quick and simple to use (requiring no speech and language expertise) by teachers, teaching assistants, SENCOs and Early Years Practitioners – and can be used as many times as needed. The instant reports are quick to digest and use an easy to understand traffic light scoring format. Both toolkits come with an age-appropriate ‘Big Book of Ideas’ providing a total of over 150 instant, play-based activities so you can take action straight away. The activities can be used at home too so that effective support is provided whether or not a child is referred to a Speech and Language Therapist. **£940 for whole-school implementation.** <https://www.gl-assessment.co.uk/products/wellcomm/> .
- **D - Staff Training & Resources** – These will be purchased as required and to meet the emerging needs of the children.
 - **Team Teach de-escalation Training** 14 & 21 October – how to deal with children in distress by using calming techniques. £800
 - **Yoga for children** 02.12.2020– whole staff trained to include yoga into mindfulness sessions in class. £660

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- **1:1 Intervention** – Investing an extra ½ day per week of trained TA support to implement intervention programs. **Approx £1,500 over the year.**

There will be other priorities which emerge over time, and we will respond

We will measure the impact of the expenditure upon pupils' attainment in the following ways:

- **A - Assessment of Writing through our school monitoring cycle.**
- **B – Assessment of Mathematics through our White Rose Assessments throughout the year.**
- **C – The assessments built in to Wellcomm will provide impact measures.**
- **D – Feedback from staff and general assessment, both in house and national.**