

Covid Catch Up Plan 2020-2021

School

Crowle Primary Academy

Catch up plan spending focus

1.Resources to support the development of comprehension, reading for pleasure and vocabulary development (books)

2. Improving the academy's blended learning approach including designating a role specific to developing the blended learning approach, release time to facilitate this and IT hardware to ensure all children in UKS2 have access to a device.

Year Group	Evidence & Rationale	Chosen approach/approaches	Desired outcome	Outcome/ Impact July 2021
1	<p>Following observational assessments after 4 weeks of schooling 61% of the year group are a cause for concern in terms of resilience and confidence. 39% of the cohort are causing concerns with regards to their readiness to learn. Focus is on readiness for learning.</p> <p>71% of the children are not yet meeting the expected level for the start of year 1 in phonics with the attainment of 29% causing significant concern in phonics. Early reading is therefore a concern. The DfE 'Guidance for full opening of schools' specifies that ;</p> <p>'pupils in key stages 1 and 2, school leaders are expected to prioritise identifying gaps and re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics), identifying opportunities across the curriculum so they read widely, and developing their knowledge and vocabulary'</p>	<p>The academy has already ensured that children returning to school in year 1 have access to continuous provision. Space in school and a TA have been allocated to support this. Teaching and learning in year 1 will focus on developing readiness for learning including effective listening and collaboration.</p> <p>During partial school closure the academy identified that gaps were forming as children were unable to access quality phonics teaching so strategies were put into place;</p> <ul style="list-style-type: none"> • Video tutorials were created by staff for phonics teaching • The academy invested in RWI training for staff <p>The use of the video lessons by parents was limited so the academy is looking to develop these through a blended learning approach and a focus on remote learning.</p> <p>The RWI strategy is now being used to teach high quality phonic sessions but resources are needed to ensure that this is linked to reading and</p>	<p>1.Children have developed key listening and attention skills and are ready to access year 1 curriculum by January 2021.</p> <p>2.Gaps have closed. Year 1 children pass the phonics screening test. Ongoing assessment of reading fluency and comprehension shows that attainment has improved. Children are enjoying reading. Parental engagement with reading at home and phonics has improved.</p>	<p>1.Internal data shows that year 1 children exceeded FFT targets for reading and maths showing that they are ready to access the year 2 curriculum.</p> <p>2. The percentage of children reaching the required level on the phonics assessment dipped from previous years. However, when looking at progress made in year this is significant, showing the impact quality first teaching had on children's phonic knowledge. Internal data at the end of the academic year showed a higher percentage reached age related expectation and greater depth in reading than FFT target.</p>

		<p>developing children's reading fluency and comprehension skills.</p> <p>HLTA used to support teaching of RWI groups for autumn term to allow children to catch up quickly.</p>		
2	<p>Observational ongoing assessment shows that 45% of children are below expected standard in comprehension. Class teacher reports that reading fluency is a key issue.</p> <p>See above for DfE guidance</p>	<p>Allocation of 4 day per week TA in Y2 classroom to support targeted interventions. HLTA used to support teaching of RWI groups for autumn term to allow children to catch up quickly. See above for details of RWI strategies.</p>	<p>3.Gaps have closed. An increased % of Y2 children meet expected standards at the end of Y2 in reading. Ongoing assessment of reading fluency and comprehension shows that attainment has improved. Children are enjoying reading. Parental engagement with reading at home and phonics has improved.</p>	<p>3. By the end of year 2 94% of children had achieved the expected levels in the phonic assessment test. Tracking shows that children made progress in their reading, reading remains a focus area as the children move into year 3. Parental engagement in reading is an ongoing area for development.</p>
3/4	<p>Areas of significant concern following teacher diagnostic assessments;</p> <p>1.Comprehension (fluency and understanding of text) and reading for pleasure. Approximately 50% of the cohort are not completing enough read at home activities. Although comprehension activities were set on a weekly basis during partial closure direct teaching of the skills was a challenge and staff were unable to give useful feedback.</p> <p>2. Times Tables, children do not have a good knowledge of their tables which is impacting calculations involving multiplication and division. The most effective ways found to engage children in this is through online games. Children do not have access to devices at home to allow them to access the resource and there is a lack of devices in school to allow this to be</p>	<p>Purchase of appropriate class readers which can be used to engage children in reading for pleasure. Training on effective use of appropriate resources to give feedback when children are working online. Training for teachers on strategies for effective remote feedback.</p> <p>Purchase of IT resources to allow access on an individual basis at home and at school (blended learning approach).</p>	<p>4.Increased % of children reading at home on a regular basis. Reading attainment improved with a higher percentage of children reaching age expectations by the end of the academic year. Resources and feedback for online activities well used and impacting on teaching and learning.</p> <p>5.Maths attainment improved with a higher percentage of children reaching age expectations by the end of the academic year. Increased % of children accessing online resources to support learning.</p>	<p>4.Pupil discussions showed an increased interest in reading due to the wider range of books on offer. Reading remains a focus for children moving into year 4. A higher percentage of year 4 children reached age related expectations in reading than was targeted.</p> <p>5.Chrome books significantly improved access for children to online resources. In both year 3 and year 4 a higher percentage of children reached age related expectations in maths than was targeted.</p>

	<p>accessed on an individual basis (resources to support the blended learning approach). 'The EEF guide to supporting school planning: A tiered approach to 2020-21' details three strategies, teaching, targeted academic support and wider strategies. Within these it outlines that 'ensuring access to technology is key, particularly for disadvantaged pupils' and 'ensuring that teachers and pupils are provided with sustained support and guidance to use specific platforms is essential'.</p> <p>3.Lower ability children (SEND, disadvantaged) have biggest gaps and therefore need significant interventions.</p>	<p>Investment in TA and HLTA time to support identified children.</p>	<p>6.Gaps closing and appropriate progress made Tracking shows impact of interventions.</p>	<p>6. This group remains a priority. Tracking shows children made progress.</p>
<p>5/6</p>	<p>Areas of significant concern following teacher diagnostic assessments; 1.Comprehension (fluency and understanding of text) and reading for pleasure. Less than 50% of the cohort are not completing enough read at home activities. Although comprehension activities were set on a weekly basis during partial closure direct teaching of the skills was a challenge and staff were unable to give useful feedback.</p> <p>2. Understanding of key vocabulary and precision when competing tasks.</p> <p>3. Times Tables, children do not have a good knowledge of their tables which is impacting calculations involving multiplication and division. The most effective ways found to engage children in this is through online games. Children do not have access to devices at home to allow</p>	<p>Purchase of appropriate class readers which can be used to engage children in reading for pleasure. Training on effective use of appropriate resources to give feedback when children are working online. Training for teachers on strategies for effective remote feedback.</p> <p>Quality first teaching and increasing range of books that children are reading.</p> <p>Purchase of IT resources to allow access on an individual basis at home and at school (blended learning approach).</p>	<p>7.Increased % of children reading at home on a regular basis. Reading attainment improved with a higher percentage of children reaching age expectations by the end of the academic year. Resources and feedback for online activities well used and impacting on teaching and learning.</p> <p>8.Reading attainment improved with a higher percentage of children reaching age expectations by the end of the academic year.</p> <p>9.Maths attainment improved with a higher percentage of children reaching age expectations by the end of the academic year.</p>	<p>7. Pupil discussions showed an increased interest in reading due to the wider range of books on offer.</p> <p>8. A higher percentage of year 5 and year 6 children reached age related expectations in reading than was targeted. Online reading resource used very effectively, progress was good.</p> <p>9. A higher percentage of year 5 children reached age related expectations in maths than was targeted.</p>

	<p>them to access the resource and there is a lack of devices in school to allow this to be accessed on an individual basis (resources to support the blended learning approach).</p> <p>A recent survey, to which parents of 136 children responded (59% of school population), showed that; 24% of pupils did not have their own device to work on at home. Of those children who do have a device 81% of them only had access to a phone or a tablet. Of the children who had access to a device (own or shared) 30% of them only had access to a phone or tablet.</p> <p>Teachers also reported that aligning blended learning so it can flow easily from school to home learning was a challenge due to lack of resources</p> <p>'The EEF guide to supporting school planning: A tiered approach to 2020-21' details 3 strategies, teaching, targeted academic support and wider strategies. Within these it outlines that 'Ensuring access to technology is key, particularly for disadvantaged pupils' and 'ensuring that teachers and pupils are provided with sustained support and guidance to use specific platforms is essential'.</p>		<p>Increased % of children accessing online resources to support learning.</p>	
<p>Whole school</p>	<p>The vast majority of children have returned to school ready to learn however, mental health and wellbeing checks have shown that some children will need support to ensure they are ready to access learning and are both confident and resilient.</p> <p>'The EEF guide to supporting school planning: A tiered approach to 2020-21' details 3 strategies, teaching, targeted academic support and wider strategies.</p>	<p>Targeted groups with inclusion mentor</p>	<p>11. Mental health and wellbeing checks show that children are supported in their wellbeing and social emotional learning. Teacher observations show that identified children are more confident and resilient learners.</p>	<p>11. Diagnostic assessment of mental health and wellbeing was repeated when children return to school March 8th.</p> <p>Inclusion mentor continued check in sessions and support sessions during lockdown for children identified with need.</p>

	<p>Within these it outlines that ‘A common misconception can be that pupils’ wellbeing and social emotional learning is separate from their academic, curriculum-based learning’. The academy is therefore committed to ensuring we support the mental wellbeing of our pupils alongside their curriculum development.</p> <p>The DfE suggest that catch up funding could be used to promote attendance. Attendance at Crowle Primary Academy for the first four weeks of 2019-2020 was 96.4%, for the same period this academic year attendance is 96.7%. This is therefore not a key area to use Catch up funding. The academy will continue to monitor ongoing attendance.</p>			<p>Monitoring shows that mental health and wellbeing of the vast majority of children targeted showed improvements.</p>
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Impact			
Year Group	Autumn	Spring	Summer
1	<p>1. Year 1 curriculum started in Autumn Term, children doing more ‘formal’ whole class sessions. January 2021 – interruption to plan as partial school closure introduced. 33% of children attending school full time. On average 75% of children (including those at school) have accessed the live English lessons during partial closure Whole school return on 8th March. Year 1 will focus on independence and continue readiness for learning.</p> <p>2. Phonic assessment at end of autumn term showed 32% met expected standard in phonic assessment test and a further 32% are on track Parental awareness of phonics teaching and learning has been improved due to live/ recorded lessons delivered during lockdown RWI assessments to be completed as soon as children return March 8th.</p>		See above
2	<p>3. Phonic assessment at end of autumn term showed 74% of children reach passed phonic assessment test (improved from 43% in spring term year 1) Parental awareness of phonics teaching and learning has been improved due to live/ recorded lessons delivered during lockdown RWI assessments to be completed as soon as children return March 8th.</p>		

<p>3/4</p>	<p>4. Reading books purchased but not yet in use due to lockdown. Procedures in place ready to introduce from March 2021</p> <p>Reading attainment at end of term 2 assessments was a concern, particularly in year 3, test practise sited as a major factor. Reading on your head used through lockdown to continue to practise reading comprehension skills. Live reading lessons delivered to continue teaching key areas identified in testing. Spring/ summer term Year 3 teacher to complete some action research on reading</p> <p>5. Maths attainment at end of autumn term Y3= 66% at ARE, a decrease from teacher assessment at the end of year 2 (78%). This will need to be a focus for when children return to school. Y4 = 67% (dip from previous year) Use of online resources to support learning increased due to lockdown, this will help when returning to school.</p> <p>6. Increased TA and HLTA time in year 3/4.</p>	<p>4. LKS2 to be part of trial of reading plus using new ICT resources.</p> <p>5.</p> <p>6. Significant TA and HLTA time given to year 3/4, mainly to support behaviour and specific needs in the class. Significant number of SEND children accessing school provision during lockdown.</p>	
<p>5/6</p>	<p>7. Reading books purchased but not yet in use due to lockdown. Procedures in place ready to introduce from March 2021</p> <p>8. Reading on your head used through lockdown to continue to practise reading comprehension skills.</p> <p>9. Use of online resources to support learning increased due to lockdown, this will help when returning to school.</p>	<p>7. UKS2 to be part of trial of reading plus using new ICT resources.</p>	
<p>Whole school</p>	<p>11. mental health and wellbeing remains a focus through school.</p>	<p>11.</p>	