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# COVID-19 catch-up premium report 2022-23

## COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of PP pupils:	86	Amount of catch-up premium received per pupil:	£162.00
Total catch-up premium budget:	£13,900	Total expenditure	£13,922

### STRATEGY STATEMENT

**The overall aims of catch-up premium strategy:**

- To close the attainment gap between disadvantaged and vulnerable pupils and their peers
- To raise the attainment of all pupils
- To support the wellbeing of all pupils

Our Catch-up programme will support pupils in the following ways:

- ❖ Morning / after school catch-up for targeted individuals
- ❖ Online Learning platform provided
- ❖ E Books introduced to ensure equality of reading materials outside of school

## BARRIERS TO FUTURE ATTAINMENT

### Academic barriers:

A:	<b>Identified July 2022:</b> KS1 SATs identified almost 47% of disadvantaged pupils below the expected standard in reading KS1 SATs identified 53% of disadvantaged pupils below the expected standard in writing KS2 SATs identified 40% of disadvantaged pupils below the expected standard in reading and writing
B	<b>Identified July 2022:</b> Using NTS (Standardised scores) <b>Reading tests</b> - pupils, on the whole scored about 1 term below expected. PP pupils were below their peers in most year groups at about two terms below expected.

## ADDITIONAL BARRIERS

### External barriers:

C	Pupils' development as proficient readers has declined through a lack of exposure to reading books beyond school.
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## Planned expenditure for current academic year

Quality of teaching for all; Academic Barriers addressed.					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>National Tutoring Programme Online Learning</p> <p>National Tutoring Programme registration and enroll identified pupils</p>	<p>To target support for groups of pupils</p> <ul style="list-style-type: none"> <li>Gaps identified in key learning are filled</li> <li>The attainment gap is narrowed by at least 1 term</li> </ul>	<p><i>'There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy.'</i></p> <p><a href="#">Education Endowment Foundation - Covid-19 Support Guide for Schools</a></p>	<p>Using assessment data obtained from teacher assessments in July 2022, pupils who were significantly below expected were identified.</p> <p><b>Round 1: (Autumn 2 – Spring 1)</b> 1 hour weekly of small group tuition on line: Year 3 pupils from 3.30 in school Year 4 &amp; 6 pupils from 5.00pm from home</p> <p><b>Round 2: (Spring 1 – Summer 1)</b> 1 hour weekly of small group tuition on line: Year 3 pupils from 3.30 in school Year 4 &amp; 6 pupils from 5.00pm from home</p>	<p>Teachers</p> <p>Engage Education tutors</p>	<p>Feb 23</p> <p><b>Cost:</b> <b>£4536.00 (60% of cost)</b></p> <p><b>£4536.00 (60% of cost)</b></p>
<p>Small group daily phonics</p>	<p>To ensure all pupils have the skills to become fluent readers</p> <ul style="list-style-type: none"> <li>Catch up is evident with the reading attainment gap diminishing by at least a term</li> <li>Pupils accessing E Books and reading regularly at home</li> </ul>	<p><i>'There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. Tuition delivered by qualified teachers is likely to have the highest impact.'</i></p> <p><a href="#">EEF's COVID-19 support guide for schools</a></p> <p><i>'Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.'</i></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	<p>Timetabled phonics sessions shared with all staff and monitored regularly.</p> <p>All staff trained to teach phonics</p> <p>Resources in place and provided as necessary</p> <ul style="list-style-type: none"> <li>Placement tests in September 2022 for KS2 pupils below expected</li> <li>Groups in place <ul style="list-style-type: none"> <li>Total of 2 hours weekly per group</li> <li>8 groups</li> </ul> </li> <li>Half termly assessments</li> </ul>	<p>All staff</p>	<p>Termly</p> <p><b>Cost:</b> <b>£4000 (60% of cost)</b></p>
Total budgeted cost:					£13,072

External barriers addressed:					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Offer E books to all pupils linked to Phonics	<ul style="list-style-type: none"> <li>Pupils following Little Wandle Phonics access appropriate reading materials from home</li> <li>Parents feel able to support their children at home</li> <li>Pupil progress in Phonics is accelerated through phonics phases</li> <li>The attainment gap for KS2 pupils in phonics programme is narrowed</li> </ul>	<p><a href="#">Education Endowment Foundation – Home learning</a></p> <p><i>'Evidence also suggests that how homework relates to learning during normal school time is important. In the most effective examples homework was an integral part of learning, rather than an add-on.'</i></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a></p>	<ul style="list-style-type: none"> <li>Little Wandle E Books subscribed to</li> <li>Staff trained in use of E Books website</li> <li>Appropriate Phonics Reading material set as weekly home learning task</li> <li>Parent workshops to ensure pupils can be supported at home</li> <li>Pupils accessing reading materials from home</li> <li>Half termly monitoring of home reading</li> </ul>		<b>Cost: £850 (60% of cost)</b>
				Budgeted cost:	£850
<b><u>Total predicted spend: £13,922</u></b>					

## Impact Report: 2022-23

### Quality of teaching for all

Action	Intended outcome and success criteria	Impact
<p>National Tutoring Programme registration and enroll identified pupils</p> <p>Start 15 session programme for reading across KS2</p>	<p>To target support for groups of pupils</p> <ul style="list-style-type: none"> <li>The attainment gap is narrowed by at least 1 term</li> </ul>	<p>This programme ran from October 2022 until February 23 and targeted Reading.</p> <p>The overall attendance was low at 41%</p> <p>82% of pupils made at least expected progress in Reading with 11 pupils (39%) making more than expected progress.</p> <p><b>This has resulted in the attainment gap being reduced for only 39% of the tutored pupils in Reading by at least a term.</b></p>
<p>National Tutoring Programme registration and enroll identified pupils</p> <p>Start 15 session programme for math problem solving</p>	<p>To target support for groups of pupils</p> <ul style="list-style-type: none"> <li>The attainment gap is narrowed by at least 1 term</li> </ul>	<p>This programme ran from February 2023 until May 23 and targeted Math</p> <p>The overall attendance was low at 32%</p> <p>81% of pupils made at least expected progress in Math with 3 pupils (11%) making more than expected progress.</p> <p><b>Overall, tutoring was not effective at catch up. Attendance was poor however; there was no obvious correlation between attendance and progress.</b></p>
<p>Small group daily phonics</p> <ul style="list-style-type: none"> <li>Timetabled phonics sessions shared with all staff and monitored regularly.</li> <li>All staff trained to teach phonics</li> <li>Resources in place and provided as necessary</li> <li>Placement tests in September 2022 for KS2 pupils below expected</li> <li>Groups in place <ul style="list-style-type: none"> <li>❖ Total of 2 hours weekly per group</li> <li>❖ 8 groups</li> </ul> </li> <li>Half termly assessments</li> </ul>	<p>To ensure all pupils have the skills to become fluent readers</p> <ul style="list-style-type: none"> <li>Catch up is evident with the reading attainment gap diminishing by at least a term</li> </ul>	<p><b>Reception:</b></p> <p>92% of PP pupils made at least expected progress in all core areas.  75% of PP pupils made accelerated progress in all core areas.  86% of PP children achieved GLD in Reading Comprehension by the end of Reception – an increase of 19% compared to 2022 and above the LA average (78%)  81% attained GLD in Word Reading, above the LA average (76%)</p> <p><b>Year 1:</b> In Reading, 14 Disadvantaged pupils.  86% made at least expected progress with 5% making better than expected progress.  71% of PP pupils attained the expected standard in Reading by July 2023.  64% of PP children in Year 1 passed the Phonics Screening test. This is below 'other' pupils where 82% passed the screening test.</p> <p><b>Year 2:</b> In Reading, 91% of Disadvantaged pupils made expected or</p>

		better progress 64% of PP children achieved the expected standard in Reading – this is an increase of 9% compared to 2022. 91% of PP pupils passed the Phonics Screening test by the end of Year 2.
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### External barriers addressed

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<p>Offer E books to all pupils linked to Phonics</p> <ul style="list-style-type: none"> <li>Little Wandle E Books subscribed to</li> <li>Staff trained in use of E Books website</li> <li>Appropriate Phonics Reading material set as weekly home learning task</li> <li>Parent workshops to ensure pupils can be supported at home</li> <li>Pupils accessing reading materials from home</li> <li>Half termly monitoring of home reading</li> </ul>	<ul style="list-style-type: none"> <li>Pupils following Little Wandle Phonics access appropriate reading materials from home</li> <li>Parents feel able to support their children at home</li> <li>Pupil progress in Phonics is accelerated through phonics phases</li> <li>The attainment gap for KS2 pupils in phonics programme is narrowed</li> </ul>	<p>Materials available for the teaching of Phonics across the school including through appropriate reading materials at home.</p> <p>Parent questionnaire shows <b>99% of parents feel</b> that the school helps them to support their child's learning. A total of 54 parent workshops were led by the school. 11 (20%) for EYFS parents 7 (13%) for KS1 parents 8 (15%) for KS2 parents 28 (52%) All parents invited</p> <p>The attainment gap for KS2 pupils in Phonics has reduced with a reduction in the number of KS2 pupils needing to follow the phonics programme of 65 pupils (88%)</p> <table border="1"> <thead> <tr> <th colspan="2"></th> <th colspan="5">Number of pupils passing Phonics Screening (32+)</th> </tr> <tr> <th>Yr Group</th> <th>Number</th> <th>July</th> <th>Sept</th> <th>Dec</th> <th>April</th> <th>July</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>18</td> <td>12% (2)</td> <td>50% (8)</td> <td>50% (8)</td> <td>59% (10)</td> <td>78% (14)</td> </tr> <tr> <td>4</td> <td>26</td> <td>45% (11)</td> <td>72% (16)</td> <td>72% 16</td> <td>81% 18</td> <td>92% (24)</td> </tr> <tr> <td>5</td> <td>18</td> <td>25% (5)</td> <td>65% (13)</td> <td>80% (14)</td> <td>92% (16)</td> <td>83% (15)</td> </tr> <tr> <td>6</td> <td>12</td> <td>26% (4)</td> <td>47% (7)</td> <td>53% (8)</td> <td>73% (11)</td> <td>100% (12)</td> </tr> <tr> <td>Total</td> <td>74</td> <td>30% (22)</td> <td>59% (44)</td> <td>62% (46)</td> <td>74% (55)</td> <td>88% (65)</td> </tr> </tbody> </table>			Number of pupils passing Phonics Screening (32+)					Yr Group	Number	July	Sept	Dec	April	July	3	18	12% (2)	50% (8)	50% (8)	59% (10)	78% (14)	4	26	45% (11)	72% (16)	72% 16	81% 18	92% (24)	5	18	25% (5)	65% (13)	80% (14)	92% (16)	83% (15)	6	12	26% (4)	47% (7)	53% (8)	73% (11)	100% (12)	Total	74	30% (22)	59% (44)	62% (46)	74% (55)	88% (65)
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## Year group tracking of attainment

Below shows the attainment gap, at key points throughout the academic year, and the corresponding attainment gap

Year	Subject	Mar 20	Sept 20	Attainment Gap from expected standard	July 21 Excluding new arrivals.	Attainment Gap from expected standard	July 22 Excluding new arrivals.	Attainment Gap from expected standard	July 23 Excluding new arrivals.	Attainment Gap from expected standard	Catch up Since Sept 2020
3 (36)	<b>Math</b>	14.14	14.21	Almost 2 terms	18.02	A term below	21.21	Less than a term below	24.42	Half a term below	Gap narrowed a term and a half
	<b>Reading</b>	14.05	14.05	2 terms below	17.72	Just over a term below	21.00	A term below	24.44	Half a term below	Gap narrowed by a term and a half
	<b>Writing</b>	14.14	14.05	2 terms below	17.28	A term and a half below	20.82	Just over a term below	24.08	Less than a term below	Gap narrowed by over a term
4 (38)	<b>Math</b>	18.00	18.09	1 term below	21.55	Half a term below	25.07	At expected	28.24	Above expected	Gap narrowed by a term
	<b>Reading</b>	18.02	18.02	1 term below	21.27	Just over a term and a half below	24.93	At expected	28.18	Above expected	Gap narrowed by a term
	<b>Writing</b>	17.93	17.95	1 term below	21.16	Just under a term below	24.59	Just under half a term below	27.92	At expected	Gap narrowed by a term
5 (40)	<b>Math</b>	20.83	20.00	2 terms below	23.79	Just over a term below	27.24	Less than a term below	30.52	Less than half a term below	Gap narrowed by a term and a half
	<b>Reading</b>	20.92	19.98	2 terms below	23.88	Just over a term below	27.21	Less than a term below	30.52	Less than half a term below	Gap narrowed by a term and a half
	<b>Writing</b>	20.77	19.84	2 terms below	23.83	Just over a term below	27.29	Just over half a term below	30.58	Less than half a term below	Gap narrowed by over a term and a half
6 (41)	<b>Math</b>	23.00	23.58	A term and a half below	26.88	Just over a term below	30.71	Less than half a term below	33.83	At expected	Gap narrowed by a term and a half
	<b>Reading</b>	23.68	23.22	Almost 2 terms below	27.06	1 term below	30.50	Half a term below	33.95	At expected	Gap narrowed by almost two terms
	<b>Writing</b>	23.00	23.12	2 terms below	26.73	Just under a term and a half below	30.50	Half a term below	33.71	Quarter of a term below (3 weeks)	Gap narrowed by almost two terms