COVID-19 Catch-Up Funding Report

Approved by:		**Date:** 12th January 2021
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1. Introduction

In November 2020 the DfE announced that schools would receive funding to support children to catch up lost time after school closure. This was especially important for the most vulnerable and disadvantaged backgrounds. This funding ensures that schools have the support they need to help all pupils make up for lost teaching time. Highlands was allocated £50,560 (£80 per pupil x 632 pupils) to provide this support.

Learning leaders were asked to provide details on how they plan to spend their allocations across the three terms.

Since this allocation and guidance was received, the school has once again been forced to teach remotely and some of the plans listed below have been put on hold.

2. Year Reception Executive Summary

Our Reception children have come from a range of different settings, including Highlands Nursery and all of these children have missed a significant part of their Early Years education. During the lockdown period, we were heavily reliant on parental engagement to support children to continue to access the resources/online learning opportunities provided and engage in high quality play based learning experiences. As a result, children received very different home learning experiences and this is evident in the progress that they made over this period of time.

The baseline assessments conducted have indicated significant gaps in learning for some groups of children, particularly in the areas of Literacy and Maths. We are therefore proposing that each class teacher will lead a morning Maths booster group twice a week for identified children in their class. The Year group leader will also lead two morning Literacy booster groups for identified children across the year group. These sessions have been carefully planned to address the identified gaps in Early Literacy and Maths skills e.g. application of Phonic knowledge and 1:1 correspondence when counting.

3. Year 2 Executive Summary

As a year group and as a leadership team it has been noted that there is a significant gap in the current ad predicted attainment of the Year 2 children and the expected attainment based on previous cohorts.
The children had poor learning behaviours at the start of the year and the team have worked incredibly hard to ensure that these learning behaviours are in place resulting in greater progress being made. Year 2 are currently undertaking 6 Phonics boosters each week and have noticed a marked improvement in the phonics scores using this small group method. Therefore, as a year group team we feel that using the catch up finding to run small group sessions would be highly beneficial to the progress of the year group both in their attainment and also to support children whose mental health and wellbeing may suffer due to a lack of confidence. As a year

group team it was decided that Reading, Writing and Maths needed specific work with different children. At the present time 1 group per subject would run with additional groups starting after Xmas once the Phonics test had been sat.

4. Year 3 Executive Summary

As a year group we have noticed a marked difference in the attainment and progress of many children across the year group. We propose that we will run 2 Maths, 2 Writing and 2 Reading boosters across the week. They will be run by all teachers in the year group and will be focused lessons and planned during LRC. These sessions aim to close the gap between the children who have regressed or have not made expected progress and the children who are making expected progress in the year group. We feel that by undertaking these groups children will be more ready to access the learning in the classroom.

We propose that the groups will begin the week after half term (November 2nd) and run until July 5th (this is 29 weeks including holidays) we may not need to use all of this time but it allows us to continue support up until the final TACO deadline.

It would be proposed that children would be in a group for 10 weeks and then the children in the groups would be reviewed.

5. Year 4 Executive Summary

Since returning to school in September, Year 4 have noted a substantial gap in attainment and progress of many children across the year group but most notably within a large group of pupils with EAL. This has been most noticeable in Writing were there are significant gaps in the children's learning due to lockdown. Many of grammatical and punctuation skills taught in Year 3 have not been retained well or misconceptions have formed where there was limited opportunity for class leaders to feedback to the children. We propose that we will run two morning Writing booster sessions across the week. They will be run by all teachers in the year group and will be focused lessons which are planned during LRC and will act as a pre-teach session to the lessons being taught in class each week. The aim of these sessions is to close the gap between those children who have developed particular gaps in their understanding of grammatical devices and punctuation or have not made the expected level of progress and the children who are making the expected level of progress in the year group. We feel that by undertaking these groups children will be more ready to access the learning in the classroom.

We propose that the groups will begin in the third week of Autumn 2 (November 16th) and run until the end of the Autumn term in the first instance. (5 weeks in the first instance) We will then assess the impact of the booster sessions.

Additionally, to support the large group of EAL learners in the year group with their developing language and reading skills we are proposing to run a weekly Reading booster session for these children. This session will focus on supporting children with

their inference and deduction skills with a particular focus on language. This group will begin in the third week of Autumn 2 (November 16th) and run until the end of the Autumn term in the first instance. (5 weeks in the first instance) We will then assess the impact of the booster sessions.

It would be proposed that the same children would be in each group for half a term and then the children in the groups would be reviewed.

6. Year 5 Executive Summary

Since returning to school in September we have noticed that the gap between our lowest attainers and their peers has widened significantly. Although we do not have any children with EHCPs in Year 5 there are a large group of children with learning needs that differ greatly from their peers. As a result of no EHCP we do not have an additional adult attached to our year group and therefore interventions during school hours are at the moment difficult to timetable and keep consistent, meaning that we are having a limited impact on those individuals.

Many of these children require a heavily differentiated or personalised learning task in comparison to the majority of the class with the class teacher having to sit 1:1 with a number of children to enable them to participate in the learning. The level of differentiation is more than we have had to use in Year 5 over the past couple of years. This does therefore mean that other children in the class who may be working just below expected are impacted as a result as there is only one adult and if the class teacher is not sitting with the focus group or children, even with differentiated resources; they are struggling to independently access the learning. The aim from these morning boosters would be to provide consistent focused interventions for the group of children that are continuing to fall further behind their peers. We would also like to provide some support for the group of children that we are finding it challenging to support in class.

We hope that by boosting both the teacher dependent group of children as well as the children working below/towards age expected that these children would be able to be more independent in accessing the learner and therefore see a greater amount of progress. Additionally, across all 3 classes we have a number of children with EAL whose written and spoken English is very limited. At the moment with no additional intervention time it is becoming increasingly difficult to support them in developing their English whilst challenging the rest of the cohort. Therefore, we would like to provide two morning booster sessions for our EAL learners to support them in their acquisition of both spoken social English but also their written academic understanding.

During these sessions we would also use the time to ensure that they were pre-taught any vocabulary that would enable them to have a better understanding of the learning taking place in class as again this is something the children need but we do not have the adults to facilitate.

7. Year 6 Executive Summary

Although the Year 6 team already provide the children with the opportunity to attend morning boosters across the year for Maths and Reading, as these have been found to have the most impact, looking at the most recent TACO snapshot for end of year predictions alongside teacher observations of the cohort it has been identified that writing is a focus area for the year group. This is as a result of the EOY overall targets for both expected and greater depth being much less than those percentages for Reading and Maths. It has been noticed that the lockdown period, absence from school and the lack of teacher led English lessons has had an impact on two key groups; the children who may already have been working below the standard of their peers and those who, from KS1 predictions, should be greater depth writers.

Therefore, alongside the morning boosters that already take place the Year group would like to use the catch up funding to run two morning writing sessions, one for each of these two groups. Providing this more focused support in a small group, will allow us to identify and close the gaps they have in writing to enable them to thrive in their in class English lessons.

8. Appendix 1 – Summary of Planned Expenditure

Catch up' Funding Priorities – 2020-21

We are determined to ensure that the percentage of children working at and above age related expectations and above continues to increase and our assessments are being altered to fit the new curriculum. We will be focussing on child-led learning and children learning in a social context.

Number of pupils and catch up grant received

Total number of pupils on roll	632
Total of Catch Up Funding received	£50,560

Item /project	Cost	Objective
1. Reception Morning Maths and Literacy Boosters (x6 weeks)	£1,970	To support children with gaps in their mathematical and early literacy knowledge to meet age related expectations by the end of the year.
2. Year 1	£0	
3. Year 2	£810	To support children with gaps in their mathematical and English knowledge to meet end of year expectations.
4. Year 3 Morning Boosters – Reading, Writing and Maths (x25 weeks)	£6,228	To support children with gaps in their mathematical and English knowledge to meet end of year expectations.
5. Year 4 Morning Reading and Writing boosters (x5 weeks)	£2,205	To support children with gaps in the reading and grammatical knowledge to meet end of year expectations.
6. Year 5 Morning Writing, Number and EAL boosters (x18 weeks)	£7,000	To support children with gaps in their English knowledge and knowledge of number to meet end of year expectations.
7. Year 6 Morning Writing boosters (x19 weeks)	£4,000	To support children with gaps in their English knowledge to meet the expected standard for Year 6 by the end of the Year. To support children who are predicted to achieve GD in Writing by the end of the year but are not currently on track to achieve this.
Total Catch Up Funding received	£50,560	
Total Catch Up expenditure	£22,213	
Catch Up Funding remaining	£28,347	