

PUPIL COVID-19 CATCH-UP STRATEGY STATEMENT

Stamshaw Infant School

SCHOOL OVERVIEW

Metric	Data
School name	Stamshaw Infant School
Pupils in school	217
Proportion of disadvantaged pupils	39%
Proportion of vulnerable pupils	11%
Catch-up premium funding	£16,800
Publish date	October 2020
Review date	June 2021
Statement authorised by	LGB
Catch-up premium lead	Deputy Headteacher
Governor lead	Mrs E Aldred

TEACHER ASSESSMENT AT MARCH 2020

Measure (based on March 2020)	Reading	Writing	Maths
Current Y2			
Working at ARE	67%	72%	83%
Working at GDS	17%	6%	19%
Current Year 3			
Meeting expected standard at KS1			
Achieving high standard at KS1			
Current Year 4			
Working at ARE			
Working at GDS			
Current Year 5			
Working at ARE			
Working at GDS			

Current Year 6			
Working at ARE			
Working at GDS			

OVERVIEW OF DISADVANTAGED AND VULNERABLE PUPIL CATCH-UP NEEDS

Measure	Comment
Reading	<p>Loss of learning has contributed to pupils not completing the teaching of the phonics phases. This has resulted in lack of application of skills when reading. Subsequently reading is a key priority and pupils need to revisit key skills.</p> <p>Key focus on phonics, developing fluency, reading for enjoyment and application of reading skills to the writing process.</p>
Writing	<p>Stamina to complete written tasks is evident. Pupils verbally are able to share good ideas for their independent writing task but attitude and independence need encouragement. Revisit key writing skills to enable the pupils to have the confidence to write independently and with accuracy.</p>
Maths	<p>Applying the key concepts to a variety of mathematical problems and be confident with using key skills.</p> <p>Opportunities for practical activities to provide enrichment and application of skills. Links to mathematical skills within the wider curriculum.</p>

SCHOOL'S CATCH-UP PRIORITIES

Priority	Target	Target date
Reading and Phonics	To improve phonic understanding, confidence with the application of sounds and transferring these skills when reading independently.	Year 2 phonics (Autumn 2) Year 1 phonics (June 2021)
Curriculum Coverage	To identify gaps in learning through loss of learning to ensure knowledge is built upon and developed	Monitored termly
Maths Curriculum	To ensure the maths curriculum has depth of key concepts	Monitored termly
Digital Strategy	To ensure the pupils have access to quality learning experiences remotely	September 2021

CATCH-UP PLAN

Priority	Activity	Projected Spend
Priority 1 Reading/Writing	<ul style="list-style-type: none"> Quality interventions taught by teachers-release time to teach identified pupils. Thorough baseline testing enabling progress measures. Investment in Home Reading Booklets and quality books to further support reading at home. Online Reading Books purchased. Phonic intervention programmes delivered to target groups Fast Track Phonics for year 2 pupils. Weekly one to one reading in class. Quality interventions delivered - precision teaching, FFT. Speech and Language specialist providing intervention programmes and support for parents. Additional TA support provided in specific classes. Additional teacher expertise in Early Years to provide consistency to teaching approach. 	<p>£170</p> <p>£250 subscriptions</p> <p>£150 (EY and Phonics Play)</p> <p>£40 (Fast Track Phonics)</p> <p>£60 (Webinar EY S&L)</p> <p>£3900 inc on cost</p> <p>£3360 inc on cost</p> <p>Total £7930</p>
Priority 2 Curriculum Coverage	<ul style="list-style-type: none"> Detailed assessments to identify gaps Restructure of staff and resources to deliver interventions. Subject leaders mapping the subjects and planning for loss of learning. Year teams collaboration to coordinate the curriculum. Subject leads action research to provide specific guidance and support regarding latest initiatives. English and Maths leads release time to focus on expectations and standards with key focus of quality first teaching. Behaviour Support programme 	<p>£120 (Y2 catch up training)</p> <p>£310</p> <p>£2650</p> <p>Total £3080</p>

<p>Priority 3 Maths Curriculum</p>	<ul style="list-style-type: none"> • Quality intervention delivered by teacher. • Detailed assessments of pupils attainment based on what they have been taught. • Release time for Maths leads to work alongside Trust colleagues to develop mathematical teaching. • Maths lead completing action research. • Interventions based on Ready to Progress document delivered by TA. • Maths leads attendance on webinars to further understanding of requirements and impact for pupils learning. 	<p>£350 subscriptions</p> <p>£100</p> <p>Total £450</p>
<p>Priority 4 Remote Learning</p>	<ul style="list-style-type: none"> • Research home learning platforms • Establish secure home learning platform for parents and pupils to access • Detailed learning to mirror the teaching experiences within school. • Remote learning provision established. • Training for staff on new remote packages. • Additional hardware purchased for staff to support with remote learning. 	<p>£164 webcams £575 PC update £1875 staff laptops £200 Laptop updates</p> <p>£2500 £145 laptop updates / pcs</p> <p>Total £5459</p>
<p>Total spend</p>		<p>£16919</p>

MANAGING RISK

Priority	Challenge	Mitigating action
Teaching	<p>Teaching staff absent through illness or self-isolation.</p> <p>Restrictions on teaching due to 'bubble classes'</p>	<p>Ensure cover is planned and additional cover is provided.</p> <p>Ensure good communication and dissemination of resources and knowledge to support in each class.</p>

Targeted support	Ensure enough time for Maths lead, Literacy lead and Phonics lead to coordinate and deliver interventions	Coordination of job share partnerships to allow time for interventions to be undertaken. Re-structure support to enable interventions to continue
Wider strategies	Pupils reaching National Expectations and the reflection of loss of learning in the National figures	High expectations of pupils ensuring key knowledge is secure before developing content further. Nationwide picture reflecting on outcomes. Thorough assessments to identify pupils needs and ensure the learning is relevant and progressive.

REVIEW: END OF YEAR REVIEW OF IMPACT

Aim	Outcome
For outcomes to be in line with pupils nationally in Reading, Writing and Maths in July 2021.	<p>Reading within the EYFS showed good progress, with children excited to share and discuss books and stories. Phonics for the majority of children in EYFS showed improvement from starting points.</p> <p>Number fluency was particularly evident in EYFS with all children making progress from starting points.</p> <p>Within Year 1 all children made progress with their Phonics from the Autumn baseline assessment to the end of Year 1.</p> <p>Assessments demonstrated that children in Year 1 benefitted from small group interventions, curriculum alterations, personalised targets and securing concepts before moving to more advanced areas of the curriculum.</p> <p>In Year 2 Reading during the summer term was a strength with the majority of pupils making accelerated and good progress.</p> <p>Good progress was observed regarding stamina for writing and the independence required editing and improving ideas.</p>

	<p>Outcomes in writing for higher ability pupils are in line with pre-covid data.</p> <p>Outcomes in maths across the school showed particular strengths.</p>
<p>Good quality first teaching enabling all pupils to make progress.</p>	<p>In Year 1, Children in receipt of Pupil Premium made significant improvements from starting points. Children with EAL also made accelerated progress.</p> <p>The percentage of pupils leaving KS1 with ARE across reading writing and maths was broadly in line with national expectations from previous years.</p>
<p>Pupils' wellbeing and confidence is high following disrupted learning. Pupils' experience of school to be positive and the disruption of Covid has no negative impact.</p>	<p>Within the EYFS, children made very good progress in relation to their attitude towards learning and their readiness to learn. Noticeable areas included their Social and Emotional development and their independent play and exploration.</p> <p>Children displayed good attitudes towards learning, displaying resilience and positivity towards their play. Engagement and interaction across all year groups was high.</p> <p>Parents reported feeling positive and well supported with behaviour and learning strategies to ensure that all pupils feel safe and secure in their learning journey and able to flourish and succeed.</p>