

COVID 19 Catch up funding. 2020-21

At Beis Yaakov Primary school, we have used the COVID-19 catch up funding in a variety of ways. When the children returned to school, it became clear from the data that many pupils who were previously working at the standard had made slow progress in both English and Maths and are now working below the standard. The biggest gaps were apparent in KS1 where the pupils found resettling into formal education more difficult and needed more individualised support to meet the demands of the curriculum.

As there were clearly gaps throughout the school, it became clear that we needed to run intense intervention support programmes throughout each phase. This meant employing an extra member of staff designated to each phase with the responsibility to work together with the class teachers to ensure that pupils make rapid progress in the areas identified

The catch up programme runs as follows:

1. Resources

As part of the funding, we were able to purchase a range of resources to help support the interventions. These included: fast forward spelling, grammar and phonics. The intervention schemes focus on the core skills of English and hopefully the expectation will be that overtime , the gaps will close and pupils will be able to be back on track making age expected progress.

2. Intervention Support

2.1 Reception and Nursery

Action	Intended Outcome and impact.	Staff Lead	Comments	Assessment	Expenditure
To Purchase new resources to help pupils with pen control. .	The new electronic resources, will help provide pupils with the tools they need to write and fill gaps.	SB	Pupils have enjoyed using the new resources and are encouraged to write and form their letter correctly. Although the resources were initially targeting particular pupils, the teachers have found that many of the pupils enjoy using the resources and the impact on	Pupils have marked impact on the quality of writing.	£200

			the quality of writing has had a marked improvement.		
Extra TA support 1- 1 booster reading writing and maths sessions.	Pupils benefit from daily 1to1 interventions in order to address each child's individual needs.		Individual support has really helped focus on the individual needs as many pupils had experienced lockdown in a different way.	Pupils achieve age related expectations as a result of intervention support.	£2,500

2.2 KS1

The Intervention teacher performed a phonics screening test to help identify pupils who needed specific phonics catch –up. Pupils who did not meet the criteria have daily phonics interventions which has already had a huge impact. After careful analysis baseline assessment, the teacher identified objectives which pupils had not met. Each child receives regular sessions working on specific objectives.

Extra Teaching Assistant support was also provided to ensure that each pupil in KS1 made rapid progress in reading and ensure that all our pupils in KS1 are able to focus on the core reading skills required at the end of KS1. The COVID catch up support also took into account the social difficulties placed on certain pupils and as a result, extra TA support was put into place to help pupils re socialise thus having a direct impact on the learning.

Action	Intended Outcome and impact.	Staff Lead	Comments	Assessment	Expenditure
Phonics work group.	Enable all pupils in Year 2 to be at a level where they can pass the phonics screening at a later date in the summer term	LB	Preliminary phonics screenings indicated gaps. All gaps are on a spreadsheet sent to teachers to help build on. Pupils who do not pass will be identified.	Phonics screening results improve.	£5,000
6 session unit on inference.	Pupils are able to find inference in texts through looking at pictures and exploring books.	LB	Pira tests were analysed to find gaps. Targeted sessions were put in place to enable pupils to meet objectives.	Children demonstrate improved skills in the classroom. Pupils can read texts with	

				confidence and find meaning in texts.	
Maths intervention.	Pupils have confidence in problem solving and working at age related objectives.	LB	Looking at particular gaps which were found in baseline. Different units working on number skills lost during lockdown.	Pupil sessions are marked and evaluated to enable monitoring.	

2.3 Key Stage 2

Daily maths, reading and writing interventions take place ensuring that pupils understand the concepts. The additional staffing ensures that all our pupils are monitored and are able to reacquire the skills lost during the pandemic. The sessions are short and effective and ensure that as many pupils as possible have access to individualised and group support. The pupils also have access to corridor learning where they are given direct support relating to the lesson objectives, ensuring that they are on task and making good progress.

Action	Intended Outcome and impact of the intervention.	Staff Lead	Comments	Assessment	Expenditure
LK2 Reading comprehension groups	Pupils will be Working at correct age related expectations. Pupils are able to confidently answer retrieval and inference style questions.	JG	Pupils enjoy the group and have worked enthusiastically to make the progress.	Pupils are starting to use the skills effectively in class and progress is clear.	£ 7,000
LK2 Maths catch-up programme	Objectives from previous year groups lost as a result of COVID are reinforced and enable pupils to now begin to be on track to make age related expectations.	JG	Pupils needed fractions and number bonds developing. Pupils were able to access the curriculum and were more confident in class. Going forward, this group will focus on problem solving and reasoning for a range of abilities.	Assessment at the end of every target to ensure pupils are on track.	
LK2 Spelling group	Specific spelling areas of weakness were identified and pupils will be able to	JG	Targeted spelling patterns which were holding the pupils back were reinforced in small groups.	Pupils are using the strategies in class and the impact is clear.	

	use correct spellings confidently in their written work.				
LK2 – Corridor teaching	A broader range of pupils will make the individual progress they will need to reach potential.	JG	The next step to the LK2 intervention programme is to focus on individual pupils giving them quick but impactful reinforcement of certain basic skills which are holding them back. These sessions will enable our pupils to make rapid progress and access the curriculum. It also enables the school to focus on the needs of a greater range of pupils make the progress they need to recover from schools being shut.	Pupils feel confident to use the taught skills in a classroom situation.	
Uks2 spelling group	Pupils are working at correct age related expectations in spelling. Pupils are able to spell confidently in their writing.	MW	Pupils are working enthusiastically to make the progress. Confidence is built. .	Identifying a marked improvement in spelling in regular class work. Regular assessment by the teacher is demonstrating the impact and regular progress being made	5,500
Uks2 Maths groups	Identified pupils meet specific targets which were identified as areas of weakness.	MW	Specific target over a series of sessions culminating in children developing specific maths skills. Pupils are so far on track.	Assessment after a sequence of sessions ensuring skills are now embedded.	
UKs2 comprehension groups	To increase the pupils' ability to use inference and build vocabulary.	MW	Assessment highlighted weaknesses in inference skills as many pupils did not have access to high quality texts during lockdown. Teacher is keeping regular notes of pupil progress.	Regular assessment shows increasing confidence both in group and class.	

UKS2 Corridor teaching	<u>English</u> Focus – editing written work. Paying attention to punctuation, spelling and vocabulary on a 1 to 1. <u>Maths</u> Core skills of number work targeting specific pupils. Pupils will gain the confidence to apply knowledge to other areas of maths.	MW	Base line assessment has been used to identify gaps holding pupils back from meeting age related expectations. Books now show impact of the sessions for individual pupils.	<u>English</u> Children improve proof reading skills in mainstream setting. <u>Maths</u> Arithmetic assessments to highlight the impact of the group sessions.	
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January – March partial school closures

During the partial school closure, all interventions continued either via remote access or face to face if pupils came to the key worker provision. Designated teachers were responsible for ensuring that pupils who were not able to make progress or access the remote learning effectively had extra tuition and intervention support. This ensured that the gaps which were highlighted at the beginning of the academic year did not widen. All these interventions are recorded and pupils will be assessed on return to school.

Overall impact of spending

At the end of each term, similar assessments in line with the baseline assessments will be given to all pupils. Teachers will monitor the impact of the programme by analysing the assessments of targeted pupils and monitoring and recording where pupils have made rapid progress and the gaps have been filled.