

# Maulden Lower School

## COVID-19 Catch-Up Premium report 2020-21

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

| SUMMARY INFORMATION            |            |                                                |                                                               |
|--------------------------------|------------|------------------------------------------------|---------------------------------------------------------------|
| Total number of pupils:        | 127 (R-Y4) | Amount of catch-up premium received per pupil: | £80                                                           |
| Total catch-up premium budget: | £10,480 *  | Date of next internal review of this strategy  | December 2020 (Done)<br>April 2021 (Done)<br>June 2021 (Done) |

\*Funding based on pupil numbers census 2019

## STRATEGY STATEMENT

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### Aims

1. To support pupils to catch up for lost learning so pupils can meet the curriculum requirements for the academic year.
2. To support pupils with the reintegration back into school and learning.
3. To narrow any gaps in learning between disadvantaged students and others.
4. To support and improve the wellbeing of pupils following the COVID lock down.

The core approaches that will contribute to helping pupils catch up missed learning:-

1. Teaching-Great teaching is the most important lever schools have to improve outcomes for their pupils
2. Pupil Assessment and Feedback-Assessment information can help teachers to determine how to most effectively support their peers. Every pupil will have been effected differently by COVID-19. Setting aside time to enable teachers to assess pupils well- being and learning needs is likely to make it easier for teachers and other school staff to provide effective support.
3. Targeted academic support – There is extensive evidence supporting the impact of one to one or group tuition as a catch up strategy. Tuition delivered by qualified teachers is likely to have the biggest impact
4. Wider support- Schools have provided extensive pastoral support to pupils and families during the pandemic. Additional support in the new school year will focus on providing regular and supportive communications with parent, especially to increase attendance and engagement with learning.

## Barriers to learning

### BARRIERS TO FUTURE ATTAINMENT

#### Academic barriers:

|   |                                                                                                                                                                                                                                                                                                                                                  |
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| A | Pupils Y1 and Y2 have missed significant phonics teaching due to the Spring lockdown. This has led to an increased number of pupils still working within phonic phases below the national expectation across Key Stage 1. This will impact on the number of pupils who are independently able to read confidently, for enjoyment and for meaning |
| B | Not all teaching staff are comfortable in their knowledge of the mastery approach to mathematics. Training and a consistent approach to delivery is important to rectify missing concepts.                                                                                                                                                       |
| C | Staff need to develop a greater understanding of children's mental health needs in order to be able to help and support children who may have been affected adversely by closures and Covid 19                                                                                                                                                   |

### ADDITIONAL BARRIERS

#### External barriers:

|   |                                                                                                                   |
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| D | Engaging parents with educational support-poor literacy/ numeracy skills                                          |
| E | Poor Attendance from some pupils/ covid self- isolation                                                           |
| F | Family maybe experiencing behavior issues with siblings at home/ parents illness/financial hardship/covid anxiety |

## Planned expenditure for current academic year

| Quality of teaching for all                                                          |                                                                                                                                                                        |                                                                                                                                                                                                    |                                                                                                                                                                                                               |            |                                 |
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| Desired Outcome                                                                      | Action                                                                                                                                                                 | Evidence and rationale                                                                                                                                                                             | How will you make sure it's implemented well?                                                                                                                                                                 | Staff lead | How often will you review this? |
| Pupils identified for catch up support in English and Maths.                         | Baseline/ Gaps in learning. Intervention identified promptly                                                                                                           | Setting time aside to enable teachers to assess pupils well-being and learning needs is likely to make it easier for teachers and other school staff to provide effective support (EEF's guidance) | Whole Class baseline assessments will begin early in the Autumn term and will run throughout the year.<br><br>Regular assessment points to check progress and reconfigure groupings (Pupil Progress meetings) | CT's/SLT   | Half Termly                     |
| School Recovery Curriculum<br><br>Address gaps in learning and identify intervention | School to audit the school curriculum and adapt plans to address gaps in learning. Each year group to address gaps and teach alongside a broad and balanced curriculum | Setting time aside to enable teachers to assess pupils well-being and learning needs is likely to make it easier for teachers and other school staff to provide effective support (EEF's guidance) | Rigorous monitoring and assessment<br>Regular feedback through staff and SLT/Pupil Progress meetings                                                                                                          | SLT/HT     | Half Termly                     |

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| <p>Improved attitude to learning and behaviour in class that leads to better engagement</p> <p>Children will feel supported and calm in school</p> <p>Parents will feel supported and engaged</p> | <p>Nurture provision to support identified children in different aspects of their mental well-being.</p>                                                            | <p>The EEF toolkit has shown that improving the social and emotional well-being of children can lead to improvements in their academic progress – 4 months on average.</p> <p>A wide range of factors and approaches plus the individuality of children means that progress is likely to vary considerably, but the benefits are likely to be seen in areas other than academic achievement</p> | <p>Classroom environments developed to be comforting and promote well being</p> <p>Virtual Values assemblies and awards</p> <p>Outdoor learning, Mindfulness and relaxation opportunities timetabled</p> <p>Regular communication with parents via class year group email</p> | <p>CT's/ Well Being Lead</p>      | <p>Termly</p> <p>Half Termly</p> |
| <p>Improve children's reading ability by improving their phonic awareness in KS1</p>                                                                                                              | <p>Baseline/ Gaps in learning Intervention identified promptly.</p> <p>Ensure Quality First teaching and the learning of Read Write Inc is consistent EYFS/ KS1</p> | <p>Read write Inc is a well-regarded and successful scheme that has been proven to improve children's reading in many schools.</p> <p>We have created a structured programme of phonics using the techniques and resources that underpin the scheme.</p>                                                                                                                                        | <p>Regular assessment points to check progress and reconfigure groupings</p> <p>Training, staff meetings and learning walks to ensure a consistent approach to the teaching of phonics.</p>                                                                                   | <p>English Lead<br/>EYFS Lead</p> | <p>Half Termly</p>               |
| <p>Ensure high quality teaching and learning of reading skills in Year 3 and Year 4</p>                                                                                                           | <p>KS 2 classes to teach a weekly comprehension</p> <p>Reading Half Hour every morning.</p> <p>Guided reading sessions</p>                                          | <p>On average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p>                                                                             | <p>Learning Walks to ensure a focused consistent approach to ensure 1:1 reading and guided reading is happening</p> <p>Half termly progress checks to monitor pupil progress and impact</p> <p>Miscue analysis checks</p>                                                     | <p>HT/ English Lead</p>           | <p>Half Termly</p>               |

| Improve Maths mastery skills                                                                                                                                | Baseline/ Gaps in Maths. Intervention identified promptly.<br><br>Embed the White Rose resources to support the teaching and learning of Maths across the school                                                                                                                          | EEF toolkit has shown that there are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months progress | Training, staff meetings and learning walks to ensure a consistent approach to the teaching of Maths | HT/ Maths Lead  | Half Termly                                                                                                    |
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| Total budgeted cost:                                                                                                                                        |                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                          |                                                                                                      |                 |                                                                                                                |
| Targeted support                                                                                                                                            |                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                          |                                                                                                      |                 |                                                                                                                |
| Desired Outcome                                                                                                                                             | Action                                                                                                                                                                                                                                                                                    | Evidence and rationale                                                                                                                                                                   | How will you make sure it's implemented well?                                                        | Staff lead      | How will you review this?                                                                                      |
| Improve children's reading ability by improving their phonic awareness in KS1<br><br>Interventions are set/ children identified who are in need of support. | Feedback from the TA to class teacher allows for adjustments and setting of new targets.<br><br>Daily TA time in KS1 to support the class teacher to enable small group phonic interventions (Cost x 2 TA's- £1,500)<br><br>Nessy reading and spelling program For identified pupils £300 | The EEF toolkit has shown strong evidence that small group support improves children's attainment. The toolkit estimates this at +4 months.                                              | Pupil Progress Checks<br>Work scrutiny<br>Class based phonic screening                               | HT/English Lead | Half Termly pupil progress checks<br><br>Termly SEND clinics<br><br>Structured conversations<br>PP/SEND review |

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| <p>Address gaps in Maths skills in KS1/KS2</p> <p>Interventions are set/ children identified who are in need of support.</p> | <p>Daily TA time in KS1/2 to support the class teacher to enable small groups interventions (Cost x 4 TA's = £3,000)</p>                                                                                                                                                                                                                                                                                                                                 | <p>The EEF toolkit has shown strong evidence that small group support improves children's attainment. The toolkit estimates this at +4 months</p>                                                                                                                                                                 | <p>Pupil Progress Checks<br/>Work scrutiny<br/>Maths Assessments</p>      |                        | <p>Half Termly pupil progress checks</p> <p>Termly SEND clinics</p> <p>Structured conversations<br/>PP/SEND review</p> |
| <p>Address gaps in Yr 3/ Y4 reading to support pupils obtaining an age related expectation.</p>                              | <p>Small group intervention<br/>Identify pupils who need to close the gap.</p> <p>Guided reading groups and small group support for comprehension task.</p> <p>Weekly comprehension support. TA x 2. To support intervention with small groups of pupils.<br/>(£1500)</p> <p>Daily guided reading TA x 2. Time to support the intervention with small groups of daily readers and allow the CT to hear every child read during the week.<br/>(£1500)</p> | <p>On average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective but not overwhelming, challenge</p> | <p>Pupil Progress meetings to measure progress</p> <p>Miscue analysis</p> | <p>HT/English Lead</p> | <p>Half Termly</p> <p>Termly SEND clinics</p> <p>Structured conversations<br/>PP/SEND review</p>                       |



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| <p>Improved attitude to learning and behaviour in class that leads to better engagement</p> <p>Children will feel supported and calm in school</p> <p>Pupils identified for small SEMH group intervention</p> | <p>TA time (3x hours/ week) to support KS1 and KS2 with nurture intervention (COST £1000 )</p>                                                         | <p>The EEF toolkit has shown that improving the social and emotional well-being of children can lead to improvements in their academic progress – 4 months on average.</p> <p>A wide range of factors and approaches plus the individuality of children means that progress is likely to vary considerably, but the benefits are likely to be seen in areas other than academic achievement</p> | <p>Classroom expectation Learning Walks- Behaviour for learning is at least good</p> <p>Pupil SEMH questionnaire to measure progress</p> <p>Pupils progress measured at regular pupil progress meetings</p> <p>Class timetables show weekly mindfulness and outdoor activities</p> | <p>Well Being Lead</p> | <p>Termly</p>                             |
| Total budgeted cost:                                                                                                                                                                                          |                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                    |                        | £8,800                                    |
| Other approaches                                                                                                                                                                                              |                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                    |                        |                                           |
| Desired Outcome                                                                                                                                                                                               | Action                                                                                                                                                 | Evidence and rationale                                                                                                                                                                                                                                                                                                                                                                          | How will you make sure it's implemented well?                                                                                                                                                                                                                                      | Staff lead             | When will you review this?                |
| Ensure full attendance of all pupils                                                                                                                                                                          | <p>Identify pupils who fall below 90% attendance and identify support where needed</p> <p>Support families who have persistent late or absenteeism</p> | Pupils who attend school regularly make good progress.                                                                                                                                                                                                                                                                                                                                          | <p>Regular item at the staff meeting</p> <p>Pupil attendance checks at pupil progress meetings</p> <p>Liaise with LA welfare officer- access and inclusion</p> <p>Office to make CT's aware of class absentees</p>                                                                 | HT/Office DSL          | HT/DSL to discuss monthly with school SBM |

|                                                                                                |                                                                                                                        |                                                                                         |                                                                                                       |                 |             |
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| Improve children's reading ability by improving their phonic awareness in EYFS                 | EYFS Lead to purchase RWI reading books to support groups of EYFS readers<br>(Read Write Inc books for reading (£500)) | Guided reading will improve phonic skills children and develop early reading strategies | Pupil Progress Meetings<br>Phonic learning walks in the Early Years<br>Class based phonic assessments | HT/English Lead | Autumn 2020 |
| Supplement school reading scheme with books that had been damaged or lost during the lockdown. | Buy more reading books to supplement the school reading scheme (£1000)                                                 | A more desirable range of books for all pupils will influence the desire to read.       | Pupil Progress Meetings<br>Miscue analysis                                                            | HT/English Lead | Autumn 2020 |
| Total budgeted cost:                                                                           |                                                                                                                        |                                                                                         |                                                                                                       |                 | £1,500      |

## ADDITIONAL INFORMATION

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### **Review 2020-21**

School Curriculum Recovery- Plans adapted

Whole Class Baseline Assessments/ Gaps identified/ Interventions in Maths /English/ Nurture set

Phonic Intervention set up in EYFS and KS1/ Virtual pre-recorded phonics to support parents at home

KS2 –Y3 and Y4 reading interventions including weekly guided reading in small groups and a weekly comprehension task

New reading books purchased to address lost books during lockdown.

EYFS purchased Read Write Inc group readers-

Using White Rose Maths to address missed learning in basic mathematical skills.

Nurture- pupils identified for SEMH support

### **Impact**

- Autumn Year 2 LA phonic screening check was 80% above the average mean score of 34.1 compared to the LA of 78%
- Year 1- 64% children passed a phonic check in June 2021 compared with the National of 82%. However, 5 children were 5 marks or less from the pass mark. The pass mark could have been 84%
- Ambitious Reading targets set in Y3 and Y4 (pre Spring Lockdown) have been met. In Year 4 the % of pupils achieving ARE+ was 84% that is above the LA 2019 figure of 82%
- Ambitious Maths targets were set in KS1 and KS2. Most classes met there ARE+ target.
- Classroom Expectation Walks- All classes demonstrated good behavior for learning. Classroom environments promoted well being
- Attendance- Whole school **97.1%** (May 2021)  
Pupil Premium **92 %** (May 2021)  
SEND other **96%** (May 2021)