

Coronavirus Catch-Up Grant - Reporting Tool

1. Summary information 2020/21					
	Number	Percentage		Number/£	Percentage
Academic Year	2020-2021		Total Catch-Up Grant awarded to the school	£7440	
Pupils on roll	94		Number of pupils identified to receive personalised support through the grant	35	37
Entitled to the PPG	14	15	Number of pupils entitled to the Pupil premium who <u>will also</u> be receiving support through the Catch-Up Grant	11	79

2. October 2020 attainment baseline - outcomes obtained through the Trustwide data drop using standardised assessments where appropriate																									
	Year 1				Year 2				Year 3				Year 4				Year 5				Year 6				
	No. all	No. PP	% all	% PP	No. all	No. PP	% all	% PP	No. all	No. PP	% all	% PP	No. all	No. PP	% all	% PP	No. all	No. PP	% all	% PP	No. all	No. PP	% all	% PP	
	15	1		7	14	2		14	11	3		27	13	1		8	15	3		20	11	3		27	
Achieving the EYFS ELG in reading	12	0	80	0																					
Achieving the EYFS ELG in writing	12	0	80	0																					
Achieving the EYFS ELG in number	12	0	80	0																					
Meeting/exceeding EXS in reading					9	0	64	0	6	1	55	33	7	0	54	0	13	3	87	10	0	7	1	64	33
Meeting/exceeding EXS in writing					11	0	79	0	4	1	36	33	9	0	69	0	13	3	87	10	0	7	2	64	66
Meeting/exceeding EXS in maths					6	0	43	0	5	0	45	0	8	0	62	0	13	3	87	10	0	6	1	55	33
Meeting/exceeding EXS standards - reading, writing & maths combined					5	0	36	0	4	0	36	0	7	0	54	0	13	3	87	10	0	6	1	55	33

3. Barriers to making good progress faced by pupils selected to receive support through the Coronavirus Catch-up Grant

In-school barriers *(issues to be addressed in school)*

A.	79% of PPG children have fallen further behind their peers
B.	30% of non PPG children have dipped behind where they were before the school closed
C.	75% of SEN children have dipped behind where they were before the school closed

External barriers *(issues which also require action outside school, such as low attendance)*

D.	1 PPG child has not returned to school since Pensford fully reopened in September
E.	PPG children not having access to remote learning if another lockdown takes place
F.	Low levels of parental support and aspirations (for some PPG pupils)

4. Planned coronavirus catch-up grant expenditure *(only record catch-up support that will be funded by the grant and is additional to provision/interventions already in place)*

i. Small group academic catch-up support (interventions)

Desired outcome	Chosen action / approach	Evidence and rationale for choice	Implementation: term / how often / session length / duration in weeks / group size	Delivered by: tutor, teacher, TA, HLTA, therapist etc.	No. of pupils receiving this support	No. of these entitled to the PP	Year group/s	Review date
To improve the outcome in maths	Carry out baseline assessment to identify gaps in learning Teachers to identify small step targets for each pupil receiving catch-up support and draw these together in a personalised catch-up plan	Small group interventions are a high impact catch up strategy. EEF 2011 (regularly updated) Evidence from EEF's Teaching and Learning Toolkit Ofsted Oct. 2013: Evidence from The Pupil Premium: How schools are spending the funding successfully to maximise achievement EEF June 2020: Covid-19 support guide for schools	3-4x a week 20-30 minutes each session Groups will vary in size between 2-5 pupils, organised according to assessed needs. The duration of these grouped interventions will be the length of 2 terms where the children will then	Teacher and TA	30	11	Y1-6	End of terms 2, 4 and 6

	Invest in Number Sense SOW to aid interventions taking place	80% at ARE in year 1 43% at ARE in year 2 45% at ARE in year 3 62% at ARE in year 4 87% at ARE in year 5 55% at ARE in year 6 (based on October's baseline assessment)	be assessed to see if they need to carry on having these interventions.					
To improve the outcome in reading	Carry out baseline assessment to identify gaps in learning Teachers to identify small step targets for each pupil receiving catch-up support and draw these together in a personalised catch-up plan	Small group interventions are a high impact catch up strategy. EEF 2011 (regularly updated) Evidence from EEF's Teaching and Learning Toolkit Ofsted Oct. 2013: Evidence from The Pupil Premium: How schools are spending the funding successfully to maximise achievement EEF June 2020: Covid-19 support guide for schools 80% at ARE in year 1 64% at ARE in year 2 55% at ARE in year 3 54% at ARE in year 4 87% at ARE in year 5 64% at ARE in year 6 (based on October's baseline assessment)	3-4x a week 20-30 minutes each session Groups will vary in size between 2-5 pupils, organised according to assessed needs. The duration of these grouped interventions will be the length of 2 terms where the children will then be assessed to see if they need to carry on having these interventions.	Teacher and TA	21	11	Y1-6	End of terms 2, 4 and 6
To improve the outcome in writing	Carry out baseline assessment to identify gaps in learning Teachers to identify small step targets for each pupil receiving catch-up support and draw	Small group interventions are a high impact catch up strategy. EEF 2011 (regularly updated) Evidence from EEF's Teaching and Learning Toolkit Ofsted Oct. 2013: Evidence from The Pupil Premium: How schools are spending the funding successfully to maximise achievement	3-4x a week 20-30 minutes each session Groups will vary in size between 2-5 pupils, organised according to assessed needs.	Teacher and TA	20	11	Y1-6	End of terms 2, 4 and 6

	these together in a personalised catch-up plan	EEF June 2020: Covid-19 support guide for schools 80% at ARE in year 1 79% at ARE in year 2 36% at ARE in year 3 69% at ARE in year 4 64% at ARE in year 5 64% at ARE in year 6 (based on October's baseline assessment)	The duration of these grouped interventions will be the length of 2 terms where the children will then be assessed to see if they need to carry on having these interventions.						
Funding allocated to SMALL GROUP CATCH-UP SUPPORT									£4971
ii. Individual academic tuition / support - instruction / mentoring / online platforms / interventions etc.									
Desired outcome	Chosen action / approach	Evidence and rationale for choice	Implementation: term / how often / session length / duration in weeks / group size	Delivered by: tutor, teacher, TA, HLTA, therapist etc.	No. of pupils receiving this support	No. of these entitled to the PP	Year group/s	Review date	
Improved language and communication skills – targeted support for 2 EAL children	Carry out baseline assessment to identify gaps in learning and missing vocabulary Carry out Racing to English programme	Individual tuition (EEF evidence) produces gains +5 months progress.	3x a week 20 minute sessions each week	TA	2	0	Y2 & Y6	End of terms 2, 4 and 6	
To get 36% (4/11) of the current PP children who are not at ARE in RWM to ARE by the end of the year.	Carry out baseline assessment to identify gaps in learning Regular interaction with parents about what they can do at home	Individual tuition (EEF evidence) produces gains +5 months progress. EEF 2011 (regularly updated) Evidence from EEF's Teaching and Learning Toolkit Ofsted Oct. 2013: Evidence from The Pupil Premium: How schools are spending the	3-4x a week 20-30 minutes each session	Teacher and TA	11	11	R-Y6	End of terms 2, 4 and 6	

	Teachers to identify small step targets for each pupil receiving catch-up support and draw these together in a personalised catch-up plan	funding successfully to maximise achievement EEF June 2020: Covid-19 support guide for schools Outcomes of Oct. 2020 summative assessments						
Improved language and communication skills – targeted support for Reception PP child	Child has basic vocabulary missing including naming animals and body parts. Teacher to identify missing vocabulary linked to certain topics to work on.	National Studies suggest that oral language interventions make a +5 months progress gain (Education Endowment Foundation). Understanding language is the most important factor in being able to access learning - understanding instructions and explanations - as well as being essential to communicate with others in day-to-day life.	Three 30-minute sessions per week will be delivered to this child. The NELI (Nuffield Early Language Intervention) training will be delivered by the TA for a 20 week programme (cost of £609).	TA (followed up in class by class teacher)	1	1	YR	End of terms 2, 4 and 6
Funding allocated to INDIVIDUAL TUITION & SUPPORT								£2469
iii. Other approaches								
Desired outcome	Chosen action / approach	Evidence and rationale for choice	Implementation: term / how often / session length / duration in weeks / group size	Delivered by: tutor, teacher, TA, HLTA, therapist etc.	No. of pupils receiving this support	No. of these entitled to the PP	Year group/s	Review date
All children returning to school	Working closely with family and CMES	https://www.nidirect.gov.uk/school-attendance-absence	Speaking to family 3-4x a week Speaking to CMES weekly	Headteacher	1	1	3	End of term 2
All PPG able to access remote	Delivering electronic devices	https://educationendowmentfoundation.org.uk/public/fil	Start of lockdown PPG children will be given a	Headteacher	14	14	R-6	

learning if another lockdown takes place	to families in need of them	es/Publications/Covid-19_Resources/Remote_learning_evidence_review/Remote_Learning_Rapid_Evidence_Assessment.pdf With additional support from school in the form of hardware and extra communication between vulnerable learners and teachers, children can continue their learning across periods of school closure/self-isolation.	school iPad to enable them to access remote learning. Parents will sign document stating that they are borrowing the device and will be returned. Catch-up support will be delivered remotely during lockdown/self-isolation.					
Funding allocated to OTHER APPROACHES								£0

5. Additional detail

In this section (if required), annex or refer to **additional** information you have used to inform the statement above.

The catch up interventions will be carried out in the afternoon and after school to enable children to have full access to quality first teaching in core subjects that are taught each morning.

The interventions will be carried out by internal members of staff- teachers and teaching assistants. The reason behind this is that staff already have effective working relationships with the children they will be working with and know them as learners. This is also because in the event of a full or partial closure, these members of staff would still be able to provide these interventions remotely.

Coronavirus Catch-Up Grant – Impact Review (July 2021)

1. Summary information 2020/21					
	Number	Percentage		Number/£	Percentage
Academic Year	2020-2021		Total Catch-Up Grant awarded to the school	£7440	
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Entitled to the PPG	14	15	Number of pupils entitled to the Pupil premium who <u>will also</u> be receiving support through the Catch-Up Grant	11	79

2. July 2021 attainment summary – outcomes captured through statutory assessment processes and standardised tests as appropriate																								
	Year 1				Year 2				Year 3				Year 4				Year 5				Year 6			
	No. all	No. PP	% all	% PP	No. all	No. PP	% all	% PP	No. all	No. PP	% all	% PP	No. all	No. PP	% all	% PP	No. all	No. PP	% all	% PP	No. all	No. PP	% all	% PP
Oct 2020: Achieving the EYFS ELG in reading	12	0	75	0																				
July 2021: Meeting/exceeding the EXS in reading	13	1	81	50																				
June 2021: Meeting phonics screening threshold	12	1	75	50																				
Oct 2020: Achieving the EYFS ELG in writing	12	0	75	0																				
July 2021: Meeting/exceeding the EXS in writing	13	1	81	50																				
Oct 2020: Achieving the EYFS ELG in number	12	0	75	0																				
July 2021: Meeting/exceeding the EXS in maths	13	1	81	50																				
Oct 2020: Meeting/exceeding EXS in reading					7	0	54	0	6	1	50	33	7	0	54	0	13	3	87	75	7	2	70	67
July 2021: Meeting/exceeding EXS in reading					10	0	77	0	9	0	75	0	10	1	77	100	14	3	93	75	7	2	70	67

June 2021: Meeting the phonics screening threshold - all pupils (autumn 2020 or summer 2021)					13	2	100	100																
Oct 2020: Meeting/exceeding EXS in writing					11	0	85	0	4	0	33	0	9	0	69	0	14	3	93	75	7	2	70	67
July 2021: Meeting/exceeding EXS in writing					10	0	77	0	6	0	50	0	8	0	62	0	13	3	87	75	7	2	70	67
Oct 2020: Meeting/exceeding EXS in maths					4	0	31	0	5	0	42	0	7	0	54	0	14	3	93	75	6	1	60	33
July 2021: Meeting/exceeding EXS in maths					9	0	69	0	7	0	58	0	10	1	77	100	13	3	87	75	7	2	70	67
Oct 2020: Meeting/exceeding EXS standards - reading, writing & maths combined					4	0	85	0	4	0	33	0	7	0	54	0	13	3	87	75	6	1	60	33
July 2021: Meeting/exceeding EXS standards - reading, writing & maths combined					9	0	69	0	6	0	50	0	8	0	62	0	13	3	87	75	6	1	60	33

3. Expenditure Review - Coronavirus Catch-up Grant

i. Small group academic catch-up support (interventions)

Desired outcome	Chosen action/approach	Estimated impact: Reference the extent to which the success criteria were met. Refer to those entitled to the PPG as well as those who are not.	Lessons learned	Cost
To improve the outcome in maths	Teachers to identify small step targets for each pupil receiving catch-up support and draw these together in a personalised catch-up plan Invest in Number Sense SOW to aid interventions taking place	<p>Catch Up in maths was successful across the school. We measured progress mostly through the used of standardised test scores (except in Reception). This showed that the average progress made by children in the Catch Up group was higher than that made by all pupils (10.4 points compared to 8.8).</p> <p>In fact, the catch up pupils in each year group made better progress than their peers, except in one year group in lower KS2.</p> <p>Number Sense was not purchased, but the school did invest time in using a carefully sequenced approach to the teaching of number bonds within 20.</p>	<p>The less successful group in Lower KS2 did include a disproportionately large number of pupils with SEND, and it was also a large group of Catch Up pupils. We will take additional care in 2021-22 to ensure that individual pupils' needs are being met when identifying what they need to work on to improve their maths learning.</p> <p>Use of the Ready to Progress documents for maths teaching was implemented in Terms 5 and 6 and it was felt that this provided a very useful structure for the planning for all pupils. While the curriculum will be broadened in 2021-22, this structure will be used to guide assessment of pupils who are identified as needing additional catch up support.</p>	£1650

To improve the outcome in reading	Teachers to identify small step targets for each pupil receiving catch-up support and draw these together in a personalised catch-up plan	<p>Catch up in reading was successful overall, with an average progress rate for the Catch Up pupils slightly higher than that for all pupils (8.8 points compared to 8.4). However, there were significant differences in the progress rates in different parts of the school</p> <p>In KS1, and LKS2, the Catch Up group made less progress than their peers, while in UKS2 the Catch Up group made significantly more progress in reading.</p> <p>On the other hand, specific phonics teaching was successful with all 3 Y2 children who had not passed the phonics check in Y1 passing it in June 2021.</p>	<p>The school has hypothesised that whole class texts, VIPERS questions and engagement with authors has had a significantly positive effect on older children, whose fluency in reading is well-developed.</p> <p>Also the school's systematic approach to phonics teaching is working well for children in Early Years and through KS1, where the 100% record of all children leaving KS1 having passed the phonics check has been maintained for a 5th year running, despite the interruption of Lockdown.</p> <p>However, where children's fluency is less well-developed, the support for comprehension development was not successful in Years 1-4. We will aim to put a focus on reading fluency for these pupils as a priority in 2021-22.</p>	£1650
To improve the outcome in writing	Teachers to identify small step targets for each pupil receiving catch-up support and draw these together in a personalised catch-up plan	<p>Writing was the area that was least successful for Catch Up. The additional lockdown from January to March had a significant impact on teachers' ability to support writing tasks with meaningful regular feedback, as teachers found this the most difficult area to mark effectively when learning was remote.</p> <p>Progress for almost all children in the Catch Up group was very similar to that for children who did not receive Catch Up support. The vast majority of children across the school maintained the writing grade they started the year with. This was seen as a partial success, as children did not fall further behind and added a year's progress to their development despite the Jan-March lockdown.</p> <p>However, achievement of the expected standard remained low for the Catch Up group, at 44%, compared to 74% for all pupils.</p>	<p>Writing will be a focus in 2021-22 across the school, and will be a key part of the school's pupil premium strategy.</p> <p>While the school had decided to experiment with The Write Stuff approach in LKS2, this was not successful, with achievement of the expected standard in writing being lowest in this part of the school by some way (56% in LKS2 compared to 79% for the rest of the school). Teaching will return to a consistent model of Talk for Writing, and the English Subject leader will lead training in this.</p> <p>Training for teachers and teaching assistants will also be sought in order to enhance the quality of teaching and enable children to catch up.</p> <p>Should there be any further periods of closure, the school will consider carefully methods for enabling effective feedback on writing to continue, such as providing a post box for longer pieces or printing these pieces out and returning scanned copies, or individual or small group Zoom meetings during which teachers can provide effective feedback.</p>	£1650
ii. Individual academic tuition/support - instruction / mentoring / online platforms / interventions etc.				
Desired outcome	Chosen action/approach	Estimated impact: Reference the extent to which the success criteria were met.	Lessons learned	Cost

		Refer to those entitled to the PPG as well as those who are not.		
Improved language and communication skills – targeted support for 2 EAL children	Carry out Racing to English programme	The small group of children with EAL made excellent progress, with 1 achieving the expected standard in reading, writing and maths combined and the other comfortably doing so at 1 year behind the typical age band. This represented strong progress for both pupils, who also flourished socially and across the curriculum.	Use the same intervention for any future EAL pupils.	£760
To get 36% (4/11) of the current PP children who are not at ARE in RWM to ARE by the end of the year.	Regular interaction with parents about what they can do at home Teachers to identify small step targets for each pupil receiving catch-up support and draw these together in a personalised catch-up plan, implemented by teachers and TAs	This target was achieved (but not exceeded).	Develop further the PPG strategy in 2021-22, taking advantage of working alongside other schools to root interventions more firmly in research and practice that has proved effective. Enhance the quality of teaching, particularly in writing, through high quality training.	£2 230
Improved language and communication skills – targeted support for Reception PP child	Teacher to identify missing vocabulary linked to certain topics to work on. Implement NELI intervention, having trained the EYFS teacher and TA	The planned approach was developed significantly by engagement with the Nuffield Early Language Intervention (NELI), which proved highly successful. The identified child achieved the expected standard across the specific areas of the EYFS curriculum, and several other children also benefited from the intervention.	Maintain use of NELI in 2021-22.	£900

iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Reference the extent to which the success criteria were met. Refer to those entitled to the PPG as well as those who are not.	Lessons learned	Cost
All children returning to school	Working closely with family and CMES	<p>When a second lockdown was announced in January, this outcome was not possible. However, the school made a concerted effort to engage pupils in the Catch Up group in school learning, using the 'vulnerable' category to invite these pupils into school.</p> <p>It is estimated that, for all pupils who attended, this helped to prevent further falling behind for these pupils, but that in itself it did not enable rapid catch up.</p>	Review the ability of teachers to support children in school during any future lockdown periods. TAs were used primarily so that teachers could focus on remote learning. A blended model will be developed in 2021-22 to increase the number of teacher-led live lessons.	£0
All PPG able to access remote learning if another lockdown takes place	Delivering electronic devices to families in need of them	This was 100% successful, with all pupils having access to the remote learning. The school implemented an online ordering system for resources, including laptops for those families that required them.	Maintain this system in future lockdowns.	

4. Summary

Chosen coronavirus strategies that had the greatest impact on outcomes for pupils (top 3):

- i. Mathematics interventions, driven by teachers' identification of pupils' needs and supported by TAs through pre-and post-teaching in small groups, led to progress for the Catch Up group being notably stronger than for those without Catch Up support.
- ii. A whole-class novel approach, supported through teaching of VIPERS questioning techniques and small-group and individual support for children by TAs, directed by teachers, was successful in leading to greater progress for the Catch Up group in Upper Key Stage 2.
- iii. The NELI intervention in EYFS strongly supported above-average progress for children, including disadvantaged, with weaker language skills, ensuring that the disadvantaged pupil achieved a Good Level of Development (GLD).

What made these strategies particularly successful?

In each case, the strong knowledge that teachers have of the individual pupils' needs, combined with the good communication with TAs, enabled a flexible approach to be taken to ensure that the specific needs identified were largely catered for well.

Moving forward, how will you use this learning to pupils' advantage?

We will keep these successful, adaptable approaches. However, there were areas (including writing, and reading across Y1-4) where a more targeted approach to individual support, and an enhancement to whole class teaching techniques, are likely to lead to improved outcomes.

	Coronavirus Catch-Up Grant Income	£7 440
	Coronavirus Catch-Up Grant Expenditure	£8 840
	Balance	-£1 400