



COVID CATCH-UP GRANT REPORT

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Rationale for Expenditure

The school has whole-school systems and processes for the mental well-being across the school. These systems and their impact are regularly reviewed and monitored and we do not presently consider them to be significantly under-resourced. With this in mind, we have focussed our Covid Catch-Up Expenditure on funding on academic areas. Where possible, we have used the staff who work with children in their usual duties to carry-out interventions as they know the pupils' strengths and weaknesses; how to best motivate them and can reinforce learnt material through the course of the week and we are aware of their strengths as practitioners. Reading underpins other areas of academic development and phonics underpins reading ability. A large portion of our expenditure is on getting pupils up the Expected Standards in phonics and Reading generally.

Impact of Expenditure to Date

Phonics Assessments

Table 1

	% Children Not on Track in Phonics		
	Reception (2020-21)	Year 1 (2020-21)	Year 2 (2020-21)
March 2021	9%	39%	28%
October 2021	10%	32%	20%
December 2021	7%	28%	18%

Whole-School Internal Assessments

Table 2

Year group (2020-21)	% Children Not on Track					
	Reading		Writing		Maths	
	March 2021	December 2021	March 2021	December 2021	March 2021	December 2021
R	32%	10%	52%	22%	25%	17%
1	32%	30%	41%	35%	20%	19%
2	25%	36%	33%	36%	27%	27%

3	16%	13%	18%	17%	16%	17%
4	23%	24%	23%	26%	16%	20%
5	23%	18%	28%	14%	25%	21%
6	12%	N/A	14%	N/A	14%	N/A

Analysis of Assessments

Table 1 illustrates a significant reduction in pupils behind age-related expectations (EXS) in Phonics in our 2020-21 Year 1 and 2 cohorts. This is in large part due to our investment in phonics tutorials both over the Summer Holidays and during term-time using Catch-Up funding. The 2020-21 Reception cohort had a strong baseline. The tutorials in that cohort served to maintain this standard and there were 2 pupils behind EXS who were brought up to EXS but this has been offset (statistically) by 2 new arrivals behind EXS.

Table 2 shows a reduction in pupils behind EXS in all cohorts where there were a lot of pupils working towards (as opposed to significantly behind) EXS. This would be in large part due to our investment in Maths pre-teaching (over the summer and during term-time) and promotion and monitoring of home reading. 2020-21 Years 2 and 4 have a large number of pupils significantly behind EXS. We have invested a large amount of Catch-up funding promoting their Maths understanding, reading stamina and reading comprehension but their progress would not be illustrated in these Table 2 as they would not yet have reached EXS.

NB: A more forensic, pupil by pupil, analysis is carried out termly by teachers in conjunction with members of the Senior Leadership Team and the Inclusion Manager to scrutinises the specific *reasons* for pupils not being on track (e.g. school closure, special education needs and disability, lack of parental engagement etc) and informs planning of provision for individual pupils. These Pupils' Progress Meetings also look at the specific areas on which pupils who are not on track need to focus.

Expenditure

Time Period	Provision	Intended Outcome	Measure
Summer Term 2021	Support staff being paid for additional reading with pupils in Key Stage 1.	Improved Reading attainment.	Internal Reading Data.
Summer Term 2021 Autumn Term 2021	Extending our 4 day HLTA phonics tutoring program to 5 days.	Pupils behind EXS in phonics to have caught-up.	Phonics screening scores and internal phonics data.
Summer Term 2021	Releasing class teachers (Year 2) for an hour per week for additional phonics tutorials.	Pupils behind EXS in phonics to have caught-up.	Phonics screening scores and internal phonics data.

Summer Term 2021	Employing high-quality supply staff to cover classes to enable class teachers to do writing tutorials, Maths pre-teaching and phonics interventions with pupils who are behind EXS.	Fewer pupils behind in phonics, writing and Maths.	Internal assessments, phonics screening check and KS1 and KS2 SATs scores.
Summer Holidays 2021	36 pupils behind in phonics received 10 minutes per weekday online phonics tutoring.	Fewer pupils regressing in their phonics understanding over the summer.	Internal assessments.
Summer Holidays 2021	30 pupils in KS2 behind in Maths received 15 hour-long online tutorials over the Summer Holidays.	Fewer pupils behind EXS in Maths.	Internal assessments and KS2 SATs scores.
Summer Holidays 2021	15 x 1 hour-long tutorials for 2 new to English pupils focussing on their spoken English. This was implemented by a specialist EAL teacher who spoke their home language.	Narrowing the gap between these pupils' English and that of their peers.	Internal data.
<p>Responses to the tutoring: All parents who responded to our survey were very positive about the experience. Many asked if their children could be included again. They praised the standard of the tutors and the tutors' skills at engaging their children. Out of all the children canvassed, only 1 expressed that he had desired to be playing instead of doing his tutorials. All could comment on an area they had found more accessible in Maths this term due to the tutoring.</p>			
Autumn Term 2021	HLTA employed for before school Maths pre-teaching for Year 6.	Reducing the number for Year 6 pupils behind EXS in Maths.	KS2 SATs scores.
Autumn Term 2021	Using the School-led tutoring grant we have put in place weekly Maths pre-teaching tutorials for pupils in Year groups 2-6. These are run by our teachers and give pupils practice at the fundamentals of the maths topics that are coming up the following week.	Reduced number of pupils behind EXS in Maths.	Internal data. KS2 SATs scores.
Autumn Term 2021	HLTA employed to promote and monitor daily reading engagement in Year 6 for pupils working towards the expected standard.	Reduced numbers of Y6 pupils behind EXS in reading.	KS2 SATs Score

Autumn Term 2021	Additional hours given to TA to promote and monitor daily reading engagement in Years 3- 5 for pupils working towards the expected standard.	Reduced numbers of pupils in Ys 3-5 behind EXS in reading.	Internal data
Autumn Term 2021	Additional phonics tutorials administered by 3 skilled members of staff (a HLTA, a TA and a Nursery officer).	Reduced numbers of pupils behind EXS in phonics.	Phonics screening check and internal data.

Expenditure Summary

Funding Received	£31,860
Expenditure	£22,438
Remaining	<u>£9,422</u>

NB: This is not a recurring income. We do not expect to be receiving any further Covid Catch-Up Grant.

Expenditure

Term	Role	Staff/Agency	Support Activity	Cost (£)
Summer Term	Teaching Assistant	Jubilee staff	Reading	295
Summer Term	Teaching Assistant	Jubilee staff	Reading	945
Summer Term	Teaching Assistant	Jubilee staff	Reading	200
Summer Term	Teaching Assistant	Jubilee staff	Reading	80
Summer Term	Teacher	Matrix	Teaching	974
Summer Term	HLTA	Matrix	Teaching	1,674
Summer Holidays	HLTA	Jubilee staff	Phonics Tutorials	1,010
Summer Holidays	Nursery Officer	Jubilee staff	Phonics Tutorials	1,082
Summer Holidays	Teaching Assistant	Hays	Phonics Tutorials	3,644
Summer Holidays	Tutor	Teaching Personnel	Tutoring	4,790
Autumn Term	HLTA	Jubilee staff	Y6 readers	360
Autumn Term	HTLA	Jubilee staff	Early birds	1,441

Autumn Term	HLTA	Jubilee staff	Phonics Tutoring	2,328
Autumn Term	TA	Jubilee staff	Phonics Tutoring	1,696
Autumn Term	TA	Jubilee staff	Reading Monitoring	985
Autumn Term	TA	Jubilee staff	Phonics Tutoring	934
				£ 22,438