

COVID Catch-up Premium and Impact Report: 2020-21

SUMMARY INFORMATION

Total number of pupils:	139
Total catch-up premium budget:	£11,100
COVID Premium spend	£11,100

STRATEGY STATEMENT

At Somerdale , we are committed to providing the highest quality of education to our children regardless of background or barrier to learning in all aspects of school life. The school recognises that children have been affected by the pandemic in many ways and the impact varies depending on their experiences, starting points and a range of other factors. Our strategy is to re-assess their needs and current situation and make adjustments to what we provide, including additional help where required, in order to prepare them as fully as possible for next year. This strategy demonstrates how Somerdale will use the 'Catch up' funding to close the attainment and progress gaps caused by COVID. The strategy includes :

- Maintaining a broad and rich curriculum and improving classroom pedagogy and whole school strategies, adjusting the curriculum to focus on key priorities to maximise readiness for next year. We have involved additional training and purchasing resources that will support children to 'get back on track'
- 1:1 and group interventions using trained teachers to include speech and language, phonics, emotional literacy, social interaction and communication, maths and English key skills
- Providing learning support to develop the outcomes for children who have been identified as needing 'catch up' in their learning .
- To narrow gaps created by disadvantage or negative lockdown experiences by providing targeted support and intervention including behaviour support, and additional 1:1 learning support.

SPECIFIC NEEDS IDENTIFIED FOR RECOVERY

A	Reading and Phonics
B	Writing skills and writing stamina
C	Language and communication (including EAL)

D	Maths
E	Behaviour and social interaction – adjusting to school routines and expectations; social and communication skills; friendship issues and online safety

Planned expenditure for current academic year (responding to identified needs above)

Need	Action	Intended Impact	Amount of 'catch-up' funding allocated
A –Reading and phonics/spelling	<ul style="list-style-type: none"> Individual phonics assessments Re-teaching from new starting point Catch-up intervention – small groups in 1:2 or 1:3 Reading skills focus – VIPERS inference and retrieval Books and resources to engage interest at age appropriate level while at correct reading level - bug club- onlin support Adjusted English curriculum for terms 4-6 with new texts 	Phonics assessments at end of year are at age-related expectations and if not, specific gaps are clear and targeted next year	£4,100
B – Writing skills and writing stamina	<ul style="list-style-type: none"> Recovery English Curriculum – new texts and termly plans planned based on layered 'stacked' writing units New writing framework/programme, Jane Constidine 'The Write Stuff' implemented and staff training provided -(new texts and termly plans) – based on short writing units Writing Catch up groups Handwriting support and interventions including fine motor control 	Children are able to demonstrate age related expectations in shorter pieces and gain fluency in handwriting in order to be ready for expectations of next year	£2000
C- Language and communication	<ul style="list-style-type: none"> Speech and language screening and therapy Communication interventions e.g.; social skills EAL specialist learning support – first language rich 	Children can communicate at ARE levels and if there are gaps, targets are clear and specific and interventions are in place.	£2000

D – Maths	<ul style="list-style-type: none"> • White Rose Framework – remapped Maths curriculum and refocused maths priorities • Catch up interventions – tutors to deliver tuition either in groups size of 1:3 	<p>Children are confident in their understanding of the concept of place value</p> <p>Maths assessments</p>	£1800
E- Behaviour, emotional needs and social interaction	<ul style="list-style-type: none"> • Social skills interventions – confidence , turntaking, resilience and team building • Individual behaviour plans with targeted 1:1 and small group 	<ul style="list-style-type: none"> • Children’s behavioural needs are well managed and serious disruption is avoided • Learning is not disrupted by low level distracting behaviour • Children affected by are ready to learn, behave well and make progress 	£1200
Total			£11,100

Impact report for COVID Premium 2020-21 (responding to identified needs above)

Following assessments on pupils engaged in remote learning, target children were identified. 33-40% of each cohort received intervention with priority to intersectuality and pther vlunerabliteis ie PP and SEND.

Need	Action	Impact	Evaluation	Cost
A –Reading and phonics/spelling	<ul style="list-style-type: none"> Individual phonics assessments Re-teaching from new starting point Bug Club Online Package to support homereading Catch-up intervention – small groups in 1:2 or 1:3 Reading skills focus – VIPERS inference and retrieval Books and resources to engage interest at age appropriate level while at correct reading level - bug club- online support Adjusted English curriculum for terms 4-6 with new texts 	<p>Rigorous ongoing phonic assessment supported accelerated phonic acquisition in all relevant cohorts.</p> <p>Access to Bugclub online resosurces was high, particularly with boys and this was reflected in the July 2021 end of year assessment percentages.</p> <p>Targeted tutor support for 4-6 children in all year groups ensured accelerated progress so that these pupils were ‘ just below’ expected standards. Good impact was ensured across the vast majority of children who achieved expected outcomes at the end of the year. PP children in these groups achieved ARE.</p>	<p>In 2021-22, continue to ensure rigorous phonics assessment and teaching and identify any catch up required. The high profile of reading and Bugclub online with families and staff will need to be sustained next year through support with redaing in school. SENDCO to analyse the impact on the performance of the 25% lowest achieving pupils in the school.</p> <p>Sustained targeted impactto support these children to ensure attainment to ARE is achieved in 2021-22.</p>	<p>Ultimate Bugclub online subscription- £1468</p> <p>Targeted tutor support - £2,631</p> <p>(Book resources purchased from main budget)</p> <p>Total: £4,500</p>

<p>B – Writing skills and writing stamina</p>	<ul style="list-style-type: none"> • Recovery English Curriculum – new texts and termly plans planned based on layered ‘stacked’ writing units • New writing programme- Jane Considine ‘The Write Stuff’ implemented and staff training provided -(new texts and termly plans) – based on short writing units • Writing Catch- up groups • Handwriting support and interventions including fine motor control 	<p>Jane Considine ‘The Write Stuff’ and children in additional Catch up groups made significant qualitative progress – improved resilience and engagement, writing at length, love of writing, improved handwriting and spelling.</p> <p>Focused sessions on handwriting showed improved joined handwriting and presentation in books.</p>	<p>There will need to be sustained impact on writing including handwriting and spelling in 2021-22 to accelerate progress of those pupils to expected standard.</p>	<p>Jane Considine writing programme £1560</p> <p>Catch up tutoring - £1216</p> <p>Total: £2776</p>
<p>C- Language and communication</p>	<ul style="list-style-type: none"> • Speech and language screening and therapy • Communication interventions e.g: social skills 	<p>All children in reception were screened using speech and language tools. Children identified were included in language and communication groups led by an adult. In reception the expected standards on these strands were achieved:</p> <p>87% -listening and understanding 97% speaking 80% comprehension 70% word reading</p>	<p>Ensure sustained planned teaching and learning on high quality speaking opportunities in future years with support to families</p> <p>EAL specialist learning support was not enabled in 2020-21 due to the COVID restrictions. School needs to access service from Better Bilingual to support effective assessment and strategies</p>	<p>Infant Link and Speech Link - £755</p> <p>In school language groups - £300</p> <p>Total : £1055</p>

<p>D – Maths</p>	<ul style="list-style-type: none"> • White Rose Framework – remapped Maths curriculum and refocused maths priorities • Catch up interventions – tutors to deliver tuition either in groups size of 1:3 • Times tables Rockstars (online) 	<p>Children across all year groups were identified for targeted support to accelerated knowledge of times tables, misconceptions and reinforcement and understanding of specific concepts.</p> <p>Children in years 1- 3 made progress on understanding specific concepts through tutoring support but this was not translated into overall standards of attainment.</p> <p>Good progress was observed in the support work to year 4 pupils on developing knowledge of timetables. All children in this group achieved ARE.</p>	<p>Despite some impact, this will remain a significant priority for 2021-22. The SENDCo and Maths Leader will need to support classteachers to prioritise impact on these children and secure deepened knowledge of mathematical concepts next year.</p>	<p>Timetables Rockstars subscription: £100</p> <p>Catch up Intervention groups : £1,410</p> <p>Total : £1510</p>
<p>E- Behaviour, emotional needs and social interaction</p>	<ul style="list-style-type: none"> • Social skills interventions – confidence , turntaking, resilience and team building • Individual behaviour plans with targeted 1:1 and small group 	<p>Thrive practitioner training for a member of staff has been undertaken and ongoing to provide specialist provision for children with nurture, attachment and emotional needs.</p> <p>Following lockdown, targeted children were identified for support. Good progress , particularly of PP children, was seen with the majority of all children identified. Observations indicated renewed confidence, communication and team sharing.</p> <p>Additional support work in reception showed very good impact with expected standards in these strands:</p> <p>Self regulation- 90%</p> <p>Managing self – 90%</p> <p>Building relationships – 97%</p>	<p>This work will need to be developed and sustained in 2021-22 in reponse to some the emotional difficulties children have experienced over the 18 months of the pandemic.</p> <p>The Exec SENDCo and SENDCo will need to support classteachers to reevaluate and prioritise a continued impact on these children to build emotional resilience and self esteem through careful provision mapping.</p>	<p>Thrive practitonner training and subscription : £988</p> <p>Emotional needs/resilience intervention support : £271</p> <p>Total : £1259</p>