



Fawbert & Barnard's Primary School

Learning for life

Coronavirus (COVID-19) Catch-Up Premium

2020 – 2021

EVALUATION



DFE Rationale

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

We know that we have the professional knowledge and expertise in the education system to ensure that children and young people recover and get back on track. Returning to normal educational routines as quickly as possible will be critical to our national recovery, and the government intends for schools and colleges to fully open in September.

The government has announced £1 billion of funding to support children and young people to catch up. This includes a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time.

Although all children have had their education disrupted by the coronavirus (COVID-19) outbreak, it is likely that disadvantaged and vulnerable groups will have been hardest hit. That is why, alongside the universal catch-up premium, we are launching a £350 million National Tutoring Programme to provide additional, targeted support for those children and young people who need the most help.

The plan will be reviewed and interventions stopped or changed if identified pupils have closed the gaps.

1. Summary information				
School	Fawbert & Barnard's Primary School			
Academic Year	2020 - 2021	Total Catch Up Funding budget	£16,960	We are not eligible for the NTP programme in the first round.
No. of CLA/Post CLA/SG	5	No. of Military pupils	0	
Total number of pupils	212	No. of pupils eligible for PPG/FSM/FE6	28 + 5 = 33	

Interventions were costed at £17,655 at the end of July 2021

Target support			
Cohort	Activity	Start Date	impact
Year 5 and 6	<p>National Tutoring Programme – HET application to be an approved partner tbc</p> <p>Small group 1:3 tutoring one night a week with a focus on KPI in Maths and English to reactivate prior learning and “gap fill” to ensure children are secondary ready.</p> <p>Research from EFF Toolkit for small group tuition found that children made on average three months of additional progress compared to children in the comparison group</p> <p>2 tutor groups of 3 for English and Maths for year 5 and year 6 (24 pupils)</p>	<p>January 2021</p> <p>This provision did not happen as HET was not approved as a partner</p>	No impact – this didn’t happen
Projected Costs	<p>Projected Spending Costs - If using the approved Tuition Partners 25% of costs to be paid from Catch up funding. Estimated costs £30- 40 per hour of tuition One FE £1320</p>		

Outcome –

This didn’t happen due to HET not becoming a provider however the small group intervention/ tutoring in school has had huge impact hence not looking for another provider.

Cohort	Activity	Start Date	Impact
Year 6	<p>Teacher tutoring readiness for secondary school</p> <p>- writing editing group, editing (3 pupils)</p> <p>- Reading group to develop reading skills (4 pupils)</p> <p>- Maths group to develop greater depth (4 pupils)</p> <p>- Maths group to develop basic skills (3 pupils)</p> <p>Research from EFF Toolkit for small group tuition found that children made on average four months of additional progress</p>	<p>November 2020 – July 2021</p> <p>January 2021 – March 2021</p> <p>January 2021 – March 2021</p>	<p>2/3 made accelerated progress. Children are able to use Year 5 and 6 GPS skills and an improvement in context. Children have become confident in writing and has reduced the gap. Anxiety levels have decreased. Children all engaged during lockdown via remote learning.</p> <p>2/4 made accelerated progress. All children were able to come on regularly for remote tuition. Standards scores were below 100 and now at or above. 2/4 got 100+ in their SATs. 2/4 got between 92 and 95 in their SATs. Gaps have been reduced and children are feeling confident in this.</p> <p>4/6 pupils got GD in their Maths SATs. 2/6 were a couple of marks off.</p> <p>3/3 children made expected progress. All children were able to come on regularly for remote tuition. 1/3 made 101 SS. 2/3 had a SS score of 95 +. 1/3 children are PP who got 101 SS.</p> <p>Children have become confident in maths where they would have struggled. Gaps have reduced and children have caught up with missed learning.</p>

	compared to children in the comparison group.		
Year 4	<p>Teacher tutoring to close the gaps in small groups for:</p> <p>Reading (8 pupils – 2 groups)</p> <p>Writing (6 pupils – 2 groups)</p> <p>Research from EFF Toolkit for small group tuition found that children made on average four months of additional progress compared to children in the comparison group</p>	<p>April 2021 – July 2021</p> <p>April 2021 – July 2021</p>	<p>At the moment, 5/8 are making accelerated progress. Reading scores for all 8 pupils have improved reaching 50% or more in their reading tests. Vocabulary understanding has improved as well as scanning to find answers. 2/8 are PP both making accelerated progress. Anxiety levels have reduced and children are becoming more confident in learning. Gaps are reducing however this needs to continue.</p> <p>At the moment, 4/6 have made accelerated progress. Improvement on simple skills including capital letters and full stops has been a key learning point for this group. Handwriting is still a focus and spelling. 2/6 are PP (1 PP making accelerated progress) and 1/6 is SEN.</p>
Year 2	<p>Teacher tutoring writing of anxious pupils GDS group (5 pupils)</p> <p>2 Writing groups to reduce gaps due to lockdown (8 pupils in total)</p> <p>Teacher tutoring reading comprehension GDS (4 pupils)</p>	<p>November 2020 – March 2021</p> <p>November 2020 – May 2021</p> <p>November 2020 – December 2021</p>	<p>4/5 made expected progress in the tutoring focusing on apostrophes, punctuation, conjunctions and handwriting.</p> <p>4/8 making accelerated progress catching up. All 8 are working key basic skills such as capital letters and full stops as well as letter formation and presentation. Improvement of speed of handwriting is evident. 2/8 are PP and are both making accelerated progress. Anxiety levels have reduced, children have engaged with remote learning and gaps are being reduced.</p>

	<p>Teacher tutoring reading comprehension (2 pupils)</p> <p>Research from EFF Toolkit for small group tuition found that children made on average four months of additional progress compared to children in the comparison group.</p>	<p>January 2021 – March 2021</p>	<p>All 4 pupils made expected progress. All 4 pupils improved fluency of reading as well as answering reading paper scores preparing for Key stage 1 SATs.</p> <p>Both children have made expected progress. Both are now confident with vocabulary questioning and are developing inference questions.</p>
Projected Costs	One day qualified teacher £8000 until July 2020 – intervention will be monitored and may stop if children have closed gaps		

Cohort	Activity	Start Date	Impact
Year 5	<p>Teacher tutoring the following activities:</p> <p>Reading group to develop reading skills (7 pupils) at some being 1 to 1</p>	<p>November 2020 – March 2021</p>	<p>From the beginning data to end, all 7 children have increased their reading speed, reading more minutes than previously. Children are confident reading in front of groups and most children are using expression in their speech. Children are able to identify key information in the text. During lockdown, most children attended every session of tuition remotely. 6/7 of children are making at expected progress reducing the gap caused from lockdown.</p> <p>The pupils were able to grow in confidence and were even volunteering to read in front of the class. It gave them the opportunity to ask questions about vocab that they did not know without the pressure of the class. The basics of retrieval, predicting, comprehension and inference were covered. This</p>

	<p>Reading comprehension group whilst whole class are reading to gap fill (7 pupils)</p> <p>Maths intervention to gap fill (2 pupils)</p>	<p>November 2020 – March 2021</p> <p>November 2020– March 2021</p>	<p>means that there was little that the children will not be able to access when they move up. The one to one helped all children to grow in confidence and track the reading with her finger, predict the next chapter and regain the skills that she previously struggled with.</p> <p>Children are confident in answering a range of questions. Children are able to retrieve key information quickly. Focus for the remaining year on inference questions. Children are growing in confidence with the reading group to translate skills into reading comprehension lessons.</p> <p>All seven of the children have accessed the similar question layout and have a good idea of how to answer questions that are their level. Not all of the children will be able to access Year 5 texts now but they will have the knowledge and skills to know what the question is asking as they have practised this.</p> <p>Children made huge impact during November to December working on key skills filling in previous gaps and where children didn't engage during lockdown one. When lockdown 2 occurred, these children didn't engage again causing children's gaps to increase. Offer to be in school however this was not taken up. Children are behind their peers.</p> <p>Pre teaching and post tutoring has support 1 child to reduce gaps from learning missed due to health reasons. Child is catching up reducing gaps.</p> <p>6 children are making significant progress jumping from scores of 2/28 to 16/28. Children are becoming confident and are working at the correct pace to catch</p>
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	<p>Maths intervention for small group of pupils (7 pupils) at some points being 1 to 1</p> <p>Writing small group developing skills (3 pupils)</p> <p>Writing intervention for small group of pupils (7 pupils) at some points being 1 to 1</p> <p>Research from EFF Toolkit for small group tuition found that children made on average four months of additional progress compared to children in the comparison group.</p>	<p>January 2021 – July 2021</p> <p>November 2020 – March 2021</p> <p>March 2021 – July 2021</p>	<p>up with prior learning and gaps that have formed preparing them for Year 6 knowing place value well and the four operations. Anxiety levels have depleted and children are growing in confidence in their own ability.</p> <p>The vast majority of the group really engaged with this intervention. They recovered the basics of the four operations and place value. Looking at the Maths KAS grid the children were able to gap fill from the misconceptions and learn the written methods well.</p> <p>Impact shown from November to December while children in school. Children are confident with creating a 4-part story, identifying the correct language needed and beginning to develop vocabulary. Children making expected progress however engagement during lockdown only occurred with one child who made greater progress. This has fed into small group (see below)</p> <p>The original writing group was really good to gain confidence and allow the girls to achieve the outcomes that they could when not distracted in class. The class teacher was able to stop some misconceptions in terms of grammar and build on in class teaching. The group often composed together and were working on plots and planning of text types so that the group will be able to write straight away in lessons.</p> <p>This intervention started in class being taught. The group worked together really well and they learnt different grammar, rules about text types and analysed texts together. There has been a lot of improvement in</p>
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			writing across the board including the amount and quality of what is written. Children are still working towards the expected standard.
Projected Costs	One day qualified teacher over two mornings £7350 until July 2021 – intervention will be monitored and may stop if children have closed gaps Additional morning from April 2021, funded by school.		

Cohort	Activity	Start Date	Impact
Year 2	HLTA tutoring for phonics to gap fill (9 pupils)	November 2020 – March 2021	Huge progress in some areas making significant improvements – 7/9 children from November to December of which 3 caught up with their peers. Children are growing in confidence and are continuing to making further progress ready for end of Year phonics check resits. Engagement was good for most children (7/9) during remote learning. During this time most pupils confidently identified all phase 3 phonemes in isolation and within words. This enabled them to move on and focus on phase 5 phonemes ready for the screening test.
	Also reading support (4 pupils)	January 2021- March 2021	3/4 made expected progress in reading. Children are becoming confident in reading sounding out their words and using the phonics they have learnt. The reading support during lockdown meant that these children sustained their reading level. When they returned to school, they were able to access books at the band they were on prior to lockdown and quickly progressed to the next book band.
		November to March 2021	Maths groups in small groups have helped to build fluency on key skills and increase speed. Children

	<p>Maths small group intervention (12 pupils +2 who has left)</p> <p>Research from EFF Toolkit for one-to-one tuition found that children made on average five months of additional progress compared to children in the comparison group</p>		<p>are feeling confident in Maths. Children making expected progress and 4 children engaged in most sessions remotely during lockdown 2. Impact wasn't significant and therefore focus was in delivering quality lessons with support from Maths lead.</p> <p>Children showed an increased confidence during class lessons and were able to use the number facts they learnt to help them add and subtract numbers. They showed good recall during daily maths sessions.</p>
Year 1	HLTA tutoring for phonics to gap fill (4 pupils)	March 2021	Remotely teaching phonics to reduce gaps have been tricky, 3/4 children made expected progress and stop the gap growing bigger from children falling behind compared to the rest of the class.
Projected Costs	7.5 hours additional each week until March 2021. £1441		

Cohort	Activity	Start Date	Impact
Year 2	<p>HLTA tutoring for phonics to gap fill (6 pupil) 3 X 1 hour</p> <p>Also reading support (6 pupils)</p> <p>Research from EFF Toolkit for one-to-one tuition found that children made on average five months of additional progress</p>	<p>April 2021 – July 2021</p> <p>Additional to catch-up funding</p>	<p>3 children are on track to pass their phonic check later this year.</p> <p>5 out of 6 pupils passed the resit for the phonics screening test. The one child who didn't pass increased their score from 10 to 14.</p> <p>Reading support occurred during lockdown which meant that those children sustained the band in which they were reading and within 2 weeks moved up to the next band after returning to school.</p>

	compared to children in the comparison group		
Year 1	<p>Writing group including phonics skills 5 children to address gaps 3 X 30 mins</p> <p>Research from EFF Toolkit for one-to-one tuition found that children made on average five months of additional progress compared to children in the comparison group</p>	June 2021 – July 2021	3 children focused on phonics, one has left, progress is made but gaps are still there. Progress has been slow. Writing group of two children once a day, children making expected progress and are gaps are reducing form their peers. Independence has been a key area of learning where the children have been able to implement new skills across all areas of writing.
Projected Costs	4.5 hours additional each week March 2021 to July 2021. £564		

Cohort	Activity	Start Date	Impact
Year 3	<p>Extra licensing for Lexia reading programme. 15 extra licenses to allow whole class.</p> <p>Research from EFF Toolkit for</p>	April 2021 – July 2021	The original assessments showed 57% were working within the current year. 33% were working below and up to 2 years behind. By the end of the summer term 58 % were working within Year 3 but an additional 17% were working above Year 3. The 25% working below are working at year 2, only 1 year behind. 7 pupils 22% made a year or more progress in one term.
Projected Costs	£300		

Monitoring and Evaluation	Starting Point Data	Challenge	Mitigating action
Year 5&6 Small Group Tutoring 1:3.	Year 6 Agreed October Test Data & Teacher Assessments Year 5 October Teacher Assessments	Tutoring Partners not published until end of October Sourcing good quality Tutors	
Year 6 and 2 Small group tutoring	Identified gaps from baseline assessments Entry piece of writing Year 6 test data for reading Year 2 book band and number of sight words	A space for children to work in Children absent Bubbles closed,	Tutoring to continue remotely if bubbles close Use back room for year 6, group room for year 2 – but involves a lot of movement
Year 5 small group tutoring	Identified gaps from baseline assessments Lexia assessments for reading	A space for children to work in Children absent Bubbles closed,	Tutoring to continue remotely if bubbles close Use learning zone for groups
Year 2 individual tutoring	Phonics screening results from autumn 2 Book bands for reading	HLTA needs training in phonics 1:1 Space for interventions	Training provided Cloakroom area used or outside to reduce movement across site to find a room.
Year 1 writing intervention	Pre writing piece	Space for children to work in	Cloakroom used for working.
Y3 Lexia	Assessment joining the programme	Enough iPads for class and headphones How will extra lessons be given when identified by programme?	Purchase headphones Provide intervention time (HLTA) to deliver lessons as they are needed

Validating and accountability

1. LGB HT reports termly
2. Trust CEO reports termly
3. Ofsted Autumn Checks and Spring/Summer Visits