

**COVID Catch Up Premium Plan- Self-Evaluation and Impact Report 2020-2021**

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| **Summary Information** | | | | | | | |
| **School** | Mount Carmel RCP | **Academic Year** | 2020- 2021 | **Total Catch- Up Premium** | £33,600 | **Number of Pupils** | 420 ( Reception to Y6) |

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| **Rationale** |
| Following the COVID-19 pandemic and subsequent 2020 lockdown, schools received an additional amount of money to provide catch-up support for those pupils that require it. The table below outlines the impact of this spending and the catch up plan |

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| **Teaching and Whole School Strategies** | | | |
| **Desired Outcome** | **Action** | **Cost** | **Impact** |
| Teachers have a very clear understanding of what gaps in learning remain  and use this to inform assessments of learning- Giving a greater degree in confidence and accuracy of  assessments. | September- Teachers baseline the children through mini quizzes and teacher assessment – followed by pupil progress in Autumn 1.  GL Assessments WK 10, 20 and 30 to show progress followed by pupil progress.  Results are used to plan intervention groups | £0 | Pupil progress meetings in September 2021 enabled leaders and staff to accurately understand pupils’ starting points and the impact of school closures. Teachers were confident in their starting points.  All pupils accurately assessed at WK 10, 20, 30 to identify gaps in knowledge.  Gaps in learning identified and personalized timetables put in place in a timely manner.  Class teachers liaised closely with intervention teachers and support staff to deliver these interventions.  Interventions focused on key areas phonics, reading, writing, maths, and communication and language. |

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| **Targeted Approaches** | | | |
| **Desired Outcome** | **Action** | **Cost** | **Impact** |
| To accelerate the progress of children’s reading/phonics through interventions (KS1/ Reception)  To accelerate the progress of a number of children’s mathematical skills through interventions and support (KS1) | Support staff and teachers to deliver interventions before and during school to identified pupils.  TA to work with reception children( 3 days) to support additional phonics, reading, language work (Spring Term).  TA to work across Y1 and Y2 (5 days) delivering interventions for reading, phonics and maths. | £9,500  (Cost of supply TA interventions across KS1)  £7, 250  (Cost of Mrs Ballard for Reception interventions) | **Reading/ Phonics**  Through targeted support phonics data improved across KS1. This targeted support included the delivery of early morning phonics sessions, additional phonics groups and 1:1 phonic support.  In Y1 55% of children met age related expectations for phonics at the end of the year. At the beginning of the year only 13% of the cohort were on track. An increase of 42%.  This support is still continuing as they enter into Y2.  In Y2 33% of children met age related expectations for phonics at the start of the year. By the end of Autumn 85% of pupils passed the phonics screening check. By summer 88% of pupils were at age related expectations. The children who had not met expectations had made progress during this time (2 children with complex need /EHCP) and are still receiving support as they enter Y3.  **Mathematics**  Percentage of children across KS1 and EYFS achieving age related expectations in Mathematics increased across the year.  EYFS- 15 children targeted for interventions. 100% of children met the targets and objectives set for the intervention for Number and 94% met the targets set for interventions for Shape Space and Measure.  In Y1- 23 children accessed interventions. Of these 23 children 65% of these children made accelerated progress and 33% made expected progress. Currently have 56% of cohort meeting ARE.  In Y2- 24 children accessed interventions. Of these 24 children 33% of children made accelerated progress and 45% made expected progress from their starting points. A number of children with SEND were targeted all of whom made progress but are still significantly below ARE. Currently 65 % of cohort meeting ARE. |
| To accelerate the progress of children’s mathematical skills through interventions across upper KS2 | Accelerated Maths to be purchased and used to support children in Y5/ Y6  Y6 – Autumn Term- Summer Term (Morning)  Y5- Spring Term (After School)  Additional maths booster tuition after school Y6 | £2,200 Accelerated maths programme  £ 1,324  Overtime for after school catch up/ interventions | **Mathematics**  In Y5 accelerated maths was purchased and ran by a TA after school for a group of 15 children. 86% of these children made accelerated progress across the term. Accelerated maths contributed to consolidation of arithmetic skills in Y5.  Y6 accelerated maths ran throughout the year before school for all Y6 children. 71% of children met ARE at the end of Y6. Accelerated maths contributed to consolidation of arithmetic skills in Y6.  Additional maths booster sessions provided by class teachers in Y6 were provided for 14 children -57% made accelerated progress and 21% made expected progress. |
| Gaps in English and Maths in upper KS2 addressed through National Tutoring Programme (Spring Term) | Children to be placed in small groups to receive 15hrs of additional support | £504 this is the subsidised cost. | National Tutoring Programme delivered to children across Y5 for Reading/ GaPS/ Maths.  **Mathematics**  Y5 tutoring maths 72% made accelerated progress and 63% of this group achieved ARE.  **Reading**  Y5 tutoring reading 38% made accelerated progress. The rest of the group made progress but not at an accelerated rate. 46% of the target group achieved ARE for reading. |
| Gaps in English and Maths addressed in Y4 through tuition |  | £4, 710 (Supply teacher to release class teacher) | **Writing**  Interventions provided for 13 children (2 x 30 minutes a week) for writing. 61% of children made accelerate progress and 23% met ARE at the end of the year after being significantly behind.  **Mathematics**  Interventions provided for 14 children (2x30 minutes a week) for maths. 79% of these children made accelerated progress and 79% achieved ARE after not being on track. |

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| **Wider Strategies** | | | |
| **Desired Outcome** | **Action** | **Cost** | **Impact** |
| Children to feel that they have a supportive and approachable point of contact should they feel any anxiety or in need of emotional support.  Families feel that they are able to access support through contact with the school | Supporting Mental health and Wellbeing  SLT to work alongside class teachers to establish a bespoke approach for children who may be struggling to transition back to school.  Caritas worker to support families and children who may be dealing with the impact of COVID- on their family life.  Kate Brown Drama to support children who have struggled with transition back to school.  Kate Brown to offer a drop session for upper KS2 to discuss worries and concerns.  Kate Brown to continue with programme of work with KS2 based on resilience and finding their baseline. | £4000 | Families/ children requiring support identified in September and throughout the year.  Caritas worker supported families.  Early help referrals and support given to several families. Parents appreciated this support.  Regular pastoral meetings held to identify children and families needing extra support.  Drama therapist worked with children across KS2 to support wellbeing. Offered drop in sessions for children to discuss their wellbeing.  During lockdown drama therapist provided weekly support for children at home and at school. Provided videos and activities to help manage anxiety and stress. These videos were popular and parents gave positive feedback.  Children have appreciated the mental health and wellbeing support. Pupil voice demonstrates that they appreciate these sessions. |
| Children will have greater opportunities to access learning at home. Children will have access to appropriate stationary and ICT equipment if needed. | Supporting Remote Learning  Remote learning plan generated.  Remote Learning expectations shared with staff and relevant CPD provided.  Remote learning offer communicated to parents and carers.  TTRS /numberbots  Spelling Shed provided to assist with remote learning | Spelling Shed £270  Rockstar Maths £94.90  Numbots £57.04 | Leaders feel the remote learning plan worked well during bubble closures and the Lockdown starting in January 2021.  Clear plan in place for teachers, parents and children and expectations made clear at several points throughout the year.  Vulnerable children were prioritised and offered a place in school during the lockdown. Over 50% of children attended school during lockdown. If engagement with remote learning was deemed poor after support given, children were invited into school.  ICT equipment provided for children struggling to access remote learning. Some families gifted a laptop.  Results at week 20 (after lockdown) demonstrated that progress was still made in the period of school closure.  Parental survey was sent to parents about their opinions of the remote learning we provided. The majority of parents were happy about the home learning and were pleased with the variety and amount of activities provided. |

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| Summary of Spending |
| Total Spend - £29,480  Whole School Strategies  Continual pupil progress monitoring enabled leaders and teachers to identify children needing additional support both academically and pastorally. This enabled funding and planning for targeted support throughout the curriculum and map the need across the school.    Targeted Support  School Leaders are satisfied that this was a good use of spend and that a range of interventions across the school has led to children catching up and making accelerated progress in Reading, Maths and to a lesser extent writing. These key areas will be continued to be supported in 2021- 2022.  Wider Strategies  School leaders recognised that there was a higher need to support vulnerable children and families following the lockdown in 2020 and again in 2021. Again Leaders are satisfied that this was a good use of spend to support these families and children. We will continue to identify any pupils and families who continue to need support in 2021- 2022. The support provided to these families has increased resilience, improved attendance and engagement. |