

Review of Covid Catch Up Premium Plan



August 2021

Review/Impact of the COVID Catch Up Premium Plan July 2021

Identified Impact of Lockdown (as outlined in the Covid Premium Catch Up Plan)

Maths	Approximately 25% of children are 2 years below the expected standard in maths across the school
Writing	Approximately 50% of children are below the expected standard for their year group. Handwriting is poor, as few children have done any writing during lockdown.
Reading	Approximately 25% of children are 2 years below their chronological age.
Non-core	Most children have knowledge gaps from the planned summer term curriculum units of work
Social & Emotional	Many children have limited resilience, focus and motivation to stay on tasks and complete them. Many ASC children are more anxious and worried which is often reflected in their behaviour.

The school has followed the recommendations from the Education Endowment Fund (EEF):-

1. Whole school strategies to support great teaching
 - Pupil assessment and feedback to move pupil learning on

2. Targeted approaches to accelerate and deepen pupil learning through:-
 - One to one and small group tuition
 - Intervention programmes
 - Enrichment clubs

3. Wider strategies through:-
 - Supporting parents and carers
 - Access to technology

This report evaluates the impact of the Covid Catch Up Premium on pupil learning and attainment for the academic year 2020-21. All children on roll were assessed in September 2020 for baselines in reading, writing, phonics, spelling and mathematics. (Please see the chart at the beginning of the document that indicates the overall school baseline.

The recovery curriculum implemented in September 2020 focused on addressing the gaps in pupils' knowledge and understanding in reading, phonics, writing and mathematics. Additional catch up maths and English activities were introduced into the after teaching and learning times. Pupils were identified to attend Enrichment clubs. The clubs took place twice a week and addressed identified gaps in learning in English and maths.

When the second lockdown was announced (January 4th 2021) the school purchased an additional 30 Chromebook. 15 Chromebook were borrowed from a local charity (Brightside) and 120 Chromebook received from the Department for Education.

Curriculum Coverage

During the second lockdown, staff were asked to prioritise delivery in Maths and English. Phonics was taught on a regular basis (daily in Early Years and Key Stage 1). Pupils were encouraged to continue with online reading (Bug Club), Learning by questions and Sumdog. Physical education has featured highly as has PSHE. Pupils learning at home requested 'social interaction' time with their friends online. There were examples of Foundation subjects delivered e.g. history, art, music, RE. Mathematics topics that were better delivered in the classroom, such as fractions, decimals and percentages, were moved into the teaching schedule when all children returned to school. This was to address gaps in learning and misconceptions. In some cases the curriculum for two years coverage was delivered when the pupils returned.

Pupils attending school accessed activities on laptops and are able to see their classmates on the screen. Teachers delivered lessons online simultaneously to pupils in school and at home. Teaching Assistants supervised the pupils in school.

Progress and Attainment in Mathematics

Using Target Tracker all pupils' progress is tracked across the academic year and the key stage. *For pupils to make expected progress there must be 6 points progress across the academic year.*

The Pupils' Overall Progress

Category	Progress
FSM	7.4
Non FSM	7.5
Pupil Premium	7.5
Non Pupil Premium	7.4

Category	Progress
SEN support	7.4
EHCP	7.5
EAL	7.2
In Care	8.5

All groups have made better than expected progress by at least half a term (1 point equates to half a term). Children in care have made the most progress. Children with EHCPs and pupil Premium children have also made good progress.

The data below shows the percentage of children on track for meeting age related expectations.

Key Stage 1

Attainment in Mathematics	
	On Track
Year 1	77.3%
Year 2	72.1%

Data indicates that three quarters of the cohorts are on track To meet agreed related expectations.

Progress in Mathematics	
Key Stage 1	14.6

Expected progress is 12 points across the key stage so more children have made better than expected progress.

Key Stage 2

Attainment in Mathematics	
	On Track
Year 3	88.1%
Year 4	71.6%
Year 5	84.8%
Year 6	87.1%

Progress in Mathematics	
Key Stage 2	30.3

Expected progress is 23 points across the key stage therefore more children have made better than expected progress.

The data indicates that a significant number of children have made accelerated progress.

Progress and Attainment in Writing

All groups have made better than expected progress by at least half a term (1 point equates to half a term).

Category	Progress
FSM	7.3
Non FSM	7.5
Pupil Premium	7.4
Non Pupil Premium	7.3

Category	Progress
SEN support	7.4
EHCP	7.4
EAL	7.3
In Care	7.5

The data below shows the percentage of children on track for meeting age related expectations. Children in care and non free school meal children have made the most progress.

Key Stage 1

Attainment in Writing	
	On Track
Year 1	69.3%
Year 2	66.3%

Over two thirds of the Key Stage 1 cohort are On track to meet age related expectations.

Progress in Writing	
Key Stage 1	14.2

Expected progress is 12 points across the key stage, so children have made better than expected progress.

Key Stage 2

Attainment in Writing	
	On Track
Year 3	82.1%
Year 4	71.6%
Year 5	76.1%
Year 6	82.8%

Progress in Writing	
Key Stage 2	30.7

Expected progress across the key stage is 23 points, so more children have made better than expected progress.

The attainment has increased from 50% of pupils attaining below age related expectations to 74.7%. This is borne out by the better than average progress, with many children making accelerated progress between terms.

Attainment and Progress in Reading

Category	Progress
FSM	7.6
Non FSM	7.5
Pupil Premium	7.6
Non Pupil Premium	7.5

Category	Progress
SEN support	7.7
EHCP	7.0
EAL	7.1
In Care	7.4

All groups have made better than expected progress. SEN support, FSM and Pupil Premium made the most progress. The data below shows the percentage of children on track for meeting age related expectations.

Key Stage 1

Attainment in Reading	
	On Track
Year 1	70.5%
Year 2	75.6%

Progress in Reading	
Key Stage 1	15.0

Key Stage 1 children have made accelerated progress in reading. The percentage of children in Year 2 achieving age related expectations has increased significantly.

Key Stage 2

Attainment in Reading	
	On Track
Year 3	85.7%
Year 4	73.9%
Year 5	87%
Year 6	86%

Progress in Reading	
Key Stage 2	30.3

Better than expected progress has been made across the key stage.

There are high percentages of children on track to meet age related expectations in reading in all four year groups.

Significant Improvements in Pupils' Reading Ages

Reading ages have been calculated using the STAR reading programme. The baseline assessments start when pupils are secure in Phonics phases 5 & 6. Groups 3 and 4 in Year 1 were still working on phonics phase 5 so a baseline was not available.

Teaching Group	Improvement Average	Average Reading Age Per Group
Year 1		
Group 1		7 years 6 months
Group 2		7 years
Year 2		
Group 1	1 year 7 months	9 years 1 month
Group 2	7 months	7 years 11 months
Group 3	1 year 4 months	7 years and 7 months
Group 4	3 months	6 years and 4 months
Year 3		
Group 1	1 year and 5 months	10 years and 4 months
Group 2	1 year and 3 months	8 years and 11 months
Group 3	1 year and 3 months	8 years and 6 months
Group 4	9 months	7 years and 2 months

Teaching Group	Improvement Average	Average Reading Age Per Group
Year 4		
Group 1	1 year and 5 months	11 years and 7 months
Group 2	1 year and 11 months	10 year 8 months
Group 3	1 year and 2 months	9 years and 1 month
Group 4	11 months	7 years and 9 months
Year 5		
Group 1	1 year and 9 months	12 years and 5 months
Group 2	1 year	10 years and 1 month
Group 3	10 months	10 years and 4 months
Group 4	11 months	9 years and 5 months
Year 6		
Group 1	1 year and 4 months	13 years and 6 months
Group 2	1 year and 1 month	11 years and 2 months
Group 3	9 months	10 years and 8 months
Group 4	1 year and 10 months	10 years and 8 months

The aim is for all children to make a minimum of 11 months progress across the academic year. The data is taken at the end of the academic year which includes the lockdown period and periods where classes had to self isolate.

Phonics

For the cohort of Year 1 pupils 74.7% met the expected standard in 2021.

Work on phonics has resulted in 87.2% of children working at the expected level at the end of Year 2.

Category	Percentage
FSM	75%
Non FSM	91.9%
Pupil Premium	77.8%
Non Pupil Premium	91.5%

Category	Percentage
SEN support	68.8%
EHCP	N/A
EAL	100%
In Care	100%

Whilst the attainment gap between Pupil Premium and Non Pupil premium looks wide it is important to note that 6 PP pupils did not meet the standard compared to 5 non-PP pupils.

Social & Emotional (Mental Health and Wellbeing)

Staff and children had the option to complete a survey regarding remote learning.

Remote learning Survey for Both Children and Parents/Carers

Feedback from the Children

Over 250 children completed the survey. The majority of responses (87.5%) were Year 4, 5 and 6 children.

90% of the children said they were okay or good working from home.

91% of the children said they had the right kit to access remote learning.

85% of children said they enjoyed working remotely with 33.2% wanting to change things.

91% of children said they were able to see their friends online.

Children said that the work packs/ remote learning was helpful to their ability to learn.

Actions from Feedback

Look at ways in which children can be supported working from home. There are a number of families where the Wi-Fi bandwidth was an issue. We procured dongles to address this problem. Where children are sharing a laptop, we will provide individual laptops for children.

SLT are looking to identify any families where children are using an iPad or smartphone and provide a laptop.

Work with teachers to ensure that the remote learning experience improves by considering:-

- Providing informal opportunities for the children to chat to their friends
- Increase the variety of tasks so there is more of a balance between answering questions and practical activities
- Looking at more opportunities for physical education activities
- Strategies to maintain focus when learning at home

Feedback from Parents/Carers

81 parents completed the survey. The year groups with the largest percentage of responses were Year 2 and Year 5.

96.3% stated that the remote learning provided was effective.

18.5% felt that online learning was very stressful

98.8% of respondents were either confident or okay accessing the online learning platforms

91.4% stated that children had access to a tablet, desktop or laptop

81.2% of respondents said they were able to manage their child's learning remotely

71% of respondents stated that their children were okay completing the learning activities but 29 % were having challenges.

Actions From Feedback

Work with teachers to look at ways in which they can reduce the stress on parents/carers

Identify the minority of families needing additional laptops.

Health and Wellbeing

The two Family Support Workers have worked with families struggling during the pandemic. Food parcels were delivered. Support was been given to parents who need help with children engaging with learning, struggling with emotional issues and bereavement. They have also ensured that some of our most vulnerable children were taken to and from school.

We have recognised that class teachers are under enormous pressure and stress delivering teaching. To help we have enabled them to work at home for a day and a half per week. Teaching Assistants were given the equivalent of half a day a week at home.

Parents

There were 31 responses. The feedback was as follows:-

- My child is happy at school - 90% of responses were positive.

- My child feels safe in school - 100% of responses were positive.
- My child has made good progress this year - 87% of responses were positive.
- My child is well looked after at school - 100% of responses were positive.
- My child is taught well at this school - 93.5% of responses were positive.
- My child receives appropriate homework for their age - 96.8% of responses were positive.
- The school makes sure its pupils are well behaved - 93.5% of responses were positive.
- The school deals with bullying effectively - 87.1% of responses were positive.
- The school is well led and managed - 96.8% of responses were positive.
- The school responds to any concerns I raise - 87.1% of responses were positive.
- Would you recommend the school to another parent/carer? - 96.8% of responses were positive

For Future Consideration (You said... we will look at ...)

1. Work with the children to reduce the fears around Covid-19.
2. Review the reward system for the children and share with all stakeholders.
3. Consider ways in which children's work can be shared regularly with parents/carers (while taking account of the DfE regulations around Covid).

Pupil Survey Responses

Over 400 pupils responded to the survey questions. The results were as follows:-

- 94.4% of children said they were happy in school.
- 100% of children said they felt safe in school.
- 92.3% of children found their lessons interesting.
- 98.6% of children said they received help when they were stuck.
- 90.8% of children said they worked hard at all times.
- 99.3% of children agreed that teachers helped them work better.
- 92.3% of children felt that teachers dealt with bullying.
- 95.1% of children said that they could identify an adult they would speak to if they were worried.
- 97.9% of children agreed that teachers were fair.
- 97.2% of children felt that teachers listened to their ideas.
- 94.4% of children said that most children behaved well in school.
- 95.2% of children said that they were trusted to do things independently.
- 92.3% of children said they have fun in school.

Things Children Liked Most

The most popular responses were:

PE, fun teachers and friends.

Children's Suggested Changes

More football\Nothing

SEND

During lockdown, all children with EHCPs and IPFAs were offered places in school, as were the SEN Support children who were vulnerable or unable or not accessing online/remote learning.

84 SEND children attended school during this period

79 children attended 80% of the time or more and 48 children attended for 100% of the time.

Members of SLT and the Family Support Workers checked all children were accessing home learning. There were some visits to encourage attendance to school or access to online learning.

(Please see our home learning SEND support page on the website

https://www.liscard.wirral.sch.uk/website/send_support_for_home/537444)

During lockdown support continued for families through the service level agreement (SLA) with the ADHD Foundation. Parents and specific children were offered support through online therapy sessions. Parents could also be signposted by the SENDco to the parent skills training sessions run by the Foundation.

There has been a good uptake with over 50 parents signed up for workshops related to ADHD, ASC and behaviour management (and more parents having attended during the Autumn term offer).

Therapy sessions for children have begun again in school with a therapist from the Foundation attending weekly. Online training has also continued for staff with training on supporting children's mental health and transitions back to school, understanding stress responses and regulating behaviour, bereavement and loss, dyspraxia, girls and autism and ADHD and ACES.

Talk about Town the private Speech and Language Therapist company have continued to support in school providing assessments and therapy for children. They have completed 31 full or language assessments plus reviews; providing reports and information to staff and parents with recommendations and advice to support our children's needs.

For the last half term we have asked the therapist to focus attention on early years as the need to develop the speech, language and communication needs of our younger pupils is a key priority. Wellcomm screening has been provided for all staff in Early Years, Year 1 and 2. Foundation 1 staff have screened and grouped all children gathering appropriate data. The therapist has then worked closely with staff to model good intervention practice.

The allocated SENATT teacher had been shielding but has now started attending school again. He has completed 3 days during this Spring/summer term completing assessments on children and providing advice and support for staff and parents.

Gilbrook Outreach is currently attending weekly to support 3 of our most vulnerable children. Remote support was provided for those children whom it was felt would be able to access this during the lockdown period. A teaching assistant supported those children who attended school, so that they were able to access this online support.

A member of the Mental Health Support Team continues to support our children attending school one day a week. She also continued to support both children and families remotely during the lockdown period. Many children/families accessing from home and children in school accessing with the support of a TA.

Hearing support attend school weekly to support 3 of our children.

NHS SALT have worked mainly remotely this academic year with consultations and assessments carried out online. Children have supported by parents from home or staff in school. So far this academic year NHS SALT has made 37 referrals for social and communication assessments with a further 5 for other SALT needs.

An Educational Psychologist has completed 3x consultations this academic year and 2 follow up sessions for consultation. He has carried out assessments on one child towards an Education Health and Needs Assessment (EHCA). This has all been done remotely except for 1 session.

A private Educational Psychologist has attended school 4x to complete full assessments of 4 different pupils. The reports are extremely thorough and provide excellent information that can be used to support EHCP applications and provide advice to staff and parents to support the child's needs.

Paperwork Submitted

This academic year paperwork was completed to change the support a child with an IPFA to an EHCP. An EHCA application was submitted and an EHCP was agreed and has been finalised. (Year 5)

EHCA requests were completed for 2x children and they have now been granted EHCP's (Year 4 and 5)

A further 2x EHCA's were submitted for children currently with IPFAs. It was felt that their needs were long term and an EHCA was required. We await the local Authorities response. (Year 5)

A Further EHCA and IPFA have been completed and we await the local authority's response. (F1 and Year 6).

The SENDco is due to submit a further EHCA (Year 5) and an EHCA (for a child in F1).

All current EHCP reviews and IPFAs have been completed and have been sent to the Local Authority.

(EHCA- Education Health and Needs Assessment/EHCP- Educational Health and Needs Plan/IPFA- Individual Pupil Funding Agreement)

Current funding -EHCP's, IPFA and IPF (and applications)

Year group	Early years	1	2	3	4	5	6
EHCP's	2xapplications			2	1	3(3xapplications)	1
IPFA		2				4	1 (plus 1x application)
IPF	2						

The number of referrals currently submitted this academic year are as follows;

- ADHD Referrals (Pre-pathway forms/ all accepted by school nursing as meeting criteria) 41
- ASC pathway referrals 24

- DCD referrals 4

There are still a small number of children at the SEMH base and 1 child at the speech and language base (who is due to return to school shortly). Regular meetings have been held so staff can update school on the children’s academic and social/emotional or speech and language progress. All these children remain dual registered.

The child currently in the SALT base will transition back to use in September 2021.

Transition is underway for the Year 6s transitioning to secondary school. All transition meetings between Year 6 staff, SENDco’s and Year 7 leads have taken place to share information on the children, plan for enhanced transition visits and aim for the smoothest transition possible for all the SEND children.

Transition has also begun for our September Foundation 2 cohort who will be transitioning from private nursery settings.

SEND Numbers

The school operates a Cause for Concern register to track children who may not be placed on the SEND Register

Year Group	Early year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
Total Number of SEN	16	19	15	20	24	27	24	145
% of SEN in year group	7.5%	21.4%	17.4%	23.8%	27.3%	29.2%	24.8%	19.48%

Areas of Need-Numbers across School

Area of Need	SEMH	ASC	SLCN	SPLD	Physical/ Medical	Vision	Hearing
Number of Children	77	9	39	38	10	2	4

Please note some children have more than one SEN need.

Children Looked After (CLA)

We currently have 21 CLA in school supported and funded by three different Local Authorities. The school is required to contribute to a personalised education plan for each child every term and ensure priority is given to their educational needs. All the looked after children had 1-1 time with a TA for maths, writing, reading, as well as social programmes. The children were also invited to attend our Enrichment clubs twice a week.

The attainment and progress of all CLA is monitored very closely. Appropriate interventions and support were put in place to ensure these children achieve at least age related expectations by the end of the key stage. Outcomes for this group of pupils indicates they have made better than expected progress.

The Family Support workers have worked closely with the relevant Social Workers to ensure school meets all requirements.

The school invited representatives of the University of Chester to conduct an audit of the school's approach in supporting pupils with attachment, trauma or mental health issues. The findings published in July 2021 stated:-

"Children feel happy and safe. The teachers and teaching assistants make children feel safe. Children talk confidently about having lots of friends and the supportive nature of the school. Governors are knowledgeable and supportive and work collaboratively to support the school on its ATMH journey. The Senior Leadership Team knows & understands the importance of being attachment and trauma aware & has appropriate organisational structures and responsibilities defined. Staff wellbeing is a key priority and support is put in place for staff. The structure of staff is clear with defined roles and the parents interviewed were exceptionally positive about the school and the support offered for those children with SEMH."