

COVID-19 CATCH-UP STRATEGY STATEMENT

Court Lane Infant School



SCHOOL OVERVIEW

Metric	Data
School name	Court Lane Infant School
Pupils in school	354
Proportion of disadvantaged pupils PP&LAC	15.2%
Proportion of vulnerable pupils	TBC
Catch-up premium funding	£28,640
Publish date	October 2020 (updated June 2021)
Review date	July 2021
Statement authorised by	Karen Geddes
Catch-up premium lead	Karen Geddes
Governor lead	Glynis Alexander

TEACHER ASSESSMENT AT MARCH 2020

Measure (based on March 2020)			
	Reading	Writing	Maths
Current Y1 (March 2020)			
Working 40- 60 S+	69.2%	70.1%	82.9%
Working beginning ELG	20.5%	22.2%	25.6%
Current Year 2 (March 2020)			
Working at ARE	38.98%	54.24%	56.78%
Working at GDS	33..9%	13.56%	20.34%

OVERVIEW OF DISADVANTAGED AND VULNERABLE PUPIL CATCH-UP NEEDS

Year R 15 children, Year 1 16 children, Year 2 21 children

Measure	Comment
Reading	Year R – 9/16 below ARE Year 1 – 9/16 below ARE Year 2 - 15/21 below ARE
Writing	Year R – 11/16 below ARE Year 1 – 11/16 below ARE Year 2 - 16/21 below ARE
Maths	Year R – 11/16 below ARE Year 1 – 11/16 below ARE Year 2 - 15/21 below ARE

SCHOOL'S CATCH-UP PRIORITIES

Priority	Target	Target date
1. Year 1 Reading	To support accurate decoding and increased fluency in Reading.	Spring 1 2021
2. Year 1 phonics	Consistent and accurate application of phase 2, 3, 4 and 5 phonics into Reading and Writing.	Autumn 2 2020 Spring 2021
Year 2 phonics	Consistent and accurate application of phase, 3, 4 and 5 phonics into Reading and Writing.	Autumn 2 2020 Spring 2021
3. Year 2 Number and place value	To secure knowledge and application of number, place value to support calculation and reasoning.	Autumn 2 2020 Spring 2021
4. Year 2 Writing	To write with increased stamina demonstrating accurate sentence structure.	Spring 1 2021
5. Year R Social skills and speaking	To enable pupils to apply social skills as effective learners in class. To develop language skills so that vocabulary of children is expanded across the curriculum	Autumn 2 2020 Spring 2021
6. All year groups reading	To support the transfer of phonics skills into reading	Summer 2 2021

CATCH-UP PLAN

Priority	Activity	Projected Spend
Priority 1	Lexia core 5 – 100 licences 1 x 10 hour Teaching assistant Intensive reading support groups Headphones to support use of Lexia 5 ipads, cases and licences to support use of Lexia	£6935 £5334 £604 £1565
Priority 2	Lexia licences – 50 licences 1 x 10 hour teaching assistants (reduced in spring due to COVID changes) Intensive reading support groups Phonics groups	As above £2,667
Priority 3	Internally designed Maths intervention , 1 x 10 hour teaching assistant	£5334
Priority 4	Writing groups Pupil conferencing 5 hours a week cover supervisor for teacher release (to be increased summer 1 &2)	£3429
Priority 5	Additional adult support for social skill development in class. Not able to happen due to COVID	University and college placements - free
Priority 6	Phonic based guided reading books	£2452
Total spend		£28,320

MANAGING RISK

Priority	Challenge	Mitigating action
1 and 2	Lexia product not compatible with school IT network. Teaching assistant not able to run groups with specified children Devices not available Teacher available to plan and monitor provision of intensive reading groups.	IT technician to research with SLT compatibility Ensure training and preparation in place, children selected to enable group work Devices signed out prior to group and additional bought Teacher available Spring 1 on one day a week with no class teaching commitment.

	Reading books available to enable children to apply phonic knowledge and skills	Ensure phonic specific books are available for IRS groups.
3	Release for teacher to plan intervention and quality assure	Utilise HLTA or cover supervisor to release teacher for this purpose.
4	Training for staff for effective conferencing not available Staff not able to be released for conferencing	Source training form Portsmouth teaching school alliance Ensure teacher release built in weekly or HTLA provide these sessions
5	Inconsistent quality or students not being available	Develop effective working relationships with colleges and universities for block placements.

REVIEW: END OF YEAR REVIEW OF IMPACT

Aim	Outcome
To improve childrens' reading skills, particularly the application of phonics	<p>Children placed on Lexia in September were benchmarked and given a reading level and this was repeated in July. The average increase seen in assessed reading levels was more than we would expect during a normal school year.</p> <p><u>Year 1</u> The average number of reading levels increased was 12.9 with 18 of the 30 children making more than the expected level of progress and a further 4 making the expected progress despite the disruptions to schooling. Of the 6 disadvantaged pupils placed on Lexia 5 met or exceeded the average levels, overall an average of 12.3.</p> <p><u>Year 2</u> The average number of reading levels increased was 9 which is 3 more than we would normally expect. 18 of the 21 children made at least expected progress, of which 18 made accelerated progress. Of the 5 disadvantaged pupils all made accelerated progress with an average of 10.4 levels increase. Reading catch-up interventions also evidenced good levels of progress.</p>
To support children phonic knowledge.	77.6% of children (50% of disadvantaged pupils) passed the phonics test at the end of year 1. In Year 2 - 14/19 children who retook the phonics test would have passed it based on previous pass marks, this included 5 disadvantaged pupils.
To support number and place value in year 2.	Maths catch up groups have taken place and some of the children within these groups have made accelerated progress and are now on track for ARE. The pupils demonstrated greater independence and accuracy when using the 4 basic operations.

<p>To write with increased stamina demonstrating accurate sentence structure in Year 2</p>	<p>There is evidence that the interventions have supported the children in increasing the amount that they are able to write, their ability to make and/or check for sense and also the presentation of their work. However, this continues to be an area which needs further support as it was the area most impacted by the disruption to schooling.</p>								
<p>Year R To enable pupils to apply social skills as effective learners in class.</p>	<p>As we were unable to have additional adults in school our support for this priority was implemented by amending and adapting our curriculum and methods of teaching.</p> <p>The percentage of our children who were at age related expectations at the end of the summer term for their personal, social and emotional development was as follows:</p> <table data-bbox="459 748 1353 918"> <thead> <tr> <th><u>All pupils</u></th> <th><u>Disadvantaged</u></th> </tr> </thead> <tbody> <tr> <td>80.9%</td> <td>73.7% - self-confidence and self-awareness</td> </tr> <tr> <td>78.3%</td> <td>73.7% - managing feelings and behaviours</td> </tr> <tr> <td>75.7%</td> <td>73.7% - making relationships</td> </tr> </tbody> </table>	<u>All pupils</u>	<u>Disadvantaged</u>	80.9%	73.7% - self-confidence and self-awareness	78.3%	73.7% - managing feelings and behaviours	75.7%	73.7% - making relationships
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<p>To develop language skills so that vocabulary of children is expanded across the curriculum.</p>	<p>As we were unable to have additional adults in school our support for this priority was implemented by amending and adapting our curriculum and methods of teaching.</p> <p>The percentage of our children who were at age related expectations at the end of the summer term for their communication and language was as follows:</p> <table data-bbox="459 1173 1150 1344"> <thead> <tr> <th><u>All pupils</u></th> <th><u>Disadvantaged</u></th> </tr> </thead> <tbody> <tr> <td>79.1%</td> <td>89.5% - listening and attention</td> </tr> <tr> <td>75.7%</td> <td>68.4% - understanding</td> </tr> <tr> <td>74.8%</td> <td>68.4% - speaking</td> </tr> </tbody> </table>	<u>All pupils</u>	<u>Disadvantaged</u>	79.1%	89.5% - listening and attention	75.7%	68.4% - understanding	74.8%	68.4% - speaking
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