

Analysis of catch up funding allocated September 2020- March 2021

Context:

Although we were allocated funding from September 2020, the school experienced a further lockdown from December 2020- March 2021 following an increase in COVID cases nationally. However, we have seen a significant impact on not only pupil outcomes, but pupil attendance, which has resulted in our children seamlessly transitioning back into school from March 2021.

Gaps in learning due to curriculum coverage not being possible, due to wider school closure

Inconsistent engagement in home learning

After consultation with parents regarding remote learning, the overwhelming majority of parents wanted the following things:

- Ability to interact with the class teacher so that the children could get feedback on their submitted work and ask any questions
- Pre recorded lessons compared to live lessons, due to the need to share devices, parental work commitments and also older siblings having to undertake live lessons at secondary school. This also mirrors the DFE guidance in that live lessons are not the 'gold standard' <https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19>
- A consistent platform for all year groups rather than having two different systems to use

Following research undertaken by SLT as to what platform would be best, we opted for Seesaw.

As a result, 99% of our families took up our remote learning offer. The one family who did not wish to engage was provided with paper packs to ensure consistency. Live lessons were offered to some of our Pupil Premium children who chose not to return to school when offered a place, to support engagement following class teacher conversations with parents. We did also ensure live lessons took place weekly as pastoral check ins and to monitor any safeguarding issues.

Y6 Data is as follows:

Spring 2 (on reopening-benchmark assessments)	Expected	GD
Reading	73%	14%
Writing	50%	5%

Maths	82%	23%
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July 2021

Summer2 (2019 SAT paper used to support judgements)	Expected	GD
Reading	86%	55%
Writing	82%	5%
Maths	86%	23%

Progress from KSI:

KSI	Expected	GD
Reading	86%	32%
Writing	82%	0%
Maths	86%	5%

KS2	Expected	GD
Reading	86%	55%
Writing	82%	5%
Maths	86%	22%

Y2 data:

Spring 2 (on reopening-benchmark assessments)	Expected	GD
Reading	50%	0%
Writing	20%	0%
Maths	45%	0%

July 2021

KSI	Expected	GD
Reading	80%	20%
Writing	60%	0%
Maths	80%	20%

75% of all children are at expected or better in reading.

64% of all children are at expected or better in Maths

56% of all children are at expected or better in Writing.

Writing will be a whole school priority for 2021-2022 as children have not had the opportunity to write at length, therefore their writing stamina has declined.

Attendance:

September 2020- December 2020- 98.2%

March 2021 (from reopening) – July 2021- 97.4%

Curriculum

Following on from baseline assessments following the return to school, the medium and long term plans were adapted to ensure gaps in learning are closed. The number stacks intervention is embedded and has had a real impact on Maths outcomes.

Curriculum is now fully in place for all subjects. All children have come back to school- no children have been withdrawn from school for home education.

Dedicated wellbeing sessions have been timetabled in classes, and bespoke intervention sessions have been implemented to support children re-establish school routines and to deal with pastoral concerns.