



Covid Catch-up Premium 2020-21

School Name: Broadway First School		Coronavirus (COVID-19) catch-up premium allocation: £7760		
Date: November 2020		Date for review (Summer 2021)		
Identified attainment gap	Planned expenditure of catch-up funding to address identified attainment gap	£	Success Criteria (focus on educational attainment) <i>How will you know your actions have been successful?</i>	RAG
Gaps apparent as a result of lost teaching time during pandemic.	Use of targeted intervention for identified children focusing on mathematic and literacy skills. <ul style="list-style-type: none"> Use of school staff deliver additional intervention sessions after school 	£4600 £992.19 Spent to end of summer term on TA costs	<ul style="list-style-type: none"> All identified children in receipt of additional tutoring. Assessment shows planned objectives achieved and gaps closed. Work in class demonstrates impact. In-school data collection demonstrates progress 	<p>End of spring term review -</p> <p>Initial issues with NTP partners unable to provide tutors to school. Plan created to provide after school sessions using TAs to support identified pupils in core areas.</p> <p>End of year review</p> <p>In total, 48 children have received additional, after school support. This</p>

			<p>against age related expectations.</p>	<p>represents about half of our number on roll. Sessions have focussed on literacy and maths with pupils and objectives selected by teachers & delivered by TAs.</p> <p>All groups are assessed by the TA in conjunction with the teacher. Impact on end of year results as follows:</p> <p>Rec – 6 chn targeted over 3 blocks on phonics, sentence and counting work. 4 out of 6 achieved GLD. Of the 2 that did not, 1 achieved their summer targets in maths but not literacy.</p> <p>Y1 – 6 chn targeted over 3 blocks Number 1 – 1 out of 3 achieved ARE. 2 out of 3 met their summer targets. Phonics – 2 out of 3 on track to pass screening when it is carried out next term. Number 2 – 2 out of 6 achieved ARE. 5 out of 6 met summer targets. 3 out of the 5 exceeded summer targets.</p> <p>Y2 – 9 chn targeted over 4 blocks Place value – 2 SEN chn. Not ARE. One met, one exceeded summer targets.</p>
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				<p>Phonics – 1 child. Did not meet phonic standard in Dec 20, on track to pass screening in Dec 21.</p> <p>Sentence – 6 chn. 4 out of 6 met ARE. All chn met termly targets relative to starting points.</p> <p>Y3 – 9 chn targeted over 4 blocks</p> <p>Column methods – 4 out of 6 achieved ARE. Of the 2 that did not, both achieved exceeding progress in the summer term.</p> <p>Conjunctions – 4 out of 5 achieved NC objectives linked to this group. All chn met termly targets. 4 out 5 exceeded summer term targets.</p> <p>Problem solving – 3 out of 3 met ARE and summer targets.</p> <p>Comprehension – 1 child met ARE but not their GDS target.</p> <p>Y4 – 12 chn targeted over 4 blocks</p> <p>Problem solving – 1 out of 2 met ARE. Child that did not met termly targets.</p> <p>Proof read for errors – 2 out of 3 chn achieved ARE. The one child that did not did exceed summer targets.</p> <p>Comprehension – 4 out of 4 met ARE and summer targets.</p> <p>Multiplication and division methods – 2 chn, 1 child met greater depth</p>
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				<p>the other ARE. Both met termly targets.</p> <p>SPaG - 1 child met ARE and targets.</p> <p>Greater depth maths target group – 3 out of 5 achieved greater depth standard.</p> <p>Y5 – 6 chn targets across 3 blocks</p> <p>Multiplication and division methods – 2 out of 3 met ARE. All met termly targets, one of which exceeded them.</p> <p>Proof read for errors - 2 children both working below ARE. One met summer targets</p> <p>SPaG – Only 1 out of 5 working at ARE. 3 out of 5 met summer targets. 2 out of 5 met objectives relating to comma use.</p> <p>There is evidence here that children in these groups on the whole met targets. In a number of cases, they exceeded them meaning that there is evidence of achievement gaps closing.</p>
<p>The quality and range of reading books aligned to the Read Write Inc Phonics programme shows an insufficient quantity. Pre-Covid,</p>	<p>To update and supplement the quantity and quality of books required to effectively support delivery of Read Write Inc Phonics.</p>	<p>2500</p>	<ul style="list-style-type: none"> All stages of Read Write Inc Phonics have the necessary books to support effective implementation 	<p>Books purchased as intended.</p> <p>December 2020 phonics screening showed school performed at expected level nationally (83%)</p>

<p>the school's phonics outcomes had been inconsistent.</p>			<ul style="list-style-type: none"> • This leads to effective implementation and impact on outcomes of Read Write Inc Phonics. • Increase in outcomes at Year 1 phonic screening. 	
<p>Read Write Inc Phonics was newly introduced to school in September 2020. All staff received full training. Pre-Covid, the school's phonics outcomes had been inconsistent.</p>	<p>Further support from Read Write Inc Phonics to be in place in the form of Development Days and online CPD.</p>	<p>£1208</p>	<ul style="list-style-type: none"> • Increase in outcomes at Year 1 phonic screening. • High quality delivery of Read Write Inc Phonics sessions throughout school. • Children demonstrate transferable skills to other areas of the curriculum. 	<p>The planned package has been implemented allowing staff to receive high quality CPD based on their own evaluations of sessions.</p> <p>This has been supported by school leaders and RWI specialists to target support where it was needed.</p> <p>This has led to high quality delivery that is consistent throughout school. This was observed by the school's SIA in summer 2021.</p>
<p>Lack of quality resources at home to facilitate effective remote learning in the event of a bubble closure or further lockdowns.</p>	<p>To provide each child a pack of general home learning resources that can be used in the event of a bubble closure.</p>	<p>£300</p>	<ul style="list-style-type: none"> • All children have access to basic resources at home. • Improved participation in home learning in the event of bubble closures/lockdown. • Improved standard of work produced at home due to appropriate 	<p>All children received pack of resources before Christmas holiday. These were utilised successfully through lockdown period.</p>

			resources being available.	
<p>Difficulties with access to technology and how to access home learning platform.</p> <p>Existing number of devices in school means children have to share limiting opportunities for independent learning.</p> <p>Children currently very reliant on parents to access home learning tasks on digital platform.</p>	<p>To purchase additional iPads to supplement current resources.</p> <p>EEF –</p> <ul style="list-style-type: none"> • pupils are provided with support and guidance to use specific platforms is essential, particularly if new forms of technology are being implemented. • prompting pupils to reflect on their work or to consider the strategies they will use if they get stuck have been highlighted as valuable. • Pupils learning at home will often need to work independently. Multiple reviews identify the value of strategies that help pupils work independently with success. For example, prompting pupils to reflect on their work or to consider the strategies they will use if they get stuck have been highlighted as valuable. 	<p>£2760</p>	<ul style="list-style-type: none"> • Less children required to share in school leading to increasing independence when using technology. • Children have an increased knowledge on how to access activities and resources through a digital platform from home without adult intervention. • Pupils learning at home during lockdown to have access to devices where necessary. • DfE window not open for our school at this time. Limited number of devices allocated. 	<p>All families identified as requiring assistance received an iPad during the lockdown period. This ensured there was no delay between lockdown beginning and the eventual ordering and delivery of devices from DfE.</p> <p>Additional devices also meant that we were able to keep the existing supply of devices for children in school during this time.</p>