

St Anne's Fulshaw CE Primary School COVID Catch-Up Strategy

Summary Information					
School	St Anne's Fulshaw CE Primary School				
Total number of pupils	124	Total Catch Up Funding	£6067 Year 1 £4333 Year 2 projected	Date	October 2020

Summary of approach taken by school to develop this strategy
<ul style="list-style-type: none"> Assessment of pupils returning to school undertaken in all subjects + SWST (Years 1-6) and NVR (Years 3-6) by 30.09.20 EYFS entry information gathered by 30.09.20 Analysis of data to identify groups of pupils where achievement is below that expected, focusing on reading, writing, phonics, spelling and maths

Most Recent Statutory Reported Attainment (2019)			
	National	School	PPG School
% achieving expected standard or above in reading Year 6	73%	89%	100% (1 pupil)
% achieving expected standard or above in writing Year 6	78%	79%	0% (1 pupil)
% achieving expected standard or above in maths Year 6	79%	84%	0% (1 pupil)
% achieving expected standard combined Year 6	65%	68%	0% (1 pupil)
Progress in reading		+2.3	+14.28 (1 pupil)
Progress in writing		-1.6	-2.71 (1 pupil)
Progress in maths		-0.3	-0.62 (1 pupil)
% achieving expected standard or above in reading Year 2	75%	68%	100% (1 pupil)
% achieving expected standard or above in writing Year 2	69%	47%	0% (1 pupil)
% achieving expected standard or above in maths Year 2	76%	74%	100% (1 pupil)
% achieving expected standard in phonics screening check Year 1	82%	86%	-
% achieving GLD Reception	72%	71%	50% (2 pupils)

Academic priorities to be addressed	
1	Raising standards in reading, writing, spelling and maths in Year 1
2	Targeted support to accelerate progress for identified Year 4, 5 and 6 boys in reading, writing, maths and spelling (SEND)

Intended outcomes	
1	By the end of Year 1, the vast majority of pupils who do not have identified SEND needs have regained lost learning and are working at ARE in reading, writing, maths and spelling
2	Achievement measures for all pupils indicate better than expected progress for all pupils in all areas, and a reduction in the proportion of pupils working well below ARE

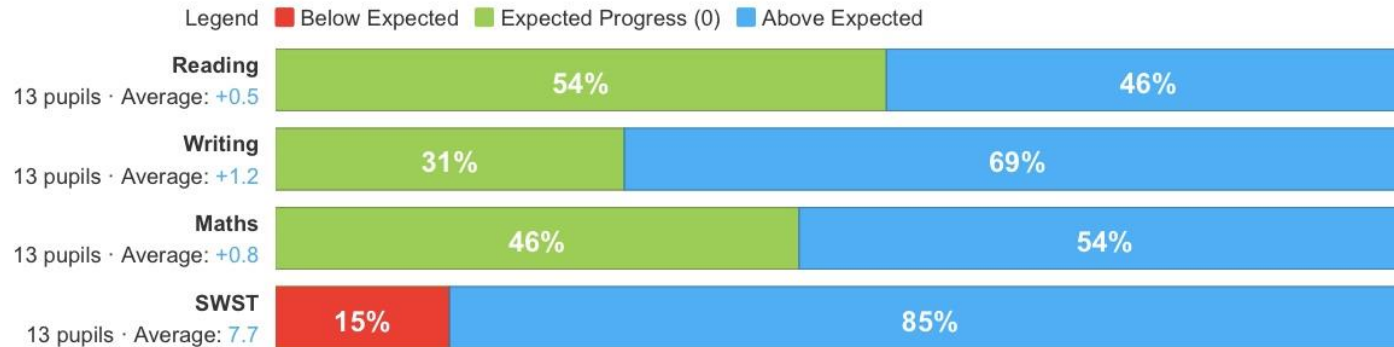
Planned expenditure – Targeted Support						
Action	Intended outcome	What is the evidence and rationale for this choice?	Evidence of success?	Staff lead	When will you review implementation	Cost
<p>Year 1: Additional support for provide targeted and tailored small group and 1:1 support in reading, writing, maths and spelling (2 days per week)</p>	<p>By the end of Year 1, the vast majority of pupils who do not have identified SEND needs have regained lost learning and are working at ARE in reading, writing, maths and spelling</p>	<p>On entry to Year 1, average standards in reading, writing, maths and spelling were well below ARE.</p> <p>Reading: 20% just below ARE / 80% well below ARE</p> <p>Writing: 20% just below ARE / 80% well below ARE</p> <p>Maths: 20% at ARE / 20% just below ARE / 60% well below ARE</p> <p>SWST average: 77 (20% just below ARE / 80% well below ARE)</p>	<p>Weekly debrief sessions with class teacher will evaluate progress against specified objectives will indicate where the programme is working well and where changes should be made</p> <p>Evidence in pupils books and in assessment data will demonstrate accelerated progress over time</p> <p>Progress in other subjects is accelerated and sustained as a result of improved standards in reading, writing, maths and spelling</p>	<p>C Daniel</p> <p>G Harley</p> <p>B Cairns</p> <p>N Coppock</p>	<p>Informally though weekly discussion</p> <p>Impact assessed through progress made against set objectives half termly</p> <p>Progress tracking analysed through Insight termly including groups</p>	<p>2 additional days of TA support per week (£113 per week)</p>
<p>Year 4, 5 and 6 boys (5 pupils): Additional support for provide tailored 1:1 support in reading, writing, maths and spelling for identified pupils with SEND (1.5 days per week)</p>	<p>Achievement measures for all pupils indicate better than expected progress for all pupils in all areas, and a reduction in the proportion of pupils working well below ARE</p>	<p>On entry to the 2020-21 school year, average standards in reading, writing, maths and spelling were well below ARE.</p> <p>Reading: 20% just below ARE / 80% well below ARE</p> <p>Writing: 20% just below ARE / 80% well below ARE</p> <p>Maths: 20% at ARE / 20% just below ARE / 60% well below ARE</p>	<p>Weekly debrief sessions with support teacher will evaluate progress against specified objectives will indicate where the programme is working well and where changes should be made for each individual</p> <p>Evidence in pupils books and in assessment data will demonstrate accelerated progress over time</p> <p>Progress in other subjects is accelerated as a result of improved standards in</p>	<p>C Daniel</p> <p>J Chapman</p> <p>P Thomas</p> <p>N Lloyd</p> <p>M Yates</p>	<p>Informally though weekly discussion</p> <p>Impact assessed through progress made against set objectives half termly</p> <p>Progress tracking analysed through Insight termly including groups</p>	<p>1.5 additional days of teaching per week (£270 per week)</p>

		SWST average: 77 (20% just below ARE / 80% well below ARE)	reading, writing, maths and spelling Levels of frustration are diminished and engagement in lessons is improved, especially in those more reliant on written language and reading skills			
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Spring Term Review

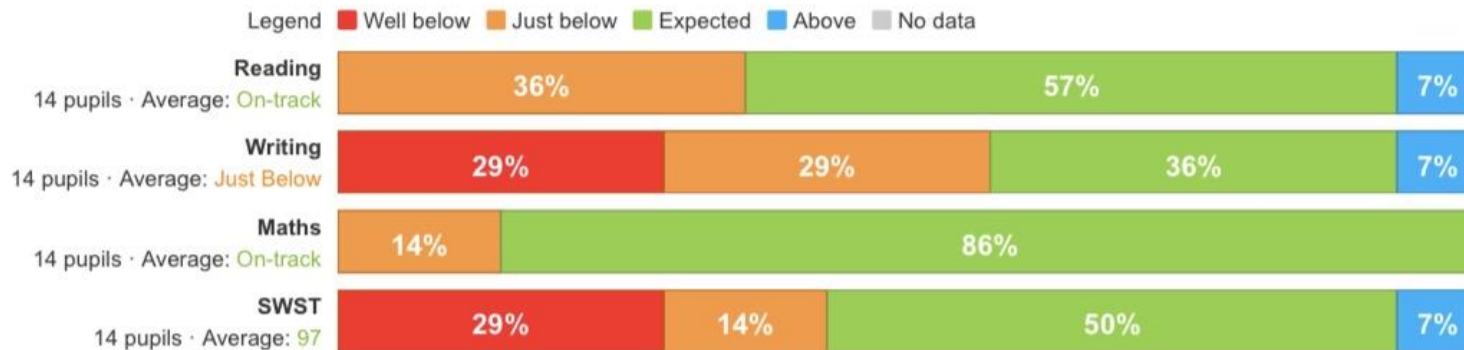
Year 1:

Progress Overview for Pupils in Year 1 – 2020-2021 Entry to 2020-2021 Spring Main Assessment



The progress made by the 'all pupils' group between Entry Year 1 and Spring Term Year 1 was above average in reading, writing, maths and SWST, with the greatest gains in writing and spelling. Of the two pupils who made less than expected progress in spelling, one had a reduction of one point in their age standardised score (104 to 103) and one is currently being supported for a variety of additional identified needs.

Attainment Overview for Pupils in Year 1 - 2020-2021 Spring - Main Assessment



Average attainment for the 'all pupils' group between Entry Year 1 and Spring Term Year 1 was at ARE in reading, maths and spelling. For the 'all pupils' group, the average attainment for writing was just below ARE. All of the pupils who are working well below ARE in writing and spelling have identified learning or SEMH needs and are receiving additional support in these areas.

Attainment Overview for Pupils in Year 1, not in First Concerns - 2020-2021 Spring - Main Assessment



Average attainment for the group of pupils who do not have identified additional needs, between Entry Year 1 and Spring Term Year 1, was at ARE in all areas.

This cohort had no periods of bubble isolation in the current academic year.

Year 4, 5 and 6 boys:

Progress Overview for Pupils in Mrs Yates – 2020-2021 Entry to 2020-2021 Spring Main Assessment

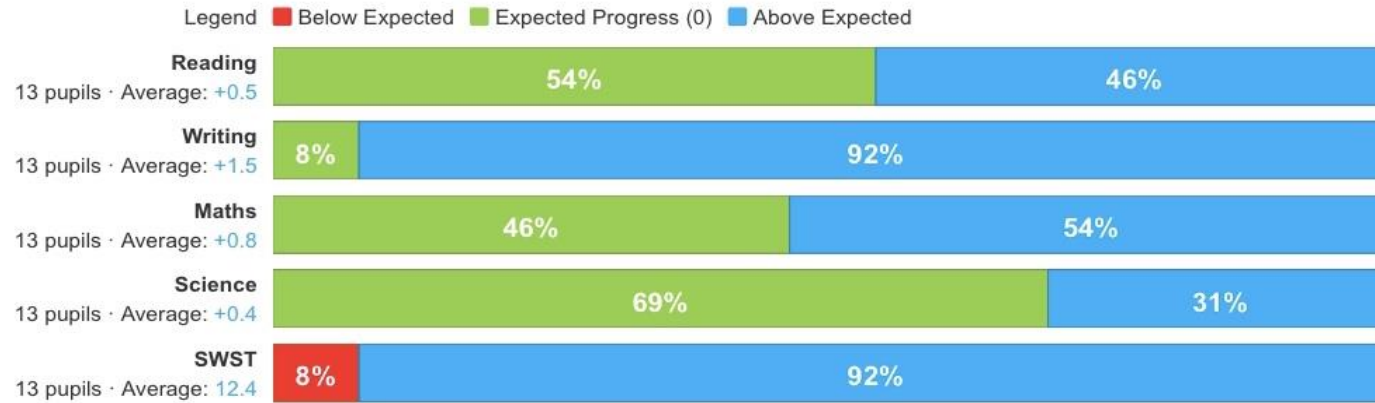


The progress made by this group between Entry and Spring Term was above average in reading, maths and SWST, with the greatest gains in maths and spelling. Progress made was average in writing. As the Year 4 and 5 pupils had two periods of bubble closure during the autumn term and the Year 6 pupil had one, they had only had 8 and 10 weeks of 1:1 in-person teaching between September 2020 and March 2021.

Summer Term Review

Year 1:

Progress Overview for Pupils (from 2020-2021) in Year 1 – 2020-2021 Entry to 2020-2021 Summer Main Assessment



The progress made by the 'all pupils' group between Entry Year 1 and Summer Term Year 1 was above average in reading, writing, maths and SWST, with the greatest gains in writing and spelling. One pupil made less than expected progress in spelling (SS 89 to 88 from entry to summer).

Attainment Overview for Pupils (from 2020-2021) in Year 1 - 2020-2021 Summer - Main Assessment



Average attainment for the 'all pupils' group for the Summer Term was ARE in reading, writing, maths and spelling.

The one pupil working well below ARE in writing and spelling has an identified learning need and is receiving additional support in these areas (SEND Support).

Of the four pupils working just below ARE in reading, one has an identified learning need and two have been receiving speech and language therapy.

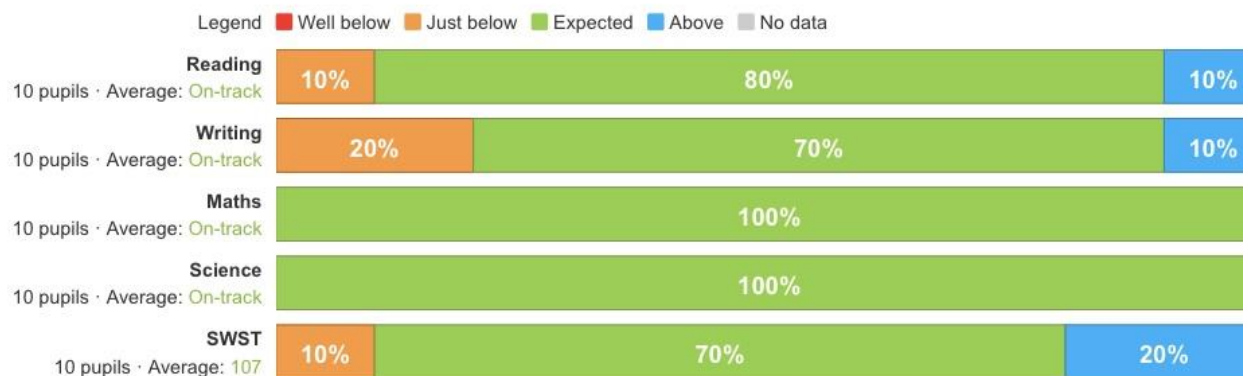
Of the five pupils working just below ARE in writing, two have been receiving speech and language therapy and one has been out of school since March 2020 (returning March 2021).

Of the two pupils working just below ARE in maths, one has an identified learning need and one has been receiving speech and language therapy.

Of the three pupils working just below ARE in science, one has an identified learning need and two have been receiving speech and language therapy.

Of the three pupils working just below ARE in spelling, one has been receiving speech and language therapy and one has been out of school since March 2020 (returning March 2021).

Attainment Overview for Pupils (from 2020-2021) in Year 1, with No SEN - 2020-2021 Summer - Main Assessment



Progress Overview for Pupils (from 2020-2021) in Year 1, with No SEN – 2020-2021 Entry to 2020-2021 Summer Main Assessment



This cohort had no periods of bubble isolation in the current academic year.

Year 4, 5 and 6 boys:

Progress Overview for Pupils (from 2020-2021) in Mrs Yates – 2020-2021 Entry to 2020-2021 Summer Main Assessment



The progress made by this group between Entry and Summer Term was above average in reading, writing, maths, science and spelling, with the greatest gains in reading, maths and science. As the Year 4 and 5 pupils had two periods of bubble closure during the autumn term and the Year 6 pupil had one, they had only had 8 and 10 weeks of 1:1 in-person teaching between September 2020 and March 2021. There were no bubble closures after the 08.03.21 return to school.