

St Anne's Fulshaw CE Primary School COVID Catch Up Strategy and School Led Tutoring Grant 2021-22

Summary Information					
School	St Anne's Fulshaw CE Primary School				
Total number of pupils	2021-22 125	Total Catch Up Funding (Academic Year 2021-22)	Financial Year 2021-22 COVID Catch Up - £2409 COVID Recovery - £680 School Led Tutoring Grant - £345 Financial Year 2022-23 COVID Recovery - £416 School Led Tutoring Grant - £260 Total - £4110	Date of Report to Governors	November 2022

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) by 30.09.21 • EYFS entry information gathered by 30.09.21 • 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 Assessments(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)
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Most Recently Completed Teacher Assessments (2021) – no statutory reporting this year (school progress measure where 0 = expected progress)

	National	School	PPG School
% achieving expected standard or above in reading Year 6	-	81%	100% (1 pupil)
% achieving expected standard or above in writing Year 6	-	62%	0% (1 pupil)
% achieving expected standard or above in maths Year 6	-	85%	100% (1 pupil)
% achieving expected standard combined Year 6	-	62%	0% (1 pupil)
Progress in reading	-	+0.1	-1 (1 pupil)
Progress in writing	-	0.0	-1 (1 pupil)
Progress in maths	-	+0.1	-1 (1 pupil)
% achieving expected standard or above in reading Year 2	-	95%	100% (2 pupils)
% achieving expected standard or above in writing Year 2	-	68%	50% (2 pupils)
% achieving expected standard or above in maths Year 2	-	89%	50% (2 pupils)
% achieving expected standard in phonics screening check Year 1	-	77%	-
% achieving GLD Reception	-	44%	-

Academic priorities to be addressed

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

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

1. Quality of teaching

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure this is implemented well?	Staff lead	When will you review implementation	Cost
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<p>Year 1: Additional support to provide targeted and tailored small group and 1:1 support in reading, writing, maths and spelling</p> <p>Year 2 (Class 2 pupils): Additional support to provide targeted and tailored small group and 1:1 support in reading, writing, maths and spelling</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>Year 1: On entry to Year 1, children are still exhibiting gaps in knowledge and skills as well as learning stamina and perseverance.</p> <p>Average standards in reading, writing, maths and spelling are below ARE.</p> <p>Reading: Above: 5% EXS: 42% Just below: 11% Below: 42% Average: Just below</p> <p>Writing: Above: 0% EXS: 5% Just below: 42% Below: 53% Average: Below</p> <p>Maths: Above: 0% EXS: 42% Just below: 11% Below: 47% Average: Just below</p> <p>SWST: Above: 5% EXS: 21% Just below: 21%</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 G Harley B Cairns 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>0.5 additional day of TA support per week (£40 per week)</p> <p>Total: £1520</p>
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		<p>Below: 53% Average: 85</p> <p>Year 2:</p>				
<p>Additional teaching to provide tailored 1:1 support in reading, writing, 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 are below ARE for pupils in this group.</p> <p>Reading: Above: 0% EXS: 7% Just below: 53% Below: 40% Average: Just below</p> <p>Writing: Above: 0% EXS: 0% Just below: 47% Below: 53% Average: Below</p> <p>SWST: Above: 0% EXS: 13% Just below: 33% Below: 53% Average: 82</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 reading, writing, maths and spelling</p> <p>Levels of frustration are diminished and engagement in lessons is improved, especially in those more reliant on</p>	<p>C Daniel 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>1.0 additional day of teaching per week for 15 weeks (£180 per week)</p> <p>Total - £2590</p>

written language
and reading skills

Review

Impact of Year 1 and Year 2 (Class 2) Support

This funding has been targeted at increasing TA support hours in Class 2 to work with Year 1 and 2 pupils in identifying and plugging gaps in learning, as well as funding some of Mrs Yates' time in working with Year 1 pupils who are in the early stages of learning English or with significant SEND.

Class 2 Year 1 All pupils	Sept – Dec 2021- 22 % at or above ARE	Progress where 0=expected	Sept – April 2021- 22 % at or above ARE	Progress where 0=expected	Sept – July 2021- 22 % at or above ARE	Progress where 0=expected
Reading	48	0.2	65	0.3	76	0.4
Writing	33	0.3	47	0.8	65	1.0
Maths	52	0.1	76	0.6	76	0.6
SWST Spelling	71	10.7	82	20.2	94	22.5

Class 2 Year 2 All pupils*	Sept – Dec 2021- 22 % at or above ARE	Progress where 0=expected	Sept – April 2021- 22 % at or above ARE	Progress where 0=expected	Sept – July 2021- 22 % at or above ARE	Progress where 0=expected
Reading	40	0	29	0.4	67	1.0
Writing	0	0.1	0	0	17	0.3
Maths	80	0	57	0	67	0.5
SWST Spelling	40	1.8	71	26.6	80	24.8

*2 pupils have joined this cohort since December 2021 (one in Feb with extensive SEND needs and one in June from Ukraine with no English)

Incremental gains are very evident across both year groups in the class and in all subjects (except maths at Y2).

Last year's Class 2, Year 2 cohort had a particular set of needs with 3 having had significant input from speech and language therapy services and one pupil being educated out of class due to SEMH needs. Two pupils have joined this cohort (January and June 2022) and both are working at a pre-key stage standard. All pupils have been or currently are on the SEND register.

In comparison, consider the outcomes of the original 5 pupils in the Class 2 Year 2 cohort. Again, all of these pupils were or had been on the SEND register at some point during the previous 3 years.

Class 2 Year 2 Original 5 pupils	Sept – Dec 2021- 22 % at or above ARE	Progress where 0=expected	Sept – April 2021- 22 % at or above ARE	Progress where 0=expected	Sept – July 2021- 22 % at or above ARE	Progress where 0=expected
Reading	40	0.4	40	0.4	80	0.8

Writing	0	0	0	0	20	0.2
Maths	80	0	80	0	100	0.4
SWST Spelling	40	18.2	100	26.6	100	26.6

School Led Tutoring SEND Group:

16 pupils in total with all having either EAL, significant SEND needs or a strong dyslexic profile. School topped up the cost of this provision to enable it to go ahead for 38 weeks rather than the 15 planned and funded by this funding stream.

Pupils	Additional Needs	Average Reading Progress Sept-July where 0=expected	Average Writing Progress Sept-July where 0=expected	Average SWST Spelling Progress Sept-July where 0=expected
4 x Year 1 2 x Year 2 2 x Year 3 1 x Year 4 4 x Year 5 3 x Year 6	Pupils accessing these sessions include the following (some pupils had multiple characteristics): New arrival in the 2021-22 school year: 5 EAL: 3 Trauma: 1 SEND Support: 8 EHCP: 1 String Dyslexia Profile: 8 CIN / CP: 1	+0.43	+0.21	+9.7

Progress overall is at or above expected in all areas however there are variations across individual pupils which reflects the level of need. Mrs Yates is working with the lowest ability children on single letter recognition and word building at the most basic level. No pupils have regresses in the spelling standardised scores which a great positive.