



# COVID-19 catch-up premium report – Autumn 2020

## COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	270	Amount of catch-up premium received per pupil:	£20
Total catch-up premium budget:	£5400		

## STRATEGY STATEMENT

The EEF has provided research showing the negative effect of school closures on children’s reading. Through a comparison of standardised tests in 2017 and 2020 they found that the 2020 year 2 children’s reading is significantly lower than those in 2017. This has influenced our decision at Field Place Infants to prioritise bridging the gap in children’s phonics and reading fluency. A teacher has been employed to work with children who have been assessed to be at a lower level than expected having previously been on track and had left Reception at GLD. For three days a week they will work one to one and in small groups with children. The overall aim of our strategy is to close the gap in reading and phonics, which had been created by COVID-19 school closures and non-attendance during June and July of 2020. This will then ensure children will be in better stead when transitioning to Junior School and throughout their lives. Evidence has been taken from the Education Endowment Foundation’s publications to support the rationale behind our decisions.



# Field Place

## INFANT SCHOOL

### BARRIERS TO FUTURE ATTAINMENT

#### Academic barriers:

A	Children identified for support were notably less confident in their reading during autumn and beginning of spring year one.
B	Loss of learning - reading
C	6% of children chosen for teacher support were not GLD on leaving reception and therefore had low attainment prior to the first lockdown.

### ADDITIONAL BARRIERS

#### External barriers:

D	Poor attendance from a group due to parental concerns re Covid
E	94% of children chosen for teacher support were GLD on leaving reception. Of these children 75% did not return in June once schools were reopened.
F	Due to lack of engagement with home learning these children's learning suffered. One reason behind this was due to limited access to technology.



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Targeted support					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	Impact
Children will make accelerated progress in their reading fluency.	<p>Children who are on yellow book band to move to high green/ low orange book band (To read 'Off Sick' Read Write Inc book).</p> <p>Children are able to identify 'special friends' in green words.</p> <p>Children can read multisyllabic words.</p>	<p>"In order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary."</p>	<p>JG will follow the RWI fast tutoring structure to ensure children are using the strategies they've learnt in Phonics.</p> <p>Children will review core words daily.</p>	<p>JG x 3 days a week.</p> <p>15 minutes targeted one to one and small group work.</p>	<p><b>December</b>  <b>Most</b> children have reached the target of reading RWI yellow book 'Off Sick'</p> <p>.  <b>87%</b> children have made progress, moving to a new book band over the half term they received the intervention. Those who have not seem to have additional barriers to their learning, such as limited parental engagement.</p> <p><b>73%</b> children have achieved 1s/1s+, <b>7%</b> were 1w, <b>13%</b> 1b/b+. This compares to the beginning of the half term where <b>80%</b> of children were 1w/1w+, <b>7%</b> 1b and <b>13%</b> 40-60 w/s.</p> <p>Children are reading more core words automatically, moving up at least 3 sets over the 6 weeks of interventions.</p>



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<p>Children will practice and use phonics strategies when reading.</p>	<p>Children will revisit strategies used in RWI to help them read words. E.g. look for special friends, Fred in your head, read the word.</p> <p>Children will be able to identify 'special friends' in green words.</p> <p>Children will read multisyllabic words with the help of the teacher chunking the words.</p>	<p>“Evidence from 2020 suggests that the disruption to schooling has had the greatest effect on children who are still at the early stages of learning to read. This pattern was the same for disadvantaged and non-disadvantaged children.”</p>	<p>JG will follow the RWI fast tutoring structure to ensure children are using the strategies they've learnt in Phonics.</p> <p>JG to work through WT1.5-WT1.7 words ensuring children can 'slap down' the green words.</p> <p>When reading a word, children will 'look for special friends, Fred in your head, read the word.'</p> <p>Children will be assessed weekly on what sounds they know and what they need to practice. Children will have individualised programs.</p>	<p>JG x 3 days a week.</p> <p>15 minutes one to one and small group work.</p>	<p>Children are identifying special friends in words and books more consistently.</p> <p>Most children are now able to 'slap down' WT1.5- 1.7 words.</p> <p>Children know and use RWI strategies for blending.</p> <p>All children are confident with digraphs, more practice will be needed for split digraphs and trigraphs in words, however, children are able to say the sound when presented on its own.</p>
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## INFANT SCHOOL

<p>Create home learning resources.</p>	<p>Create simple resources for children to take home, personalised to each child.</p> <p>Talk with parents to ensure they understand how to use the resources and encourage them to play the word games.</p> <p>Encourage parents to read quality story books to their children. Remind children to change their book bag books.</p>	<p>'Parents have played a key role in supporting children to learn at home and it is essential that schools and families continue to work together as pupils return to school. Providing additional books and educational resources to families, with support and guidance, may also be helpful – for example, offering advice about effective strategies for reading with children.'</p>	<p>JG to create personalised packs for children to take home and use.</p> <p>JG to help children choose quality books as well as banded books at the appropriate level.</p>	<p>Individualised weekly packs will go out with children.</p>	<p>Children enjoyed receiving their packs. Some children said they hadn't engaged with them, so phone calls to parents had been made. I will be engaging with parents more frequently ensuring children are using the packs provided and reading with their parents.</p>
<p>Total budgeted cost: £6100</p>					

**ADDITIONAL INFORMATION**



# Field Place

## INFANT SCHOOL

### ADDITIONAL INFORMATION

Autumn focus group to help catch up children (94% who were GLD), who had fallen behind due to the lockdown, lack of engagement in home learning and not returning to school in June 2020. One to one tutoring and small group interventions:

The impact of last terms one to one interventions:

Most children have reached the target of moving up to high green/ orange book band where none had been on this book band level.

87% children have made progress, moving to a new book band over the half term they received the intervention.

In October 80% of children were 1w/1w+, 7% 1b and 13% 40-60 w/s

In December 80% of children were 1s/1s+, 7% were 1w, 13% 1b/b+

What I have noticed most about working with all these children is a lack of confidence in their ability, so alongside working on their fluency and phonics knowledge, I spent time building up their enjoyment of reading and their self-confidence. I did this by showing them their progress throughout using short term goals, such as being able to read 'speedy green words' to the long term goal of jumping up book band levels. Children were noticeably more confident in themselves by the end of the half term and were happier having a try at reading words they didn't know, using the strategies we had been practicing.