

Colmers Farm Primary School (Excelsior Multi-Academy Trust) – Coronavirus Catch Up Premium Spending Plan (v4)

Date Last Revised: April 2021

Amount of funding: £33120

Rationale: Following the 2020 lockdown due to the coronavirus pandemic, schools have received an additional amount of money to provide catch-up support for those pupils that require it. At Colmers Farm Primary School, in order to utilise this additional funding in the best possible way, we have considered closely the research and advice put forward by the EEF and used timely assessments of both children's academic and personal development needs to inform our decisions. The table below outlines our intentional spend with our intended and actual outcomes.

Category of tiered approach	Focus of Spend (What, who when)	Year Group Focus	Cost	Intended/Actual Outcome
Teaching: Quality first teaching	Extra class teacher in Year 6 (then Year 5 after Easter) to reduce class sizes in the morning to allow for more focused teaching and more teacher time per pupil.	6	£0 – Funded from the school budget	Pupils make enhanced progress and attainment in reading, writing and maths attaining the school's revised end of year targets (due to lockdown this academic year) by the end of the year (R EXS+ – 73% GD –20%, W EXS+ – 70% GD – 15%, M EXS+ – 67% GD – 15%)./
Teaching: Quality first teaching	Use of TA in Year 2 to reduce class sizes for RWI, maths and writing to allow for more focused teaching.	2	£0	Pupils make enhanced progress and attainment in reading, writing and maths attaining the school's revised end of year targets (due to lockdown this academic year) by the end of the year (R EXS+ – 72% GD – 25%, W EXS+ – 67% GD – 15% , M EXS+ – 76% GD – 22%)./
Teaching: Quality first teaching	English writing week stimulus – Teddy Launch into Space. Teachers will plan a 'catch up' focus of writing skills appropriate for each year group.	All	£1000	All children show an improvement in their writing when compared to their previous hot write task./ There were high levels of engagement and motivation to write after the use of this stimulus in all classes. Most children produced end products which showed an improvement on their previous hot tasks.
Teaching: Quality first teaching	Extra phonics/speed sounds sessions (minimum 3 times per week).	1, 2	£0	Year 1 - Percentage of children on track to achieve the phonic screening check pass level increases from 38% to 75%(by June 2021). / Due to lockdown in January 2021 the official phonic screening check in June was cancelled. Year 2 – Percentage of children on track to achieve the phonic screening check pass level increases from 29% to 89% (by June

				2021). /Year 2 phonic check (Dec 2020) showed that 74% of children were at the required level. Due to lockdown in January 2021 the official phonic screening check in June was cancelled.
Teaching: Quality first teaching	Fact fluency sessions introduced (minimum 3 times per week) to focus on number in maths.	1, 2, 3, 4 ,5, 6	£0	75% children show, on their fact fluency assessments, a score of 80% of the total by the end of the year. /
Teaching: Effective diagnostic assessment	<p>Informal assessments made by class teacher for reading, writing, maths for all pupils within first three weeks in September 20 and March 21. Areas of weakness identified, and interventions planned.</p> <p>Nfer tests used at the end of the Autumn Term to measure progress.</p>	<p>All</p> <p>All</p>	<p>£0</p> <p>£960</p>	<p>Teachers know clearly the gaps in learning for pupils within their classes./ All class teachers have completed baseline assessments to support planning and interventions to support pupils 'catch up' lost learning. This has allowed teaching to be more focused on the areas of need. Aspirational targets have been set based on baseline assessments (refined in March due to second lockdown).</p> <p>Test results are used to measure progress and, along with formative assessments, to inform future interventions./ Tests were carried out December 2020. These were used to inform teacher assessments. A question analysis was also carried out which was used by teachers to target areas of need in their subsequent planning.</p>
Teaching: Focusing on professional development High-quality teaching for all	Purchase Iris recording equipment/software to increase levels of Quality First Teaching through analysis of own practice by recording lessons.	All	£3771	To improve staff confidence and capacity to provide high quality QFT. Lessons observations show improvements in the quality of teaching (at least 80% good/outstanding) with key strengths being observed in terms of QFT features./
Teaching: Focusing on professional development High-quality teaching for all	<p>Staff CPD opportunities focus on the development of quality first teaching.</p> <p>Staff professional growth targets focus of the further development of quality first teaching across the school.</p>	All	£0	Staff feedback at end of each term or through professional growth meetings can describe specific improvements made to their teaching practice as a consequence of CPD and wider research./Staff now have a greater understanding of the different aspects of QFT and have incorporated elements from the training into their daily practice.
Teaching: Focusing on professional development	Supply teacher (1 days per week for 10 weeks) to provide cover for our English lead in the mornings to	3, 4, 5, 6	£1700	To improve staff confidence and capacity to provide high quality QFT. Lessons observations show improvements in the

<p>High-quality teaching for all</p> <p>and</p> <p>Focused academic support: High-quality teaching for all</p>	<p>support/coach the teaching of QFT across KS2.</p> <p>In the afternoons they will provide cover for a teachers/TA to deliver.</p>			<p>quality of teaching (at least 80% good/outstanding) with key strengths being observed in terms of QFT features./</p> <p>This will allow extra 1:1 reading to take place in Year 2 and there will be extra session for the children who did not reach the expected score in the phonics test before Christmas. 89% of the year group to pass the phonics test (by June 2021)</p>
<p>Teaching: Focusing on professional development</p> <p>High-quality teaching for all</p> <p>and</p> <p>Focused academic support: Supporting remote learning</p>	<p>Blending Training Package – Read Write Inc</p>	<p>All</p>	<p>£1875</p>	<p>Teachers and TAs will have a developed a greater understanding of how to deliver RWI/phonics. Staff have watched a range of sessions and reflected upon their own practice during the training. They have also watched the 1:1 training videos in preparation for them delivering 1:1 sessions. Feedback from staff indicates that their understanding and teaching of RWI has been enhanced. A reading review carried out in March 21 highlighted many positive features relating to the teaching and learning within RWI sessions.</p> <p>Year 1 - Percentage of children on track to achieve the phonic screening check pass level increases from 38% to 75%. /</p> <p>Year 2 – Percentage of children on track to achieve the phonic screening check pass level increases from 29% to 89%./</p> <p>Online videos, in the event of a lockdown/bubble isolating, can be used to support the teaching of phonics at home by parents. This will reduce the impact of this./Videos have been shared with parents to assist in the teaching of phonics at home.</p>
<p>Focused academic support: Supporting remote learning</p>	<p>Spelling Shed purchased – Spelling homework online resources for Years 1-6. Also to support school learning during school closure.</p>	<p>1-6</p>	<p>£270</p>	<p>Improve the pupils' spelling skills of keywords within their year group – All pupils are able to improve their spelling scores (from baseline) by 50% or are able to spell at least 80% of their year groups word list correctly./</p>
<p>Focused academic support: Supporting remote learning</p>	<p>SPAG.com Years 1-6 – Used as an additional homework tool or support learning during school closure.</p>	<p>1-6</p>	<p>£295</p>	<p>Improve pupils' use of SPAG within tests and their written work – At least 78% (KS2 GPS 2019 nat. average) of pupils attain ARE for their year group./</p>

<p>Focused academic support: Supporting remote learning</p>	<p>Purchase of myON – e-books that pupils can access online which are linked to Accelerated Reader.</p>	<p>1-6</p>	<p>£2000</p>	<p>Children have access to a wider selection of appropriately banded books and this leads to a significant rise in accelerator reader participation./myON has provided access to a wide range of books for our children during the January lockdown. The first two weeks of myON usage showed a 60% increase in Accelerated Reader test completion when compared to the previous 10 weeks of total usage using normal books. During our reading review in March 21, nearly all of the children responded positively about how much they enjoy using myON.</p>
<p>Focused academic support: Successful implementation in challenging times.</p>	<p>Purchase of additional reading books to supplement our supply for use with Accelerated Reader.</p>	<p>3, 4, 5, 6</p>	<p>£579</p>	<p>Children have access to a wider selection of appropriately banded books./A range of different bands of books were purchased (including broadening the availability of books available in the higher bands). Pupils now have wider choices in each band.</p>
<p>Focused academic support: High-quality teaching for all</p>	<p>Tens town (0-20 package)- Reception.</p>	<p>Reception</p>	<p>£105</p>	<p>Improve the pupils' understanding of place value up to 20. Teacher assessment information shows the children have a clear understanding of place value and 60% of pupils to achieve the ELG for number./</p>
<p>Focused academic support: High-quality teaching for all</p>	<p>NELI (Nuffield Early Language Intervention) school has registered interest in participating in this 20 week programme to develop language skills</p>	<p>Reception</p>	<p>£0</p>	<p>Pupils make approximately 2 months of additional progress in language skills. The gap between disadvantaged and non-disadvantaged pupils narrows./</p>
<p>Targeted support: High-quality one to one and small group tuition</p>	<p>Sound training programme – Year 5 pupils (approximately 20). Designed to improve children's reading ages and fluency over a six-week period. Starts October.</p>	<p>5</p>	<p>£3160</p>	<p>Pupils who take part in the program see an average increase in reading ages of at least 27 months./The children who took part in this intervention made slightly over 32 months progress on average. 18 children completed this program.</p>
<p>Targeted support: High-quality one to one and small group tuition</p>	<p>Supply teacher (3 days for 20 weeks) to provide Year 6 interventions for 2 afternoons, to free up a Year 6 teacher for one afternoon and to free up a Year 2 TA for a full week.</p>	<p>2 and 6</p>	<p>£10730</p>	<p>Frees up capacity to enable Years 2 and 6 to provide interventions for children./The use of a supply teacher has provided a greater scope for more interventions to occur within these year groups. This has included phonics, individualised reading, maths catch ups and maths interventions in Year 2 and focused maths, reading, SPaG and GD interventions in Year 6.</p>

Teaching Assistants and targeted support				<p>(R EXS+ – 72% GD – 25%, W EXS+ – 67% GD – 15% , M EXS+ – 76% GD – 22%)./ Year 2 – Pupil outcomes for writing and maths are in line with revised school targets (W EXS+ – 67% GD – 15% , M EXS+ – 76% GD – 22%)/</p> <p>Year 2 - Percentage of children at greater depth for reading increases from current 15% to 25%./ Year 2 – Percentage of children on track to achieve the phonics screening check pass level increases from 28.8% to 89%/</p> <p>Year 6 – Pupil outcomes with maths for the pupils selected are in line with the school’s revised targets of (M EXS+ – 67% GD – 15%)</p>
Targeted support: High-quality one to one and small group tuition	Better Reading Project used for targeted children (led by non-class based staff). 30 mins a day, 5 days per week.	3, 4	£0	Selected pupils make accelerated progress in reading (from their last Salford Reading Test)./
Targeted support: High-quality one to one and small group tuition	Reading Gladiators – Used to challenge small groups of high attaining pupils for reading (through immersion in quality and demanding texts and participation in high level discussion), developing their reading skills, building reading stamina and creating reading advocates who in turn inspire other children to become aspirational readers.	3, 4, 5, 6	£1688	<p>To increase challenge and participation in reading. (Pupil voice shows impact)./</p> <p>Percentage of children attaining GDS rises from Year 3 – 21% to 34%, Year 4 – 11% to 25%, Year 5 – 4% to 18% and Year 6 – 9% to 17% by the end of the intervention./</p>
Targeted support: High-quality one to one and small group tuition	1:3 tuition for a total of 30 children (who are working below ARE) in Years 5 and 6 for maths or English (provided through Pet Xi as part of the National Tutoring Programme). Each group will receive 15 hours of tutoring.	5 and 6	£2343.76	Children who take part in this tuition will make enhance progress against their accessed starting points. This will enable 75% of these children to attain ARE./

Targeted support: High-quality one to one and small group tuition	1:3 tuition for a total of 30 children (who are working below ARE) in Years 3 and 4 for maths or English (provided through Teaching Personnel as part of the National Tutoring Programme). Each group will receive 15 hours of tutoring.	3 and 4	£2137.50	Children who take part in this tuition will make enhance progress against their accessed starting points. This will enable 75% of these children to attain ARE./
Wider strategies: Supporting pupils' social, emotional and behavioural needs Planning carefully for adopting a SEL curriculum	Thrive whole school license.	All	£1117.80	To regulate the social and emotional mental health of children to ensure that they can access Quality First Teaching and enable staff to intervene with children who have issues related to Covid. Case studies show impact on selected pupils through pupil voice and feedback from parents./
TOTAL SPENT OR COMMITTED SO FAR		£33732.06		
REMAINING TO BE SPENT		Overspent by £612.06		

Key document recommended by DfE to support school using Catch Up Premium

'The EEF guide to school planning: a tiered approach to 2020 to 2021' (published August 2020)
summary

Support strategies

1 Teaching:

- High-quality teaching for all
- Effective diagnostic assessment
- Supporting remote learning
- Focusing on professional development



2 Targeted academic support:

- High-quality one to one and small group tuition
- Teaching Assistants and targeted support
- Academic tutoring

3 Wider strategies:

- Supporting pupils' social, emotional and behavioural needs
- Planning carefully for adopting a SEL curriculum
- Communicating with and supporting parents
- Supporting parents with pupils of different ages
- Successful implementation in challenging times