

Colmers Farm Primary School (Excelsior Multi-Academy Trust) – Coronavirus Catch Up Premium Spending Plan (v5)

Date Last Revised: July 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%)./In spite of the Spring Term lockdown, pupils within Year 6 did make accelerated progress during the year. The percentage of pupils who achieved ARE at the end of the year compared to that on entry (baseline data) more than doubled in all core subjects with 68% EXS+ in reading with 15% GD, 69% EXS+ in writing with 10% GD and 61% EXS+ in maths with 8% GD.
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%)./In spite of the Spring Term lockdown, pupils within Year 2 did make accelerated progress during the year. The percentage of pupils who achieved ARE at the end of the year compared to that on entry (baseline data) increased significantly in all core subjects with 61% EXS+ in reading with 26% GD, 56% EXS+ in writing with 15% GD and 63% EXS+ in maths with 20% GD. 91% of the pupils achieved the pass mark

				in a past phonics paper at the end of the year or the assessment in September.
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	<p>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.</p> <p>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. However, the end of year teacher assessment showed that 91% of the year group had reached the expected score or higher for phonics.</p>
Teaching: Effective diagnostic assessment	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.	All	£0	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).
	Nfer tests used at the end of the Autumn Term to measure progress.	All	£960	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</p> <p>High-quality teaching for all</p>	<p>Purchase Iris recording equipment/software to increase levels of Quality First Teaching through analysis of own practice by recording lessons.</p>	All	£3771	<p>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./Due to lockdown in the Autumn Term, we were unable launch and use Iris in the way we had planned. This was however used effectively trialled by some teachers to develop their practise when we returned. 80% of lessons observed were graded as good or outstanding.</p>
<p>Teaching: Focusing on professional development</p> <p>High-quality teaching for all</p>	<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	<p>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. This was reflected in their professional growth conversations and through observations.</p>
<p>Teaching: Focusing on professional development</p> <p>High-quality teaching for all</p> <p>and Focused academic support: High-quality teaching for all</p>	<p>Supply teacher (1 days per week for 10 weeks) to provide cover for our English lead in the mornings to support/coach the teaching of QFT across KS2.</p> <p>In the afternoons they will provide cover for a teachers/TA to deliver.</p>	3, 4, 5, 6	£1700	<p>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./This allowed the English lead time to work with an English specialist to improve practise across the school. 80% of teachers in their last observations were graded as good or outstanding.</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)/91% of Year 2 achieved the phonics pass rate or higher at the end of the year.</p>
<p>Teaching: Focusing on professional development</p> <p>High-quality teaching for all</p>	<p>Blending Training Package – Read Write Inc</p>	All	£1875	<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</p>

and Focused academic support: Supporting remote learning				<p>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 in EYFS, Year 1 and Year 2.</p> <p>Year 1 - Percentage of children on track to achieve the phonic screening check pass level increases from 38% to 75%. /59% of Year 1 achieved the required pass mark in July using a previous year's phonics test paper.</p> <p>Year 2 – Percentage of children on track to achieve the phonic screening check pass level increases from 29% to 89%./ 91% of Year 2 achieved the required pass mark in the Autumn Term or July using a previous year's phonics test paper.</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 missing school./Videos have been shared with parents to assist in the teaching of phonics at home.</p>
Focused academic support: Supporting remote learning	Spelling Shed purchased – Spelling homework online resources for Years 1-6. Also to support school learning during school closure.	1-6	£270	Additional support with the teaching of spellings is provided during lockdown, improving the pupils' spelling skills of keywords within their year group./Spelling Shed was accessed by over half of pupils at our school, during lockdown and since returning. This will be relaunched in September 2021 to increase participation rates even further.
Focused academic support: Supporting remote learning	SPAG.com Year 6 – Used as an additional homework tool or support learning during school closure.	6	£295	Children are set regular work to complete on this during lockdown./This was used during lockdown to provide children with an additional learning resource to use. This was also used by teachers when we returned to set homework and to use during lessons.
Focused academic support: Supporting remote learning	Purchase of myON – e-books that pupils can access online which are linked to Accelerated Reader.	1-6	£2000	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 and pupil questionnaire in June 2021, nearly all of the children responded positively about how much they enjoy using myON as a resource.
Focused academic support: Successful implementation in challenging times.	Purchase of additional reading books to supplement our supply for use with Accelerated Reader.	3, 4, 5, 6	£579	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.
Focused academic support: High-quality teaching for all	Tens town (0-20 package)- Reception.	Reception	£105	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./Children are able to identify numbers and numerals more effectively as a result of this program being used.
Targeted support: High-quality one to one and small group tuition	Sound training programme – Year 5 pupils (approximately 20). Designed to improve children's reading ages and fluency over a six-week period. Starts October.	5	£3160	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.
Targeted support: High-quality one to one and small group tuition Teaching Assistants and targeted support	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.	2 and 6	£10730	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 up and maths interventions in Year 2 and focused maths, reading, SPaG and GD interventions in Year 6. 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%)/56% EXS+ in writing with 15% GD and 63% EXS+ in maths with 20% GD. Year 2 - Percentage of children at greater depth for reading increases from current 15% to 25%./26% GD was achieved in end of year pupil assessments.

				<p>Year 2 – Percentage of children on track to achieve the phonics screening check pass level increases from 28.8% to 89%/91% of the pupils achieved the pass mark in a past phonics paper at the end of the year or the assessment in September.</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%)/End of term teacher assessment showed 61% of pupils were EXS+ in maths with 8% GD.</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. The pupils on average have made 6 bands progress during this project. Even greater progress could have been achieved, if the attendance of key children had been more consistent.
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)./Informal discussions with pupils indicated that children enjoyed these additional reading sessions and the books they were reading. Some of the children indicated that they felt that these books were challenging, but they could understand them as they were able to discuss tricky parts.</p> <p>Percentage of pupils 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./Teacher assessments showed GDS at the end of the Summer Term to be 32% (Year 3), 20% (Year 4), 14% (Year 5) and 15% (Year 6)</p> <p>33 children took part in Reading Gladiators and completed the Autumn Term and Summer Term Nfer tests for reading. These children showing on average a 7.8 point increase in their standardised scores.</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).	5 and 6	£2343.76	Children who take part in this tuition will make enhance progress against their accessed starting points. Post tuition questionnaires show a marked improvement in confidence within the subjects tutored./ The Year 5 and 6 children in their questionnaires increased in confidence, from a score of 5.2 to

	Each group will receive 15 hours of tutoring.			8.4 (10 being the maximum score). Within maths the children showed an average improvement of 22% from their initial to final assessment scores and within English this was 21%.
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. Post tuition questionnaires show a marked improvement in confidence within the subjects tutored./ The Year 3 and 4 children in their questionnaires increased in confidence, from a score of 5.2 to 8.4 (10 being the maximum score). The end assessments for this intervention were unable to take place due to a case of Coronavirus at the end of the year which resulted in these bubbles closing and the children being unable to complete the assessments.
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./ The Thrive whole school license and the whole school Thrive approach has helped our staff to help children to remain regulated which has enabled them to remain in class and to maximise their learning time. Despite significant periods out of school this year, children across the school have made progress. The Thrive approach has supported families and children with the additional mental health challenges of the pandemic and we have managed to maintain an overall school attendance of 94.5% over the duration of the year. The early help support that we have put into place to support parents who have been been stressed and anxious about their children being in school, has been overcome using this approach, ensuring children are in school accessing quality first teaching.
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