



Covid-19 Catch-up Premium Report 2020-21

£8,000 for 2020-21 – planned this to fund a year of support therefore this funding has been supplemented with funding from our school budget.

Autumn term 2020 provision

Pupils targeted	Focus of support	Impact
Whole school	<p>1 to 1 meetings with all children arranged in September and November to assess well-being and being back in school using a scaling system as well as discussion and observations.</p> <p>Additional focus on supporting friendships.</p> <p>Learning mentor hours increased to work 1:1 with specific children</p>	<p>This support ensured all children assessed and personalised support programme developed identifying where additional support needed.</p> <p>Scaling scores improved from initial return to school to December.</p> <p>Teachers able to adapt PSHE/RHE curriculum to meet needs of children.</p> <p>Minimal issues with attending school, with behaviour or with friendships.</p> <p>Attendance rate is good – higher than previous four autumn terms at 97.53%</p>
Willow Class – Year R and Year 1	<p>All year 1 taught in one class as not in school since March and class bubbles not being able to mix during the autumn term, it was important for them to be together and not split between two classes.</p> <p>Additional teacher in class for 4 mornings a week to provide targeted teaching to groups of children and higher staff to children ratio including when teaching phonics, writing and maths.</p> <p>Additional targeted Y1 phonics support for children with lower level of phonics retention. Group of 6 children identified as needing Phase 2 consolidation ahead of cvc blending for reading and teaching of Phase 3 as there were gaps in knowledge in comparison to peers.</p> <p>Additional targeted reading support to Yr 1 children.</p>	<p>Positive learning behaviours – smaller group teaching allowed for the desirable and necessary learning behaviours to be re-taught e.g listening to others, turn taking in conversation, maintaining attention and concentration. Group work with the children that needed this most allowed for the remainder of the group to make better progress with their teaching and learning.</p> <p>Least confident learners – especially those fearful of making mistakes – improved in their willingness to ‘have-a-go’ as a result of smaller group teaching and 1:1 nurture work.</p> <p>Improved reading behaviours seen in class and comments from parents in reading journals provides more evidence especially for the less confident and more able readers.</p> <p>Phonological awareness developed in group of 6 children including ability to identify rhythm and rhyme plus syllabification.</p>



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		<p>Smaller group teaching promoted positive attitudes to writing and further development of a 'have-a-go' attitude. Some children had become over reliant on 1:1 adult support whilst learning at home and needed to re-learn our strategies for independent writing.</p> <p>Group teaching in maths allowed for the more-able and confident mathematicians to reach the expected standard as measured by the end of unit assessments with White Rose. This has put them in the best position ahead of transitioning to a split Year 1 / 2 class this Spring.</p>
<p>Year 2</p>	<p>Taught as a single year group during autumn term – 11 children. Teaching assistant hours increased so additional support in class three mornings and one full day, high adult to children ratio Provided targeted teaching and support to groups of children which included:</p> <ul style="list-style-type: none"> • Daily interventions for reading and phonics. • Increased phonics teaching for all children • Daily reading with every child to increase their confidence in both reading and phonics. • Focussed support in place value teaching to ensure the foundations for number was secure and to fill any gaps with basics that may have been missed or forgotten. 	<p>Positive learning behaviours – smaller group teaching allowed for the desirable and necessary learning behaviours to be re-taught e.g listening to others, turn taking in conversation, maintaining attention and concentration.</p> <p>Reading – increase in common exception word recognition all children progressing to more challenging books, especially those using the matched phonic phase books. Children more confident with choosing books and making the link between their phonics teaching and book choices.</p> <p>Phonics assessment in November 88% of children met the phonics threshold, this was in line with pre lockdown predictions.</p> <p>Maths - children more confident with place value when applying knowledge when learning approaches to addition and subtraction. Reduced</p>
<p>Year 3 and 4</p>	<p>Additional staff employed to release teacher and teaching assistants one afternoon a week to provide targeted teaching to groups of children and time for 1:1 meetings. Alternate weeks with drama teacher and sports teacher. An afternoon of drama activities focussed on speaking and listening and taking turns.</p>	<p>Children that were reluctant to come into school are finding it easier or have clear strategies to help support this transition. 1:1 art sessions have enabled the specific child to come into school with more ease, the art sessions provide a vehicle of support.</p>



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	<p>An afternoon of sports activities focusing on working as a team and using physical activity to promote good mental health.</p> <p>Targeted teaching and support included:</p> <p>Individualised support for those who struggled with the transition back to school including specific 1 to 1 art sessions for a child</p> <p>Year 4 group work– grammar focuses based on assessments to ensure skills are being embedded and teaching to support retention</p> <p>Year 4 group work – based on consolidating the use of the grid method and bus stop method</p> <p>Additional phonics - 1 to 1 support for a number of pupils</p> <p>Additional spelling - 1 to 1 support for a number of pupils</p> <p>Reading Precision Monitoring assessments and support for Year 3 to develop reading fluency.</p> <p>1:1 support for a one pupil on recognition of mathematical symbols</p>	<p>Phonics and spellings support – Y3 children using good methods to help them in class.</p> <p>Grammar support – improved application of grammar in their writing in class for girls, boys still need more support.</p> <p>Reading – fluency improved for majority of children so meeting Y2 expectations.</p> <p>Maths - pupils more secure in using the grid method and bus stop method in maths, using these with more confidence. Pupil’s recognition of mathematical symbols is consolidated and has been retained.</p>
<p>Year 5 and 6</p>	<p>Additional staff employed to release teacher and teaching assistants one afternoon a week to provide targeted teaching to groups of children and time for 1:1 meetings.</p> <p>Alternate weeks with drama teacher and sports teacher.</p> <p>An afternoon of drama activities focussed on speaking and listening and taking turns.</p> <p>An afternoon of sports activities focusing on working as a team and using physical activity to promote good mental health.</p> <p>Targeted teaching and support included:</p> <ul style="list-style-type: none"> • Y5 grammar/word classes & spelling recap group – focusing on Y3/4 content. • Y6 editing writing – 1 to 1 or group writing – providing extra time to proof read/edit and improve • 1 to 1 reading • Y5/6 maths consolidation group – targeted to ‘pre teach’ or consolidate in order for children to work independently in class and to 	<p>Grammar/word classes & spelling – improved knowledge seen in lessons and writing so able to teach Y5 content.</p> <p>Writing – children more independent with editing which is improving their writing. Children have improved understanding of expectations and work hard to meet these.</p> <p>Reading – teacher able to assess reading, monitor and guide book choices and discuss books with children this has increased their confidence with reading and helped them to read for pleasure.</p> <p>Maths – children able to access Y5 and Y6 curriculum when taught in lessons so they are working at expected age.</p>

BOLNEY C.E.P. SCHOOL



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Guided by God

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	boost confidence with key concepts. Opportunity to revisit key concepts e.g. place value and calculation throughout the term.	
KS2	Alternate weeks with drama teacher and sports teacher. An afternoon of drama activities focussed on speaking and listening and taking turns. An afternoon of sports activities focusing on working as a team and using physical activity to promote good mental health.	Improved confidence, stamina, focus, patience, respect for others. Listening, contextual responses and teamwork are improving. Good attitude to physical activity.