

Catch-up premium strategy statement 2021



Cherry Willingham Primary Academy

| | Data |
|------------------------------------|-----------------------------------|
| School name | Cherry Willingham Primary Academy |
| Pupils in school | 210 |
| Proportion of disadvantaged pupils | 17.2 % |
| Covid funding allocation | £17 500 |
| Publish date | 05.2021 |
| Review date | 1.9.2021 |
| Authorised by | K Evans |
| Governor Lead | A Smith |

Assessments used to identify pupils most in need of additional support:

Baseline Assessments on return to school after lock down :

- All pupils in Reception, Year1, Year 2 were assessed for phonics knowledge.
- Reading assessments (PIRA) for Y2 to Y6
- RUBRIC fluency checks Y3 to Y6
- Maths White Rose assessments Y1 to Y6

Identified impact of time out of school due to lockdown:

- **Reading.** There was a noticeably large gap in fluency with those that were encouraged to read in lockdown and those that were not. Reading resilience was generally poor.
- **Phonics.** Lack of exposure to daily phonics and QFT was swiftly implemented.
- **Writing.** Spelling across all age groups were noticeably poorer due to lack of regular practice. Poor recall of basic skills was apparent in **Grammar.** Grammar learnt was not feeding through into writing. In writing resilience was poor and lacking in quality.
- **Maths.** Basic recall of facts in arithmetic was not as strong as previously. Directly linked to that was low confidence and independence in reasoning.
- **Other subjects.** Obvious gaps in learning where whole topics that had not been taught and connections with previous knowledge needed securing.

Strategy Aims

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| 1. Ensure gaps in learning are clearly identified from baseline assessments |
| 2. Provide quality first teaching and learning to address these needs through careful planning and narrowing of the curriculum short term |
| 3. Targeted interventions will support daily teaching. Small group or one to one tuition for phonics and maths daily |
| 4. Specific interventions to support fluency in reading. Regular tutoring, one to one or small groups by a qualified teacher. |
| 5. Supporting pupils with Social and Emotional needs, including their families, with experienced professionals. |

Monitoring and Implementation

| | Implementation | Impact |
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| Teaching and assessment | QFT for all pupils , careful planning of learning concepts and knowledge following assessment | As the pupils settled into routines and structure, confidence was regained. Concepts were re visited by teachers to establish if they were secure. This was done by teacher assessment |

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| | | and for maths and English, standardised tests were taken. |
| Targeted support | Daily support for pupils following QFT in Reading, Phonics, Maths | <u>End of year</u> Rec phonics 83% Y1 phonics 81% Y2 phonics 93% |
| Interventions | Reading fluency intervention 3x week with identified pupils to build confidence and fluency | PP Children for intervention were selected following Rubric fluency assessment and a reading age was also checked. This made our baseline. The pupils then had regular tuition for 3 months in the summer term. A final score and reading age were recorded. This had a strong impact on improving fluency. See table below |
| Wider strategies | Attendance tracked closely. Behaviour plans support pupils Play therapy implemented for identified pupils | Attendance gradually rose back to 96% Regular meetings with parents occurred when children were back in school. Pupils benefited from opportunities to work with a trained therapist. Parent feedback was positive (survey 2021) |

| Year group involved in intervention | % of improvement on Rubric fluency score | Reading age improved in months (From smallest improvement to largest) | barriers |
|--|---|--|--|
| Y3 | 100% | + 3mth – +24mth | |
| Y4 | 80% | +2mth -- +19mth | One child did not improve their fluency was SEND and CIN |
| Y5 | 100% | +1mth – +14mth | |
| Y6 | 100% | +3mth -- +24mth | |

