



Moorlands Primary School

Coronavirus (COVID-19) Catch-up Premium

| Catch-up Premium | |
|--|---------|
| Total Pupils on roll – census October 2020 | 208 |
| Funding allocated | £16,640 |

How the funding will be spent:

Based on the baseline data completed in September 2020 it is evident that reading / additional phonics is a priority across the school. All children have been baselined for phonics and reading fluency. Reading is the key to the whole curriculum and impacts on pupil progress:

- Target readers in Key Stage 1 and Key Stage 2 have been identified and two LSPs over two afternoons each will target these pupils focusing on decoding, fluency, language and comprehension.
- The catch-up teacher is part funded by the catch-up premium fund. Their role will be to target groups of pupils who are below the age related standard for their year. To minimise risks in school this teacher will target two year groups at a time for a term. These pupils are baselined before the interventions and then re-assessed at the end of the term. The interventions in place are: comprehension sessions, spelling sessions, addressing gaps in writing, maths for pupils below age expectations and maths sessions for pupils who are below greater depth.

| Catch-up funding | Estimated cost |
|--|---------------------|
| 2 x LSP 2 afternoons – target reading in Key Stage 1 and Key Stage 2 | £2,500 |
| Catch-up teacher 0.8 November – July 2021 | £14,140 part funded |

Autumn term 2 interventions:

| Interventions: | Amount of pupils and frequency |
|--|--------------------------------|
| Year 6 reading fluency and comprehension | 6 pupils x 5 times a week |
| Year 6 fluency reading | 2 pupils x 3 times a week |
| Year 5 reading fluency and comprehension | 6 pupils x 3 times a week |
| Year 5 writing and spelling focus | 6 pupils x 5 times a week |
| Year 6 Spelling intervention | 3 pupils x 3 times a week |
| Year 6 greater depth maths | 7 pupils x 5 times a week |
| Year 6 maths | 6 pupils x 3 times a week |

Spring term

Through the lockdown, the school supported children through the remote learning offer. All classes offered daily live English, Reading/Phonics and Maths sessions. The catch-up teacher provided interventions and break-up room support for children in Key Stage 2. Independent sessions for the foundation subjects with video clips to support were provided for all pupils.

| Interventions: | Amount of pupils and frequency |
|--|--------------------------------|
| Year 6 maths support | 6 pupils x 5 times a week |
| Year 5 reading fluency and comprehension | 6 pupils x 3 times a week |
| Year 5 maths support | 6 pupils x 3 times a week |
| Year 3 maths support | 6 pupils x 4 times a week |

These sessions are part of the remote learning provision the school is offering during lockdown for targeted pupils.

Impact: the school could offer continued provision during this time supporting children, addressing misconceptions and closing gaps in learning. Parent questionnaires results were positive regarding the provision that Moorlands provided.

Summer term

| Interventions: | Amount of pupils and frequency |
|--|--------------------------------|
| Year 5 reading fluency and comprehension | 6 pupils x 3 times a week |
| Year 5 writing and spelling focus | 6 pupils x 5 times a week |
| Year 5 reading comprehension | 6 pupils x 5 times a week |
| Year 5 maths support | 6 pupils x 5 times a week |
| Year 5 maths support – fluency and reasoning | 6 pupils x 3 times a week |
| Year 3 1-1 maths basic skills | 6 pupils x 1 a week session |
| Year 3 English support | 6 pupils x 1 a week session |

Impact

Pupils who have had additional interventions and sessions with the class teacher have accelerated their progress over the year. School's internal assessment data, evidence from their books and assessments checks demonstrate the progress that pupils have made.

Writing:

As part of the school's processes, writing is externally moderated by a writing consultant. Pupils' content, sentence structure and writing stamina have developed. Pupils use and understanding of vocabulary and the effect it can have on the reader is evident in books and through pupils' answers in group discussions.

Reading:

Target readers have made progress moving up through the reading bands in school. The purchase of additional reading resources through the English Hub in Key Stage 1, have allowed pupils access to a

greater range of reading material. Children are now provided with a book that they can read phonetically and a book to share with an adult. In Key Stage 2 target readers have made progressed, pupils are now at the age expected or just below their reading band. Additional reading material has also been purchased to engage readers with current authors.

Maths:

Pupils have made progress with their fluency and reasoning skills. This is evident through their books and their explanation of thinking. Pupils have been provided with additional sessions to allow them to consolidate their knowledge and receive 1-1 support if required on aspects of maths that they have struggled with. This has raised pupils' confidence and belief that they can tackle reasoning questions.

Next Steps:

Due to the impact on progress and pupils' attitude to learning by having a catch-up teacher who is part of the Moorlands staff; the school has made it priority to continue with this model to target pupils who are not at age-expected. Pupils have benefited from having a teacher who is consistent person who is flexible to meet their needs and provide well-being support.