



CARRFIELD PRIMARY ACADEMY

CATCH UP PREMIUM 2021-22

Summary Information

Total number of children on roll	289
Total Catch Up Premium	£24000

Guidance

Best evidence on impact of Covid-19 on pupil attainment (EEF, 2021)

There is a growing evidence around the impact of school closures on the learning outcomes of pupils. Research shows a consistent pattern:

- Pupils have made less academic progress compared with previous year groups
- There is a large attainment gap for disadvantaged pupils, which seems to have grown

Studies from NFER, Department for Education and GL assessment show a consistent impact of the first national lockdown with pupils making around 2 months less progress than similar pupils in previous years. The studies from NFER and RS assessment both show large gaps for disadvantaged pupils, which seem to have grown since the start of the pandemic.

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While many studies show similar learning effects between English and mathematics learning, some studies – including the analysis commissioned by the DfE on autumn term outcomes do indicate some increased learning loss for mathematics. Most studies have taken place in primary schools. Where studies have examined older pupils (DfE and GL Assessment), the results are inconsistent with one study showing similar impacts and the other showing a smaller impact for pupils in secondary schools.

Studies from NFER, Department for Education and RS assessment show continued negative learning impacts in the 2021 spring term compared to previous years, and larger gaps for disadvantaged pupils. A recent study from RS Assessment showed that gaps in attainment were smaller at the end of the 2021 summer term for most primary year groups, when compared to the spring term, however gaps still existed, with younger pupils showing the largest drops in attainment. The study shows large gaps in attainment have continued to grow for disadvantaged pupils.

There is also evidence that, while disadvantaged pupils may have been harmed disproportionately by school closures, they did not receive disproportionate recovery in Autumn term 2020 (although it should be noted that this term did not represent a return to normal school for many pupils and teachers).

The research is consistent with surveys of parents and teachers on access to education during the pandemic, which indicates disparities in access to technology and levels of parental support – one potential explanation for why gaps might open up between groups of pupils. The recent evidence is also consistent with prior research, which shows differential learning loss during summer holidays and other school closures, which is summarised in the EEF rapid evidence assessment on school closures.

International evidence from Belgium, Holland and the USA is consistent in showing overall progress gaps and attainment gaps for disadvantaged pupils. A systematic review by Hammerstein et al. (2021) presents evidence from eleven international studies. Most studies found negative effects of school closures on student achievement, particularly for younger pupils and disadvantaged pupils.

Identified impact of the lockdown

- Loss of 5 months teaching time has resulted in children having huge disruption to their learning routines and habits of learning.
- Children have not read as often and have not been heard reading, therefore have not received as much support and guidance with reading and comprehension skills.
- Children have missed opportunities to practice basic skills, recall facts and become more fluent in core subjects.
- Younger children have missed specific content in phonics, including those children in Year 2 who were due to retake the Phonics Check.
- In writing, children have lost essential practise in writing skills, as well as knowledge in spelling, punctuation and grammar.
- For the majority of the children, they have lost the opportunities presented by extra-curricular activities and personal development programmes.
- Substantial changes in the school day including staggered start and finish times; staggered breaktimes and lunchtimes; use of 'bubble' system for pupils has presented a significant challenge for children as they adjust to returning to school.
- Re-integration strategies (Astrea – Ready to Learn documentation) and addressing essential gaps in learning between June and September 2021 has highlighted gaps in key skills particularly in mathematics.

Planned Expenditure

Success Criteria 2021/22

- Key performance milestones (SDP 21-22) are met.
- Children who are below ARE identified for intervention and improvements made termly.
- Bottom 20% of children in all subjects identified and progress seen.
- Interventions have an impact on standards in all subjects and
- Outcomes show improvement term on term and PPM meetings show data reflective of the same.

Teaching & Whole-School Strategies

Catch up funding and additional school funds have been used to implement the following strategies:

- Supply teacher (0.8) employed by school
 - Reduce sizes of Y5 and Y6 classes for morning core subject lessons, adult to child ratio of 1:12
 - Release VP half a day p/w to focus on assessment, pupil progress and impact of interventions.
 - Flexibility in release timetables means all teachers in each phase have PPA time together.
 - Flexibility to allow VP to coach/team teach across school, particular focus on lower Key Stage 2.
- "Sounds and Syllables" spelling scheme bought, including INSET day training for December.

Other strategies implemented include:

- Continued adjustments – with, as needed, appropriate support from VP and SLT – made to Maths and Literacy curriculum to ensure basic skills gaps are identified and addressed.
- Implementation of PKC curriculum – Art, Geography, History and Science
- Implementation of Read Write Inc programme in FS/Key Stage 1 with identified children from Key Stage 2 also involved on a daily basis.
- Extension of the school day from September 2021 – an extra 1.5 hours of learning time p/w.
- PSHE/RSE/Safeguarding curriculum reviewed and changes made to reflect changing needs of school.

Projected Catch Up Premium spend: £18000

Targeted Approaches

Catch up funding and additional school funds have been used to implement the following strategies:

- Supply teacher (0.8) employed by school
 - Release VP two half days p/w to deliver targeted Y5/6 interventions for basic skills.

Other strategies implemented include:

- SLT working with each phase to identify targeted interventions – based on data analysis of children – and controlling deployment of TAs in afternoons to ensure efficiency and impact.
- HLTA delivering Forest School – started in FS and now moving into Key Stage 1.
- Sensory Room established and now timetabled so targeted children can access this provision weekly.
- Thrive practitioner working across school to enhance nurture and SMSC provision for targeted children, particular PP, in order to develop key skills such as resilience and confidence.
- Astrea counselling in place for children suffering with their mental health.

Projected Catch Up Premium spend: £6000

Wider Strategies

Strategies implemented include:

- Business case submitted to Astrea to enhance iPads/technology.

Projected Catch Up Premium spend: £0

Total projected Catch Up Premium spend: £24000

Evaluation & Impact

Key stage 2 outcomes were broadly in line with those nationally

Headlines:

Subject	School %	National %
Reading	73	74
Writing	71	69
Maths	70	71
Combined	57	59

These are the first key stage 2 attainment statistics since 2019, after assessments were cancelled in 2020 and 2021 due to the pandemic

These statistics cover the attainment of year 6 pupils who took assessments in summer 2022. These pupils experienced disruption to their learning during the pandemic, particularly at the end of year 4 and in year 5.

Attainment in all of reading, writing and maths has decreased compared to 2019

59% of pupils met the expected standard in all of reading, writing and maths, down from 65% in 2019.

In individual subjects, attainment increased slightly in reading and fell in all other subjects compared to 2019

74% of pupils met the expected standard in reading, up from 73% in 2019.

71% of pupils met the expected standard in maths, down from 79% in 2019.

69% of pupils met the expected standard in writing, down from 78% in 2019.