

COVID-19 CATCH-UP STRATEGY STATEMENT



Highbury Primary School

‘Valued as Individuals, Inspired and
Nurtured as Learners’

Respect, Resilience, Confidence, Kindness,
Inclusive, Aspiration

SCHOOL OVERVIEW

Metric	Data
School name	Highbury primary school
Pupils in school	407
Proportion of disadvantaged pupils	33%
Catch-up premium funding	£32,480
Publish date	October 2020
Review date	July 2020
Statement authorised by	Chair of Governors
Catch-up premium lead	Mr Ashley Howard
Governor lead	Mrs Pauline Jeffs

TEACHER ASSESSMENT AT MARCH 2020 and October 2020

Measure (based on March 2020)						
	March 2020	Oct 2020	March 2020	Oct 2020	March 2020	Oct 2020
	Reading	Reading	Writing	Writing	Maths	Maths
Current Y2						
Working at ARE	54% (32)	58% (35)	54% (32)	53% (32)	84% (50)	70% (42)
Working at GDS	18% (11)	0%	14% (8)	0%	8% (5)	0%
ARE +	72% (43)	58% (35)	68% (40)	53% (32)	92% (55)	70% (42)
Current Year 3						
Working at ARE	69% (39)	60%(34)	55% (31)	53% (30)	72% (41)	70% (37)
Working at GDS	7% (4)	10% (6)	4% (2)	0%	2% (1)	5% (3)
ARE +	76% (43)	70% (40)	59% (33)	53% (30)	74% (42)	75% (40)
Current Year 4						
Working at ARE	42% (23)	32% (18)	49% (27)	36% (20)	46% (25)	51%(29)
Working at GDS	28% (15)	18% (10)	20% (11)	9% (5)	33% (18)	20%(11)
ARE +	70% (38)	50% (28)	69% (38)	45%(25)	79% (43)	71%(40)
Current Year 5						
Working at ARE	49% (27)	48% (27)	45% (24)	42%(24)		42%(24)
Working at GDS	30% (16)	24% (14)	19% (10)	19%(11)		19%(11)
ARE +	79% (43)	72% (41)	64% (34)	61%(35)		61%(35)
Current Year 6						
Working at ARE	59% (30)	57%(31)	49% (25)	64%(35)	59% (30)	60%33)
Working at GDS	18% (12)	25%(14)	16% (8)	7% (4)	16% (8)	9%(5)
ARE +	77% (42)	82%(45)	65% (33)	71%(39)	75% (38)	69%(38)

OVERVIEW OF DISADVANTAGED AND VULNERABLE PUPIL CATCH-UP NEEDS

Measure	Comment
Reading	<ul style="list-style-type: none"> To improve the children's oral language skills/speaking and listening in EYFS. To improve the children's segmenting and blending so that they can apply phonic knowledge and skill as the prime approach to reading. (KS1-working through phase 3, 4 and 5). To improve the children's growing knowledge and understanding of a range of vocabulary so that they can understand the meaning of the texts they read (inference) in KS2.
Writing	<ul style="list-style-type: none"> To develop the children's gross and fine motor skills in EYFS through targeted physical intervention. To improve the children's basic sentence level work and structure in KS1. To improve the children's use of appropriate vocabulary in KS2. Develop the children's editing skills so that they can reread their work and check that it makes sense.
Maths	<ul style="list-style-type: none"> To improve the children's reasoning and problem solving skills To develop fluency in maths (speed and rapid recall of key number facts).
Whole school: behaviour for learning and vocabulary	<ul style="list-style-type: none"> To develop a resilience and stamina to reading, writing and maths. To embed the key terminology used across all subjects. For example figurative language, prepositions, inverse.

SCHOOL'S CATCH-UP PRIORITIES

Priority	Target	Target date
1.1 To improve the children's oral language skills/speaking and listening in EYFS.	<p>Reception aged children improve their oral language skills -articulation of ideas and spoken expression.</p> <p>Children interact more confidently with adults and their peers.</p>	July 2021
1.2 To improve the children's segmenting and blending so that they can apply phonic	Children receiving phonic intervention pass the phonics screening check in year 1 and year 2. Those who do not pass in	Assessment window of phonics

knowledge and skill as the prime approach to reading. (KS1-working through phase 3, 4 and 5).	December, pass in the next assessment window. Phonics screening checks	screening check.
1.3 To improve the children's growing knowledge and understanding of a range of vocabulary so that they can understand the meaning of the texts they read (inference) in KS2.	Children apply prior knowledge to their reading and use title cues to predict. They can identify key words and elaborate on them to enhance meaning, and develop vocabulary. The children generate their own questions and answer them. The children generate inferences and integrate meaning as they read to build a gist Children are able to summarise a short text extract using visualisation, quick pictures, and a 10 word or less headline. They will be able to retell an extract to emphasise the gist.	July 2021 July 2021
2.1 To develop the children's gross and fine motor skills in EYFS through targeted physical intervention.	Children develop the control they have on their movements of the whole body, or limbs (arms or legs). They have good posture and balance. Children are able to use smaller movements of their hands and fingers such as make patterns using pegboards, chopping and peeling in cooking activities. sieving, pouring, picking up toys using tools in structured sand and water play etc.	July 2021 July 2021
2.2 To improve the children's basic sentence level work and structure in KS1.	Children are able to consistently write sentences which are grammatically accurate, accurately punctuated and can be clearly read. Ideas are extended beyond a simple sentence.	July 2021
2.3 To improve the children's use of appropriate vocabulary in KS2. Develop the children's editing skills so that they can reread their work and check that it makes sense.	Children can confidently self-edit their writing, improving as they go.	July 2021
3.1 To improve the children's reasoning and problem solving skills	Children are able to find ways to apply knowledge and skills they have learned to answer unfamiliar types of problems.	July 2021
3.2 To develop fluency in maths (speed and	Children are able to apply the same skill to multiple contexts, and are able to choose	July 2021

rapid recall of key number facts).	the most appropriate method for a particular task.	
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CATCH-UP PLAN

Priority	Activity	Projected Spend
Priority 1.1	<p>Assessment Talk boosts. Basic language communication.</p> <p>Targeted reading aloud and book discussion with young children explicitly extending pupils' spoken vocabulary.</p> <p>Sign up to the Nuffield Early Language Interventions (NELI) – 20 week intervention designed to improve oral language skills. (Individual and small group scripted language teaching sessions delivered by trained school staff x 4 reception staff).</p>	£2054
Priority 1.2	<p>Additional targeted phonic interventions for small groups of pupils 3 times a week. One adult per class in Year 1 and in Year 2.</p> <p>(Year 1 – JC and JS) and Year 2 (ST and KC). Targeted children based on phonic assessment.</p>	<p>£2979</p> <p>£2054</p>
Priority 1.3	<p>Additional reading in Year 4 (both classes) delivered by NR. Identified groups/individuals receive targeted reading x 2 a week. (Mon am and Fri am).</p> <p>Year 4 (Parks) will receive daily 1:1 reading (8:30-9:30) for targeted individuals (NR). This will be reviewed every 3 weeks to measure impact.</p> <p>Year 4 (Hawking). Additional x2 a week guided reading for 4 targeted pupils (delivered by SB on Mon and Wed pm).</p> <p>Access to 5000 digital books including upgrade implementation training for staff which consists of 2 x 1 hour online remote sessions.</p> <p>This package includes;</p> <ul style="list-style-type: none"> • 5000 digital books, non-fiction & fiction for <u>every child to use at school</u>. • Two training sessions for setup • Full access to reports and projects • Links to STAR & Accelerated Reader for those pupils already registered for assessment and quizzing • Monitor home school reading • Access to quality reading content from school and at home for <u>all children</u>. 	<p>£1888</p> <p>£3776</p> <p>£2000 each year.</p>

<p>Priority 2.1</p>	<p>Additional targeted fine motor interventions for small groups of pupils once a week. One adult per class for Year EYFS (JR and CB). This will be in addition to whole year group timetabled gross and fine motor activities x 2 a week for all children.</p> <p>More tummy time in Nursery.</p> <ul style="list-style-type: none"> -Activities such as dance, football, use of small apparatus, cycling, gripping climbing frames and building with large-scale construction kits all develop gross motor control. Fine motor control is best developed through activities which involve small-scale movements as suggested below. -Use finger rhymes, counting fingers, playing with words and sounds -Using small construction toys. -Develop the pincer movement by showing the children how to use tweezers to pick up and sort sequins, small beads, etc., sprinkle coloured sand, glitter, salt, etc. on pictures. -Encourage the children to strengthen their fingers by using clay, play dough, plasticine, etc., for modelling. -Encourage dexterity by asking the children to cut out large letter shapes or patterns. Give the children thick paintbrushes and water to paint patterns on walls, fences, etc. 	<p>£2054</p>
<p>Priority 2.2/2.3</p>	<p>Writing conferencing targeting Year 3 (Obama). Additional once a week individual writing conferencing for 6 targeted pupils (delivered 1:1 by LC).</p> <p>Targeted writing support once a week in Year 3 (Steadman) NR including addressing misconceptions quickly in in-class small group intervention – once a week</p> <p>To include: Targeted groups write their success criteria for writing which provides them with clear expectations.</p> <p>Paired assessment and self-assessment used to help targeted groups understand their progress in learning, and identifying next steps.</p> <p>Targeted groups are supported so that they learn how to give effective feedback to each other.</p> <p>Time built into writing activities for giving oral and written feedback and for those children to reflect and act on feedback.</p> <p>Feedback to these targeted groups focusses on success and improvement.</p> <p>Targeted group shared marking allows for discussion and analysis in a secure environment.</p>	<p>£1242</p> <p>£944</p>

Priority 3.1/3.2	<p>Additional well planned and learning focussed after-school catch up Year 5 Maths groups. (3:15pm-3:45pm delivered by NR 2 x 6 children).</p> <p>2 introductory sessions wk beginning 16.11.20 (Mon – Peake and Thurs – Cambridge).</p> <p>Wk bg 23.11.20 – Mon and Wed-Peake and Tues and Thurs-Cambridge.</p> <p>Targeted Maths support (Year 3 Steadman)NR including addressing misconceptions quickly in in-class small group intervention – once a week</p> <p>Feedback to these targeted groups focusses on success and improvement.</p>	<p>£1888</p> <p>£944</p>
Total spend		£21,823

MANAGING RISK

Priority	Challenge	Mitigating action
1.1	Ensuring enough capacity for all staff in year R to be trained in delivering the NELI.	Staff to receive training materials. Staff to work in class pairs to receive training.
1.2 and 2.1 and 2.2/2.3	Staffing to deliver phonic intervention/ fine and gross motor interventions/writing conferencing	Staff to work within their class groups to deliver intervention and not across classes in year groups.
1.2	Phonic subject knowledge in Year 2	Attenborough – KC (intervention specialist) and in Earhart - ST (class teacher).
1.3	One member of staff working across multiple class groups	<p>In reading, ensure this member of staff works alongside the children and not face on.</p> <p>Where possible deliver reading support in a 2m safe space area within the classroom.</p> <p>If absent, the class teacher or teaching assistant will target a smaller group of children in reading to focus on.</p> <p>Reduce the total number of classes a single adult supports.</p>

		In writing support in Steadman – to use the tables in the corner of the classroom area to maintain social distancing from the rest of the class.
3.1/3.2	After school provision catch up (3:15-3:45) – extended day.	<p>In year 5, staff member;</p> <ul style="list-style-type: none"> • works with a small group (6). • works within 2 metre designated area. • In staff member's absence, the class will be taken by the child's class teacher. • teaches the groups on alternate days.

REVIEW: END OF YEAR REVIEW OF IMPACT

Aim	Outcome