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**PUPIL COVID-19 CATCH-UP STRATEGY STATEMENT**

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| **Arundel Court Primary Academy**Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.Schools’ allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years Year R to Year 11.As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools’ baselines in calculating future years’ funding allocations. |  |

**SCHOOL OVERVIEW**

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| **Metric** | **Data** |
|  School name | Arundel Court Primary Academy |
| Pupils in school | 543 (600 with nursery) |
| Proportion of disadvantaged pupils | 60% (303 pupils) |
| Proportion of vulnerable pupils | 19% (115 pupils) |
| Catch-up premium funding | £42,800 |
| Publish date | Nov 27th 2020 |
| Review date | April 2021 |
| Statement authorised by | Karen Stocks |
| Catch-up premium lead | Kirsty Dixon & Anitha Venugopal |
| Governor lead | Mother Charlotte Hetherington  |

**TEACHER ASSESSMENT AT MARCH 2020**

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| **Measure (based on March 2020)** | **Reading** | **Writing** | **Maths** |
| **Current Y2** |
| Working at ARE predicted for end of year | 68% | 55% | 61% |
| Working at GDS predicted for end of year | 4% | 4% | 6% |
| **Current Year 3** |
| Meeting expected standard at KS1 predicted for end of year | 66% | 49% | 63% |
| Achieving high standard at KS1 predicted for end of year | 16% | 8% | 11% |
| **Current Year 4** |
| Working at ARE predicted for end of year | 70% | 65% | 69% |
| Working at GDS predicted for end of year | 12% | 5% | 13% |
| **Current Year 5** |
| Working at ARE predicted for end of year | 58% | 60% | 66% |
| Working at GDS predicted for end of year | 10% | 1% | 10% |
| **Current Year 6** |  |  |  |
| Working at ARE predicted for end of year | 66% | 55% | 55% |
| Working at GDS predicted for end of year | 12% | 1% | 7% |

**OVERVIEW OF DISADVANTAGED AND VULNERABLE PUPIL CATCH-UP NEEDS (All pupils)**

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| **Measure** | **Comment** |
| **Social and emotional wellbeing** | Children are displaying higher levels of anxiety and some children are struggling to settle or follow the new routines. |
| **Phonics and Reading** | KS1 and Years 3 and 4 phonics. Year 1 and 2 – Blending to read with fluency. For free readers, the skills of inference and deduction which have not been put into practice for the period of lock down. |
| **Writing** | Due to the lack of writing the pupils did over lockdown, handwriting will need to be a focus for catch-up alongside the stamina the children are displaying since returning. Gaps in spellings are also being identified. |
| **Maths** | Ongoing maths assessment is showing that the gaps children have are topic related and varied and therefore staff are having to adapted lessons on the spot. Staff are having to plan pre and post teaching sessions to narrow the gap.  |

**SCHOOL’S CATCH-UP PRIORITIES**

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| **Priority** | **Target** | **Target date**  | **Autumn Evaluation** | **Spring Evaluation** | **Summer Evaluation** |
| **Priority 1**Social and emotional wellbeing | To use pastoral, inclusion and behaviour support teams to support children’s return to school and settle into their new routines. | Ongoing all year | All children returned to school and settled.**Regular** Inclusion team support overall for Pupils = 101 This also includes support to help parents & pupil relationships / anxieties. Those attending regular interventions in order to support Emotional Needs: EG:ELSA / Lego Therapy / Nurture / 1:1 Social & Emotional sessions: = 38 pupils | Two first year trainee social workers have joined the pastoral team to provide additional support to the most vulnerable children and families.Playground behaviour is exceptional as pupils remain in individual class bubbles. Small class bubbles (8-10 pupils) during lockdown enabled more individual pupil support. Again pupils attitudes were positive and engagement in school was high.  | * *Tailored sessions to meet the needs of our most challenging children has helped some of our vulnerable children settle back into larger classes after lockdown. An example of this is a personalised programme, led by a member of the inclusion team to support 7 challenging year 5 pupils.*
* *The team has worked tirelessly to develop professional partnerships e.g. with MHST, YOT, PCSO, CAMHS. Social care (MASH), police etc to support some of Year 5 boys with their social and emotional wellbeing.*
* *Breakfast club has been allocated on a needs led basis this year. This has helped the children settle back into class ready for learning.*
* *The Inclusion team have provided interventions to allow children to express emotions and feelings. This has been extended to parents too. This work has impacted on the wellbeing of the pupils and parents.*
* *Fulltime ELSA support worker offered a consistent approach to targeted pupils. Over the year she has worked with 35 pupils of which 19 have moved on successfully, with no further intervention required. Two pupils have moved on due to other interventions (nurture provision and daily SALT)*
* *Nurture provision – 24 pupils have accessed this provision (autumn & summer term). All staff and parents have described the positive impact on their child’s behaviour and attitudes to learning at home and at school.*
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| **Priority 2**Phonics and reading | Year R – 3 are small group interventions for phonics and fine motor skills.Year 1, 2 and 3 phonics catch up interventions provided by in-house phonics specialist.Teachers and TAs to receive phonics training provided by in-house phonics specialist.Year 3 – 6 1-1 or group tutoring/bounce back intervention/booster groups.Employ fourth teacher to provide catch-up curriculum in Year 6.  | Year 1 – May 2020Year 2 – Oct 2020Ongoing all year | [Phonics Autumn Overview report](Phonics%20report/Phonics%20and%20Reading%20review%20December%202020.docx)[Phonics Autumn screening report](Phonics%20report/DECEMBER%20SCREENING%20and%20new%20phonics%20and%20intervention%20groups.docx)Due to lockdown 3 we were unable to appoint fourth Year 6 teacher to provide the catch up programme. | [Phonics Autumn 1 and 2 summary](Phonics%20report/Catch%20up%20evaluations%20Autumn%20term%201%20and%202.docx)Small group phonics interventions continued remotely and in school throughout lockdown 3 ([please see report](file:///R%3A%5CCATCH%20UP%20PLAN%5CTutoring%20and%20Booster%20Groups%5CRemote%20learning%20evaluation%20Spring%20Term%20HS%20Report.docx)). | * *Intervention plans, CPD and monitoring continued throughout the summer term.*
* *Year 4 and Year 3 – Support with spelling and reading with the bottom 20% - Assessment of these children suggest they are now on track and are now making at least expected progress.*
* *Year 2 and 1 have received targeted support for children. Year 2 76% of the cohort are working at the expected standard. In year 2, 76% achieved the standard for PST (Prediction 63% based on Year 1 assessment and Year 2 autumn data)*
* Current phonics picture in Year 1 – Their new year 2 teachers will be doing the PST with them at the end of term.
* *A recent reading review reported that ‘Reading is not restricted to phonics lessons and guided reading activities. It is threaded through all aspects of the curriculum. For example, on return from lockdown books were used to help nurture pupils’ mental well-being. There is now a renewed focus on reading for pleasure.’*
* Monitoring and evaluation of all phonics provision across the school completed and plans for September are in place.
* Transition support offered for targeted children and CPD for all new staff.
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| **Priority 3**Handwriting, writing stamina and spelling. | Year R – 2 fine motor skills interventions.Year 3 – 6 1-1 or group tutoring/bounce back intervention/booster groups.Year 6 Pompey Pirates – all children to achieve ARE in writing by the end of the year.  | Ongoing all year | Pompey Pirates children have written and published a book.[Pompey Pirate report](Pompey%20Pirates/Impact%20Anaylsis%20-%20Pompey%20Pirates.docx) | Children have continued Pompey Pirates virtually.Children have written speeches and broad cast them on the radio.  | * FMS interventions put into and
* Year 3 – 6 bounce back intervention and Pompey Pirates continued through the summer term, has been successful in changing children’s attitudes towards writing, and has continued to build their stamina.

(See email from PP and outcomes e.g. book and film made) |
| **Priority 4**Maths | Maths team to work with the Maths HUB.Immediate and rapid intervention (Bounce Back Intervention) carried out by teacher or HLTA. | Ongoing all year | Training attended.3-year strategic plan in place. | PDM planned for all staff.CPD planned for identified year groups.Access to NTP and awaiting quote for 45 pupils (15 in Y4, Y5 & Y6) to start Third Space Learning (TSL), a maths tuition virtual bespoke package.  | * Established small group maths interventions for disadvantaged pupils falling behind. Assessment against the ready to progress statements have shown that children have made at least expected progress.
* Bespoke Year R maths hub mastery CPD and support has been successful. 70% of children working at ARE.
* INSET day delivered by Maths Solent hub alongside maths leads– staff looked at RTP statements. They evaluated current progress and objective taught. Based on the outcomes staff completed long term overview for September 2021.2022.
* Maths Solent hub – worked with Year 1 and 2 staff to provide bespoke mastery training. (LT and MT for autumn term completed)
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**CATCH-UP PLAN**

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| **Priority** | **Activity** | Projected Spend | Actual Spend |
| **Priority 1** | Pastoral, behaviour and inclusion support team. | £0 | £0 |
| **Priority 2** | Specialist phonics and reading teacher.Tutoring and booster groups.Summer Term funding £6000 to be used for tutoring groups of children & to fund maths (TSL) as identified through the National Tutoring Programme (NTP) website  | £24,080£6000 | £24,080 |
| **Priority 3** | Pompey Pirates. | £4,500 | £4,500 |
| **Priority 4** | Immediate and rapid intervention (Bounce Back Intervention) carried out by teacher or cover team.Employ fourth teacher (0.6) to provide catch-up curriculum in Year 5 (this didn’t happen due to Lockdown) | £10,000£8,000 | £24,500 due to Lockdown 3 was used to buy laptops to support the catch up and blended learning. |
| **Total spend £42,800** | £52,580 | £53,080 |

**MANAGING RISK**

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| **Priority** | **Challenge** | **Mitigating action** |
| **Priority 1, 2, 3, 4** | Staffing attendance – the consistency of the catch-up plan is affected by number of staff and children isolating. | Utilizing cover staff and senior staff where possible |
| **Priority 2, 3, 4** | Not enough staff to complete after school tutoring or booster groups. | Possible contact with retired staff, use of SCITT students. |
| **Priority 1, 2, 3, 4** | Families lacking in digital technology to support catch up plan when in lockdown or isolation. | See Digital Strategy and policy for handing out school laptops on lone bases. |

**REVIEW: END OF YEAR REVIEW OF IMPACT**

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| **Aim** | **Outcome** |
| High quality support and challenge for most vulnerable pupils (approx. 76-80 pupils identified on register e.g. SW, CIN, EHCP, LAC, CP etc.)All children feel happy, safe and progressing well in all aspects of school life.  | Attendance of pupils is close to national average of 95%No exclusions  |
| All pupils making at least good progress in all core subject areas | * Phonics screening test outcomes closer to national average in year 1 & year 2
* End of KS outcomes are close to FFT predictions in reading, writing and maths.

Due to lockdown we can’t evaluate outcomes against these statements.  |