



Context:

At Birklands Primary School a large proportion of pupils at least 50% do not have access to an adequate device for learning remotely on-line. Therefore, during the national lockdown the leadership team took the decision to create 'Learning packs' for their pupils at the request of parents, delivered weekly.

The percentage of pupils who accessed the learning, either online via the school web-site or a paper-based pack decreased as the lockdown progressed, to a worrying point for the school leadership team. Therefore decisive action was taken that meant the school would access its reserves to enable quality catch-up to happen, beyond that that the £17, 560 would be able to provide

On re-opening to all pupils in September 2020 it was clear from baseline data that those year groups who had not had some form of teaching since March 2020 had been significantly impacted. For those pupils who had attended during the summer 2 term there was a noticeable difference in focus, retention of prior learning, resilience and stamina for learning compared to those who had not attended.

Year Group	Cohort concerns prior to COVID ie high % vulnerable/ Send etc	Catch up plans (including £)	Intended impact
Reception	Twenty-Three pupils new to the cohort Did not complete phonics programme or attend nursery since March 2020	Small classes and TA at least twice a week across the classes Additional daily phonic session (Cost: M1 teacher- £34.5K)	Accelerate attainment in key areas, such as phonics, reading writing and number
Year 1	Did not complete phonics programme	Additional daily phonic session Phonics after-school club (x2)	Accelerate attainment in key areas, such as phonics, reading writing and number

	Percentage at expected for March data point below that of other years	Interventions to focus on phonics, reading fluency and recall of number facts delivered by additional (Cost: additional support from TA, including two after-school phonic sessions- £10k)	Percentage that pass the phonic screening is in-line with national
Year 2	Did not complete phonics programme Attainment from end of F2 has dipped 39% PPG HAP at end of F2 not on track for R & Wr Emerging group of boys not making progress Emerging attendance issues with 14% of the cohort	Additional daily phonic session Phonics after-school club (x2) Interventions to focus on phonics, reading fluency and recall of number facts (Cost: part-time teacher working in Y2 three days a week , along-side the class teacher £20K)	Words per minute in in-line with year group expectations Accelerated progress and attainment ARE in-line with national by the end of KS1 Percentage phonic screening those that pass to be in-line with national for end of Y2
Year 3	AtL and self-esteem an issue, especially amongst the boys Two high funded chn- one with a physical disability Phonics re-sit chn did not complete their programme 34% PPG No HAP for writing Seven pupils new to the cohort- one SEND & LAC Attainment from end of F2 has dipped	Split into two small classes ELSA sessions (small group or 1:1) Interventions focus on phonics/ spelling, reading fluency and number facts recall with identified chn (Cost: M1 teacher- £34.5K, ELSA refresher training £500)	Improve self-belief and resilience, especially in the boys Words per minute in in-line with year group expectations Accelerate progress in R, Wr & M Attain at least 4 HAP writers Gap between PPG & non-PPG does not widen
Year 4	Attainment dropped significantly since the end of KS1, some of which can be accounted for those new to Birklands, being assessed at previous setting as ARE.	Full-time TA support, each morning and three afternoons for focused interventions ELSA sessions (small group or 1:1) Interventions focus on phonics/ spelling, reading fluency and number facts recall with identified chn	Appropriate emotional support given to identified pupils has a positive impact Words per minute in in-line with year group expectations

	<p>34% PPG. Two HAP chn not making the expected progress. Attachment and well-being support needed for several families due to emerging family circumstances</p>	<p>Use Lexia for reading intervention (Cost: ELSA refresher training £500, Lexia subscription £1,333)</p>	<p>Attainment is between FFT50 & FFT20. Accelerate progress for those previously not on-track</p>
Year 5	<p>AtL dipped significantly since the start of 2020, especially amongst the boys. Attainment from end of KS1 to March 20 has dipped across R, Wr & M. Three HAPs not on track. Gap between PPG & Non-PPG widening in maths 31% PPG. On-going attendance issues with 18% of the boys</p>	<p>Split into two small classes Positive role model sessions delivered by Sports4kids Use Lexia for reading intervention Focused interventions for spelling and number fact recall Six children to receive focused tutoring during the Spring and Summer term 2021 (Cost: £400) (Cost: M1 teacher- £34.5K, Lexia subscription £1,333)</p>	<p>Improved resilience and engagement in learning from the boys Words per minute in in-line with year group expectations Attainment is between FFT50 & FFT20. Accelerate progress for those previously not on-track</p>
Year 6	<p>Combines was only 56% 22% SEND, 37% are PPG, 1 HAP boy not making expected progress</p>	<p>Full-time TA support Booster sessions delivered by the class teacher Part-time experience teacher to work along-side Y6 teacher from January 2021 (Cost: Additional teacher part-time to support boosting £15k) Twelve children to receive tutoring, as part of the NTP (Cost: £800)</p>	<p>Improved resilience and perseverance to focused tasks Accelerated progress and attainment, especially for those previously not on-track Outcomes for end of KS2 are in-line with national outcomes</p>