

## Butler's Hill Infant and Nursery School - Catch up programme 2020 - 2021

The following targets were in respect of the first National Lockdown March 2020 when the children returned in September 2021, based on those children who were age related by Spring 2020. However, a further lockdown occurred on the 4<sup>th</sup> of January 2021, resulting in a further 8 weeks absent from formal classroom teaching. Home Learning was in place at this time. But ultimately had a significant impact on the progress able to be made. Therefore included in this analysis is the % of children finishing the year half a term behind. These children would have also potentially made ARE at the end of the year.

### Actions / Monitoring taken from School Improvement Plan for 20-21

- ✓ All staff collect and collate baseline data for the children in their classes – Autumn 2020
- ✓ All teachers complete gaps analysis for their pupils and use to amend and advise planning/teaching/targets/intervention groups – Autumn 2020
- ✓ All teachers identify weekly interventions for individuals/specific groups of pupils - Commenced Autumn term but was then suspended for a further 8 weeks.
- ✓ Additional TA supports TA while Teacher works with group or individuals on identified targets – See termly target grids
- ✓ Data collected and monitored to track progress – Termly with new targets set
- ✓ Progress of children evaluated against starting points. Impact of catch up evaluated – information used to inform next steps
- ✓ Compare % who were working at ARE before lockdown/now – who is still on catch up? What can we do to further close any gap?
- ✓ Compare data against National 2019 and School 2019 – KSI

	Reading	Writing	Maths
School 2019	80%	61%	79%
National 2019	75%	69%	76%
School 2021 (No National Data)	63%	49%	65%

With an additional lockdown of 8 weeks and the children not returning to the classroom until the 8<sup>th</sup> of March 2021, there was still an increase in data by the end of the Summer term.

### Year 1 Summer 2 Data:

Reading: ARE: 55%    PP: 45%    Non-PP: 63% (-18%)    Increase of 12% ARE from Spring  
 Writing: ARE: 43%    PP: 38%    Non-PP: 47% (-9%)    Increase of 2% ARE from Spring  
 Maths: ARE: 43%    PP: 55%    Non-PP: 59% (-4%)    Increase of 6% ARE from Spring

### Year 2 Summer 2 Data:

Reading: ARE: 63%    PP: 52%    Non-PP: 70% (-18%)    increase of 16% from Spring ARE  
 Writing: ARE: 49%    PP: 33%    Non-PP: 59% (-26%)    increase of 16% from Spring ARE  
 Maths: ARE: 65%    PP: 60%    Non-PP: 68% (-8%)    increase of 13% from Spring ARE

Catch up funding was used to cover each class for half a day per week, initially by a teacher and then subsequently by a TA. It was decided the best option for our children was to be supported by the person that knows them the best and it was decided we would not go down The National Tutoring Programme. It should be noted that there have been staff shortages due to teacher / TA self-isolating which has resulted in some disturbance to all children as well as the Catch-up programme..

#### Analysis:

Children selected on the criteria that they were deemed as **ARE at the end of Spring 2, 2020 in F2** A further lockdown of 8 weeks then followed in Spring 2021.

NB: children achieving ARE in Spring term does not always follow that they will be ARE at the end of F2 in the Summer 2.

#### Reading:

17 /25 68% reached ARE

8% finished half a term behind (Green), therefore potentially could have reached ARE were there no second lockdown.

#### Writing:

10/28 36% making ARE:

11/28 39% finished half a term behind, therefore potentially could have reached ARE were there no second lockdown.

#### Maths:

10/16 63% making ARE:

5/16 31% finished half a term behind, therefore potentially could have reached ARE were there no second lockdown.

Of the 31 children identified for some form of catch up 16 (52%) were PP - (PP intervention continued as normal for identified below ARE pupils)

Attendance: 61% of the catch up children receiving support in one or more areas had attendance of 95%+

77% of targeted children passed their Phonic Screening Test whilst in year 1

## Catch up Analysis: Year 2

Children selected on the criteria that they were deemed as ARE at the end of Spring 2, 2020 in year 1.

Reading: Reading intervention was a fluent approach throughout the year undertaken by MH

10/14 71% of targeted children made ARE at the end of Y2

Writing:

8/21 38% of targeted children made ARE:

14% finished half a term behind, therefore potentially could have reached ARE were there no second lockdown

Maths:

12/17 71% of targeted children made ARE:

18% finished half a term behind, therefore potentially could have reached ARE were there no second lockdown

Those children finishing half a term behind may have made ARE had the second lockdown not occurred, which cost a further 8 weeks of their learning.

Of the 24 children identified for some form of catch up 11 were PP - 46% (PP intervention continued as normal for identified below ARE pupils)

Attendance: 71% of the catch up children receiving support in one or more areas had attendance of 95%+

Phonic Screening Test carried out Autumn Term 2020 as this was missed in year 1 - 72% of the year group passed

