

COVID-19 CATCH-UP STRATEGY STATEMENT

Langstone Junior Academy

7th June 2021

SCHOOL OVERVIEW

Metric	Data
School name	Langstone Junior Academy
Pupils in school	356
Proportion of disadvantaged pupils	36%
Proportion of vulnerable pupils	
Catch-up premium funding	£28,400
Publish date	22/09/20
Review date	July 21
Statement authorised by	Jane Bush
Catch-up premium lead	Johan Wessels
Governor lead	Daphne Wright

TEACHER ASSESSMENT AT MARCH 2020

Measure (based on March 2020)	Reading	Writing	Maths
Current Year 3			
Meeting expected standard at KS1	82%	73%	76%
Achieving high standard at KS1	26%	12%	15%
Current Year 4			
Working at ARE	73%	71%	77%
Working at GDS	24%	14%	22%
Current Year 5			
Working at ARE	81%	66%	72%
Working at GDS	26%	14%	16%
Current Year 6			
Working at ARE	79%	78%	79%
Working at GDS	23%	22%	23%

SCHOOL'S CATCH-UP PRIORITIES

Priority	Target	Target date
Emotional well-being and behaviour	Settle and embed learning behaviours in all children	June 21
Secure core basic skills	Children improve fluency in Maths	June 21
Secure core basic skills	Children increase confidence in reading and responding to text	June 21
Secure core basic skills	Children recap and improve core basic skills in writing	June 21

CATCH-UP PLAN

Priority	Activity	Projected Spend
Priority 1	Additional capacity in the TA team to support the learning and development of learning behaviours of children in Year 3	£16,699
Priority 2	Additional teacher (supply but consistent) to support each year group with tutoring – they will work in a year group for a block of time. The intervention will be conferencing and pre-teaching to address gaps in maths.	£17, 746
Total spend		£34,445

REVIEW: END OF YEAR REVIEW OF IMPACT

Outcome to date: Summer term

A TA was appointed for year 3 who started 7th December. She provided support in a class where we have a number of SEN children – two of whom are working at Pre-Key stage level and a number of whom have lost learning due to the lockdown and this proved invaluable during the second lockdown in supporting vulnerable pupils. This has enabled the children to access their learning and show progress.

We employed a supply teacher to take on the 'school led' tutoring of focus children. The supply funded through catch up has continued with support in year groups. She was provided with a time allocation to work in each year group – this was in blocks of 3 weeks. Each year group were supported to identify a focus area of need by the Inclusion & Intervention Team.

She was employed to complete maths interventions with children. 15 children were chosen using the Tri-Venn to support.

- In Year 6, this is a focus on arithmetic skills for 15 children
- In Year 5, 3 children were targeted for arithmetic focus and 12 for pre-teaching of fractions.
- In Year 4, 15 pupils for pre-teaching of fractions and decimals.
- In Year 3, 15 children were targeted with a focus on the four operations.

Teachers have reported that the large majority who have taken part in the tuition have been far more independent in Maths lessons and have been able to access tasks with less support than previously needed and this is supported with increased achievement in their focus area.

Year 6 Impact:

- Children took the same arithmetic paper after the three weeks of tuition to assess impact. All children in 6NB and 6DS made progress in scores. Most children in 6LK made progress in scores and those who didn't had outside factors that may have contributed to the limited impact.
- Pupil conferencing with all children was carried out to discuss questions in the test to determine if children have a lack of knowledge in certain areas or if it was test pressure which affected scores. Through discussion, it was identified that children made silly mistakes and had a better understanding of the concepts than before.
- In class, teachers have reported that children who have taken part in the tuition have been far more independent in Maths lessons.

Year 5 Impact:

Arithmetic focus

- For those with a focus on arithmetic, 2 out of 3 average arithmetic scores improved by 4 or more out of 10.
- Teachers have commented that all children are more willing to try all questions and are completing 10 questions at a faster rate. They are showing better strategies for mental methods and times table questions.

Pre-teach fractions focus

- For those with the focus on fractions and pre-teaching, all children's assessment scores increased. 11 out of 12 of these children scored doubled or more. For the majority of these children, teachers saw increased engagement and confidence in lesson time.

Year 4 impact:

- All pupils made progress (1 pupil maintained level in assessment but a qualitative impact was seen within class).
- Teachers reported better engagement from these pupils in class and better ability to justify responses.

Due to external factors involving absences caused by Covid, Year 3 were unable to have the same level of sustained focus from the tutoring.