

Covid catch up: how the money was spent

Impact 2020-2021 (summary July 2021)

- Every teacher and teaching assistant were offered the opportunity to take after school catch-up sessions for identified children. No national tutoring was used.
- Impact statements from various sessions (below):

Impact
• Increased confidence with interacting in small groups. • Able to break-down questions into smaller sections in order to be able to process information and find answers methodically – working through step-by-step. • Knowing what clues to look for in questions to be able to solve them correctly (looking for language like - altogether, fewest, find the difference etc). • Can discuss methods with other similar ability peers to find a conclusive answer
Impact
All children able to generate their own and describe others linear equations (term-to-term rule).
Able to solve some problems with factors multiples and primes - some confusion with factors and multiples for X and X. Lack of prior knowledge of primes for most apart from X.
All know how to find lowest common multiples when fractions have diff denominators, in order to order/compare/+ and -, but X and X need multiplication square for support (X more so for speed and confidence).
X unable to recall multiples without needing a multiplication square from all tables apart from 2, 5 and 10.
All can find unknown angles in triangles (X struggled with recalling facts for angles on a straight line and in circle). Could identify properties of polygons, all struggled to recall trapezium, kite and parallelogram initially but could differentiate between them by the end of the lesson (identify them and their differences).
Impact
Children were confident in answering questions during the normal maths session the next week. Also have noticed this group are becoming quicker in fluency when doing their 5 minutes' times tables each day.
Children at the start of lesson were counting the objects in the array, by the end they were applying the skill of counting in 5s (groups/lots of) to find the total. Still some inconsistency with X, seems to be able to count allowed but then is unable to apply this in any written form.
Children very good at multiplying by ten, although few errors when onto a challenge of mental calculations few errors made such as $62 \times 10 = 162$ rather than 620. Recap this in next week's session.
Children enjoyed the real life maths aspect pretending to be ordering pizzas and organising (dividing) their toppings into 2. Children were able to use multiples to help them as well as understand visual and kinesthetic skills to help. Showing the children different ways to solve problems helps each individual learner – giving them the independence to choose the appropriate strategy that suits them.
Children's confidence in using multiples to solve division equations really apparent today. X still unable to take part, needs 1:1 in order to make progress even in this 1:6 environment. All evidence of work in individual Catch Up exercise books.
Impact
Increased confidence in class to answer questions in class and tackle higher level challenges.
Strengthened ability to apply and relate past concepts to help in new areas of learning
Increased self-esteem resulting in higher level of work achievement.
Can now explain and apply learning to others.
Lots more enthusiasm in class to do higher level work.
Awareness of areas that can be improved resulting in more effective self-editing of work.
Increased use of wider range of vocabulary and punctuation.
Better understanding of SPaG.
Vastly improved handwriting and presentation skills.
Increased output in class.
Impact
Children have gained greater confidence and a more secure understanding of place value and addition and subtraction blocks. This is evident with both lessons in class and end of block assessments. Children seem more

confident in answering questions, having a go, not being afraid to make mistakes and explaining how and why they have an answer.

- In addition: A two day a week KS1 teacher was brought in from January 2021 to July 2021 to support KS1 children alongside their teachers. Small group support for gaps in reading, writing and number skills and conceptual knowledge. Sometimes taking the class so the class teacher could take a small focus group. It was identified that Year 1 children, who had missed their Reception Summer term, were most vulnerable.
- In addition: A two day a week LKS2 teacher was brought in from March 2021 to July 2021 to support LKS2 children alongside their teachers. Small group support for gaps in reading, writing and number skills and conceptual knowledge. It was identified that Year 3 children, who had missed their end of KS1 Summer term, were most vulnerable.
- End of KS1 and KS2 (internal teacher assessments using previous sats papers to inform judgements) data shows an increase on 2019 data.