

November 2020 Report to Governors

Catch Up Programme 2020

Following the wider re-opening of schools in September 2020 and the allocation of catch up funding, a decision was made at Highfields for the Catch Up Programme to run through extra staffing (one extra day per week for Zoe Hayes, and supply days for Mary Strefford), with tailored and targeted teaching to small groups of children. It was discussed with SLT and with all class teachers, to ascertain the best approach to do this. Careful planning and individual assessments in the first few weeks of term in September, plus research into the Education Endowment Fund and the various programmes that have been evaluated by them, have lead to the following plan being drawn up.

Rationale and allocation of places.

The Catch Up Programme at Highfields is intended to support the children who have significantly fallen behind on their previous learning due to the time missed at school during the national lockdown. The priority will initially be for children who are not working at their age expected level. Each half term, the children will be re-assessed and new groups planned accordingly, giving all year groups some support over the academic year.

All class teachers carried out a series of assessments in their classes during the first three weeks of term in September. These included benchmarking for reading, a Phonics screen in years 1-3 (and other classes for certain children), Pira assessments for reading, Headstart Maths and teacher assessment for writing. Class teachers were asked to submit the results of their assessments and highlight areas of concern within their classes.

The following table shows how the Catch Up programme was planned during the first month of the school year.

| Date (week beginning) | Zoe Hayes | Mary Strefford | Impact- next steps |
|---------------------------|--|----------------|--|
| 7 th September | Planning day- review of materials from Education Endowment Fund. Consultation with teachers on initial impressions after first week back. | | Reading and Phonics in KS1 highlighted as a concern from class teachers. |

| | | | |
|-----------------------------|--|---|---|
| 14 th September | Year one phonics screen on all Year 2 and Year 3 children. 12 children in Year 2 did not pass. 11 children in year 3 did not pass. | | Phonics highlighted as a major concern to be targeted immediately. |
| 21 st September | Individual phonics screen for all children who did not pass Year 1 test, to ascertain baseline for group work and individual work. | | Both classes split into 2 groups and phonics planned from these starting points. Y2- 1. Phase 3. 2. Phase 4 blending practice. Y3- 1. Phase 4 blending practice. 2. Phase 5 sounds with extra blending input. |
| 28 th September. | Phonics groups delivered. (Y3 all morning, Y2 all afternoon.) | Communication from Y3 and Y4 class teachers via email to ascertain objectives to be covered. Year 3 – writing objectives, individual reading. Year 4- writing objectives, guided reading, 1-1 phonics | Continue with these phonic phases for Monday groups. Include more opportunities to write, including punctuation and spelling. |

It was decided through discussion with SLT and Zoe Hayes that Phonics should have an initial priority, due to reading underpinning all areas of the curriculum. Children in Year 2 and the children in Year 3 who did not pass the Phonics Screen in Year 1, will be taking a Phonics Screen in Autumn 2 2020, so this priority was put into place immediately.

Reading and writing in Years 3 and 4 were also flagged up as requiring a lot of extra support.

From 28th September, the following timetable was put into place for the Catch up Programme.

Mondays: Zoe Hayes. AM: Year 3 phonics groups Year 6 Guided Reading group (Lower Ability group)

PM: Year 2 phonics groups. One year 4 student (RC) also takes part in the LA session.

Thursdays: Mary Strefford. AM: Target groups with Year 4 children. Writing, Guided Reading and Phonics 1-1.

PM: Target groups with Year 3 children. Writing, individual reading.

The following table shows the children who are taking part in the Catch Up programme during the Autumn term.

| Year 2 Phonics (ZH) | Year 3 Phonics (ZH) | Year 3 Writing (MS) | Year 3 Reading (MS) | Year 4 Writing (MS) | Year 4 Reading (MS) | Year 6 Reading (ZH) |
|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| 14 pupils | 12 pupils | 10 pupils | 4 pupils | 6 pupils | 7 pupils | 6 pupils |

Organisation:

Phonics groups: After having assessed all of the children, Zoe Hayes plans, delivers and reviews phonics sessions at the appropriate phase for each of the groups. Regular verbal feedback to class teachers is given, along with half termly phonics screens to check progress.

Reading and Writing groups: Class teachers have provided a list of children who require specific support, and the objectives that need to be worked on with each of these groups. These objectives may include work on previous targets that the children have not yet achieved, or pre-learning tasks to ensure that the children are able to access a whole class lesson. The class teachers provide planning for Mary Strefford, who plans activities linked to these and then completes a feedback form to give to the class teachers after each session. Zoe Hayes plans, delivers and reviews Guided Reading sessions for the Year 6 group, linking in to work covered in Year 6 on Tuesdays.

Timetabling: Class teachers have carefully planned their timetable to ensure that the children who are going out of class for their Catch Up sessions do not miss vital aspects of the curriculum, and also do not have a sense of 'missing out' on activities that the rest of the class are engaged in.

Feedback from Class teachers.

Feedback has been positive so far. Kate Richards has provided the following feedback on the Catch Up sessions with Mary Strefford :

‘Groups are working well. She is doing a writing target group, a group guided read and some individual phonic work with Rylan. Children really enjoy going to her and do not seem to be upset about missing what we are doing in class. The impact was slow to emerge initially, but I am now beginning to see some progress. More importantly, the children are enjoying the extra time and it is building their confidence. With the reading, we will have a better idea when I do the next PIRA test at the end of the term. As far as Rylan is concerned - huge progress. He is now working on Phase 5 phonics and he has gone up 4 reading levels when benchmarked.’

Paul Fowler has also reported that the children are very happy to go and work with Mary. Planning and feedback forms are completed consistently. He also reports that the work Mary has been doing with the children has been based around the class text. He will be able to see the real impact of the work when they complete an extended piece of independent writing in the next few weeks.

Phonics Progress so far.

All Key Stage 1 and in Year 3 are working through a structured phonics programme in class to ensure that all children are making good progress. Carefully organised and differentiated group work in Years 1 and 2 mean that there are many different groups being taught on a daily basis to ensure that each child is accessing phonics work at the appropriate level. Children in Year 3 are working on Phase 6 phonics on a daily basis, before starting on the Year 3 Spelling Rules. The work in the Catch Up groups on Mondays is as an add on to these, to ensure that children who were found to have the largest gaps in their phonics understanding, are given maximum exposure to activities that will help them build confidence and develop their skills. These sessions are planned according to the phase within which the children are working. All of the children in the Catch Up groups have responded well to the sessions, joining in with enthusiasm and showing real improvement in their phonics. As the phonics screen focuses on blending words, we have been working especially on reading but also building in segmenting and spelling skills, introducing some punctuation and handwriting to the sessions as well. Having completed a new phonics screen on November 2nd for the children in Year 3, eight out of the eleven children in the Catch Up group have now passed the phonics screen. Please see the attached file to compare these scores. Children who are not yet secure with phonics will still take part in a group on Monday, and also have some extra time with a 1-1 TA.

Year 2- Miss Addis has reported a significant improvement for the majority of children in phonics this half term. She completed a second phonics screen in October 2020. Please see the attached file to compare the latest scores.

Next steps:

Having completed the phonics screen on Year 3 children, the focus for Catch Up sessions on Mondays will now change slightly for the next half term, to be reviewed again before February half term. This is to ensure some parity between year groups, so that a wider group of children are given the opportunity to access Catch Up sessions. Class teachers and SLT have been consulted regarding attainment gaps in specific year groups. The Monday timetable with Zoe Hayes will be as follows:

8.45 -9.15 Year 3 individual readers

9.15-10.15 Year 2 phonics.

10.40-11.45 Year 5 Key skills groups (Guided Reading group)

11.45- 12.30 Year 6 Guided Reading (focus group to be decided after next reading assessment)

1.00-2.00 Year 3 Phonics (plus RC)

2.00-3.15 Year 5 Key skills groups.(Guided Reading group)

The Catch Up sessions on Thursdays with Mary Strefford will be reviewed at Christmas, and a new timetable created for January 2021.