

Hillcrest Primary School

Coronavirus (COVID-19)
Catch-up Premium
Spending Report 2021-
2022



Spending Plan for Covid Catch-Up Funding 2021/2022

How the grant will be spent.		Cost	The effect of expenditure on educational attainment.																														
To provide those children identified as being significantly affected by the lockdown periods (academically and emotionally) with extended schooling.	Pupils invited to attend Summer School. This will be run over a period of four weeks, during the summer holiday period. Gaps identified within the assessments and data from the QLA will be used to address the gaps in learning.	£10,926.85	Data has been collected and progress is to be monitored over the academic year. Many of the children who were affected emotionally and socially, transitioned successfully back into the routine of school.																														
Acquisition of NTP Maths intervention for pupils in UKS2.	Term 1 -Third Space Learning 1:1 tuition program purchased for pupils having larger gaps in their knowledge than their peers.	£2750	<table><tr><th colspan="6">Maths (number for YR) %</th></tr><tr><th colspan="3">Summer 2021</th><th colspan="3">Summer 2022</th></tr><tr><th><u>Yr</u></th><th>Exp +</th><th>GD</th><th><u>Yr</u></th><th>Exp +</th><th>GD</th></tr><tr><td>6</td><td>73</td><td>32</td><td>6</td><td>86</td><td>34</td></tr><tr><td>5</td><td>76</td><td>23</td><td>5</td><td>75</td><td>24</td></tr></table>	Maths (number for YR) %						Summer 2021			Summer 2022			<u>Yr</u>	Exp +	GD	<u>Yr</u>	Exp +	GD	6	73	32	6	86	34	5	76	23	5	75	24
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Spending Plan for Covid Catch-Up Funding 2021/2022

How the grant will be spent.		Cost	The effect of expenditure on educational attainment.					
Acquisition of NTP Maths intervention for pupils in UKS2	Term 2 -Third Space Learning 1:1 tuition program purchased for pupils having larger gaps in their knowledge than their peers.	£1320	This program was used in the first two terms for pupils in Year 6. The data shows that pupils who transitioned from year 5 (2020-21) to Year 6 (2021-2022) make good progress.					
Acquisition of NTP Maths intervention for pupils in UKS2	Term 3 -Third Space Learning 1:1 tuition program purchased for pupils having larger gaps in their knowledge than their peers.	£2376						
			Maths (number for YR) %					
			Summer 2021			Summer 2022		
			<u>Yr</u>	Exp +	GD	<u>Yr</u>	Exp +	GD
			6	73	32	6	86	34
5	76	23	5	75	24			
Employment of a dedicated teaching assistant for daily interventions.	Dedicated teaching assistant to provide consistent, daily interventions for those identified most at need for English phonics, reading, writing and maths.	£14756	Progress has been made within sessions. In many cases, this progress has transferred into the classroom.					

Spending Plan for Covid Catch-Up Funding 2021/2022

How the grant will be spent.		Cost	The effect of expenditure on educational attainment.
To provided easily accessible online resources to support pupils learning.	The acquisition of Discovery Education membership.	£695	The extra resources have provided pupils with valuable learning opportunities
		Total spend for 2021-2022 £32,824	
		Money carried forward into academic year 2022-2023 £4122	

The money carried forward into the 2022-2023 academic year will be used towards continuing Third Space Learning.



Summary information 2021-2022

Reading %						Writing %						Maths (number for YR) %					
Summer 2021			Summer 2022			Summer 2021			Summer 2022			Summer 2021			Summer 2022		
YR	Exp +	GD	Yr	Exp +	GD	Yr	Exp +	GD	Yr	Exp +	GD	Yr	Exp +	GD	Yr	Exp +	GD
6	81	31	6	86	35	6	71	12	6	81	15	6	73	32	6	86	34
5	78	22	5	83	22	5	65	1	5	64	10	5	76	23	5	75	24
4	70	12	4	74	30	4	65	9	4	48	2	4	77	23	4	76	28
3	59	30	3	68	17	3	32	0	3	48	3	3	63	23	3	70	19
2	61	9	2	56	16	2	54	13	2	36	0	2	76	4	2	60	16
1	41	5	1	67	4	1	38	2	1	70	0	1	61	11	1	78	7

Themes in Data - Reading

The data shows that children have made progress from their previous academic year, suggesting that quality first teaching, smaller class groups, consistent approaches and interventions are having the desired impact.

For example - Year 1 (Summer 2021 cohort) data shows 41% of children were at or above the expected level for reading.

However, by the end of Summer 2022 (year 2) data for the same cohort shows 56% of pupils were now at or above the expected level for reading.

A steady pattern of progress is the theme for all year groups, in reading.

Reading %					
Summer 2021			Summer 2022		
YR	Exp +	GD	<u>Yr</u>	Exp +	GD
6	81	31	6	86	35
5	78	22	5	83	22
4	70	12	4	74	30
3	59	30	3	68	17
2	61	9	2	56	16
1	41	5	1	67	4

Themes in Data - Maths

- Data in maths was weaker in year 2 (End of 2022 academic year).
- Significant progress was made by pupils who transitioned from Year 3 (2021) to Year 4. This may be to smaller class sizes and an emphasis on Times Tables.
- Notable progress was made by pupils who transitioned from year 5 (2021) to Year 6.

Maths (number for YR) %					
Summer 2021			Summer 2022		
<u>Yr</u>	Exp +	GD	<u>Yr</u>	Exp +	GD
6	73	32	6	86	34
5	76	23	5	75	24
4	77	23	4	76	28
3	63	23	3	70	19
2	76	4	2	60	16
1	61	11	1	78	7

Findings from the data

Data suggests that children who were in EYFS when Covid first disrupted learning were most greatly affected.

Writing continues to be a focus area across the whole school. The SLT have highlighted this within the SIP and created action points.

Findings from the data .

Results from phonics screens in Year 1 and 2 are lower than previous data (2019). Both these year groups were significantly disrupted by the lockdown periods.

Spelling and phonics is a priority in KS1 and KS2.

Although reading levels have improved, pupils at the age expected level for reading is still low in KS1 and LKS2.