

# Review of Covid Catch Up Premium Plan

September 2022

### **Covid Catch-up Funding**

The school has continued to follow the recommendations from the Education Endowment Fund (EEF):-

**1. Whole school strategies to support great teaching**

- Pupil assessment and feedback to move pupil learning on

**2. Targeted approaches to accelerate and deepen pupil learning through:-**

- One to one and small group tuition
- Intervention programmes
- Enrichment clubs

### 3. Wider strategies through:-

- Supporting parents and carers
- Access to technology

#### Priorities

The school equality objectives relate to any of the three aims of the public sector equality duty which are:

- Eliminating discrimination and other conduct prohibited by the Equality Act
- Advancing equality of opportunity between people who share a protected characteristic and people who do not share it
- Fostering good relations across all characteristics – between people who share a protected characteristic and people who do not

**In turn the equality objectives link to the School Improvement Plan, the National Tuition Led Funding school plan and the Pupil Premium Strategy.**

1. To reduce achievement gaps so that vulnerable groups make similar progress to other children and increase the participation of particular groups in school activities (during the school day and after school)
2. To continue to be an inclusive community that celebrates success in all forms by having the highest expectations for all learners, providing them with an enriching curriculum, which takes into account the latest research and evaluates impact and standards.
3. To continue to be a reflective and self-improving school, developing leadership and management at all levels with highly motivated staff who seek to continually develop pedagogy based on evidence informed research
4. To maintain a focus on the wellbeing of staff and children alike so embedding a cohesive and happy community who are respectful of each other and proud to be members of Liscard Primary School

**The following analysis demonstrates how the Covid Catch Up Funding, combined with the National Tuition Led Funding and the Pupil Premium has been used to accelerate progress and improve pupil outcomes.**

#### Early Years

### Foundation 1

	Met Standard	Below	Well Below	GAP	Summary
All (58)	26%	57%	10%		
Early Years Pupil Premium (15)	7%	60%	33%	17%	25% more non PP met the standard More pupil premium attained below or well below. <b>PROGRESS</b> – 93% of the cohort made expected progress (4 steps) in all areas All children made accelerated progress (5 steps) in gross motor skills. 100% made expected progress in fine motor skills and in speaking. 98% made accelerated progress in speaking. <b>PUPIL PREMIUM</b> – 100% made expected progress in all fine motors skills and speaking. All pupil premium children made accelerated progress in gross motor skills.
Non Early Years Pupil Premium (43)	32%	56%	12%		
Boys	28%	38%	34%	4%	1 more boy met the required standard. The gender gap of attained below or well below was 8%. 10 boys are working well below ARE.
Girls	24%	76%	0%		
LPS F1 Previous Setting LPS pre 3	9%	59%	32%	27%	For children attaining below or well below the gap between those who attended LPS pre 3 setting and those children who attended other settings was 27%.
LPS F1 – New Starters	36%	56%	8%		

The **highest areas** of attainment were:-

Natural world – 36.2% ARE

Comprehension – 34.5% ARE

Building relationships – 34.5% ARE

Past and present – 34.5% ARE

People – 34.5% ARE

Culture & Community – 34.5% ARE

The **lowest areas** of attainment were:-

Self regulation – 27.6 ARE

Numerical patterns – 27.6% A

## Foundation 2

**GLD** – 60% (53) of children attained a good level of development. 30% (26) of children were below national expectations and 10% (9) achieving below national expectations.

30% (26) of the F2 cohort were pupil premium.

51% (45) of the cohort were boys.

59% (52) of the cohort attended LPS F1.

65% (11) of the cohort who attended pre school and F1 at LPS met the required standard.

	Met Standard	Below	Well Below	GAP	Summary
All	60%	30%	10%		
Pupil Premium	46%	38%	16%	17%	17% more non PP met the standard More pupil premium attained below or well below. <b>PROGRESS</b> – 98% of the cohort made expected progress (4 steps) in all areas All children made accelerated progress in comprehension, word reading and writing. 98% made accelerated progress in numerical patterns and 97% in number. <b>PUPIL PREMIUM</b> – 97% made expected progress in all areas. All pupil premium children made accelerated progress in comprehension, word reading, writing and numerical patterns. 96% made accelerated progress in number.
Non Pupil Premium	63%	29%	8%		
Boys	47%	38%	15%	25%	More girls met the required standard. The gender gap of attained below or well below was 25%.
Girls	72%	23%	5%		
LPS F1	62%	24%	14%	4%	For children attaining below or well below the gap between those who
Previous Setting F1	58%	36%	6%		

					attended LPS and other settings was 4%.
LPS Preschooler cohort	65%	23%	12%		

The **highest attaining** areas of development were:-

Gross motor skills - 77%

Building relationships – 69%

Comprehension – 67%

The **lowest attaining** areas of development were:-

Writing – 53%

Listening attention and understanding – 53%

Numerical patterns – 5%

#### **Successes**

All children made progress on the NELI language screening from baseline assessments.

Comprehension skills have been embedded into the guided reading sessions resulting in children’s increased confidence with book talk.

Concept Cat successfully supports children’s vocabulary development.

As a result of targeted interventions phonic teaching and progress has been good.

Maths mastery supported and consolidated children’s maths skills.

#### **Development**

Outdoor provision

Develop numerical patterns planning

Continue Magic Maths (maths mastery)

Further develop guided reading session

#### **Year 1**

##### **Phonics**

The cohort had significantly more boys than girls (52 and 38 respectively). The average score was 34.8 with 83.3% of children attaining the standard. A higher percentage of girls (84.2%) met the standard but the gender gap was small (1.5%).

38.9% of the cohort are pupil premium. A higher percentage of non pupil premium (85.5%) met the standard. The gap was 4.5%.

There were 12 children identified as SEN support. Seven (58.3%) achieved the standard compared to 68 (87.2%) non SEN children.

All LAC (2) and EAL (1) children met the standard.

## Reading, Writing, Mathematics

PROGRESS	All	Male	Female	GAP	P Premium	Non PP	GAP	SEN (K)	No SEN	GAP
Reading	6.1	6.2	6.1	0.1	6.1	6.2	0.1	7.0	6.1	+0.9
Writing	5.8	5.8	5.8	0	5.6	5.9	0.3	5.4	5.9	0.5
Maths	6.2	6.4	5.9	0.5	6.1	6.3	0.2	6.9	6.1	+0.8

Children made expected progress in reading and mathematics. In reading and mathematics SEN support children made accelerated progress.

### Successes

Enrichment clubs ensured targeted children made accelerated progress.

Curriculum coverage, particularly in the Foundation subjects.

PSHE support for children and families.

Well established routines.

Good phonic outcomes.

### Development

Modifying behaviour for learning

Handwriting – letter formation

Writing

Phonics	2018	NW rank	2019	NW rank	2022	NW rank 2022
Liscard	82.4%		79%		83%	
Gap between school & national	+0.4%		-3%		+7.5%	
Wirral	81	14/23	82	5/23	77.3	5/23
National	82		82		75.5	
GAP	-1		0		+1.8	

The chart above compares the school phonic outcomes with the Local Authority average and the national average. It shows that the children at Liscard benefited significantly from the Covid Catch Up and Pupil Premium spend.

## Phonics

58% (51) of the cohort were girls. 91% (80) of children met the phonic screening check. A higher percentage of girls (94.1%) met the standard. The gender gap was 7.6%. A higher percentage of non pupil premium children (93.2%) met the standard. The gap was 6%.

23.9% of the cohort were SEN Support. 76.2% SEN support met the standard which was 19.3% less than non SEN support. 1 LAC child met the standard with the second LAC child working towards.

## Year 2

### End of Key Stage 1 Outcomes

SUBJECTS	Teacher Assessment				Test Scaled Scores		
	Pre Key Stage	Towards	At	Greater	100+	110+	Average
Reading	9(10.2%)	13 (14.8%)	50(56.8%)	16 (18.2%)	67(76.1%)	16(18.2%)	103.4
Writing	12(13.6%)	31(35.2%)	43(48.9%)	2 (2.3%)	45(51.1%)	8(9.1%)	99.4
Mathematics	9(10.2%)	22(25%)	47(53.4%)	10(11.4%)	52(59.1%)	8(9.1%)	100.4
Science			74(84.1%)	14(15.9%)			
R,W&M			43(48.9%)	2(2.3%)			

In reading a higher percentage of girls (82.4%) achieved ARE with the gender gap being 14.8%.

A higher percentage of girls achieved ARE in writing and mathematics with the gender gap being 5.3% and 4.5% respectively.

A higher percentage of non pupil premium and non SEN children attained ARE in reading, writing and mathematics. The pupil premium gap was widest in mathematics. The SEN gap was widest in writing.

KS1 (Reading)	2018	NW rank	2019	NW rank	2022	NW rank 2022
Liscard	83.3%		80.5%		75%	
Gap between school & national	+8.3%		+5.5%		+8.1%	
Wirral	73	11/23	72	11/23	64.4	13/23
National	75		75		66.9	
GAP	-2		-3		-2.5	

The focus on reading through prioritising interventions (funded by the Covid Catch Up funding and Pupil Premium funding paid dividends. Pupil outcomes were significantly higher than the Local Authority and national average.



PROGRESS	All	Male	Female	GAP	P Premium	Non PP	GAP	SEN (K)	No SEN	GAP
Reading	6.1	6.1	6.1	0	6.6	5.8	+0.8	5.9	6.1	0.3
Writing	5.8	6.0	5.6	0.4	6.3	5.4	+0.9	5.8	5.7	0.1
Maths	5.9	5.9	5.8	0.1	6.1	5.8	+0.3	5.9	5.9	0

All children make expected progress in reading. Pupil premium children make better than expected progress.

Progress in writing and mathematics for all children is just less than expected. This was attributable to the lack of cohesion in children's writing and handwriting. The majority of work was online during lockdown periods, which significantly impacted on children's handwriting. Pupil premium children make better than expected progress.

### Successes

Journey of the cohort considering children's SEN needs and interrupted learning from the pandemic.

Quality and quantity of English and mathematics organisation and delivery

Overage of Foundation subjects

Progress in reading

Moderation including SAT moderation

Routines and expectations

### Development

Re-establish behaviours for learning

Handwriting – letterjoin – knowing when to move into cursive

Writing – frequent short write experiences

Maths coverage – efficient calculation methods

### Year 3

There was roughly an even distribution of girls and boys in this cohort. In reading 78.4% of the cohort met ARE. A higher percentage of boys achieved ARE in reading with the gender gap being 5.9%. The percentage of Pupil premium and SEN support was lower than their peers.

The gender gaps in writing and mathematics (1.3%) are not significant.

The pupil premium gap was widest in Mathematics.

PROGRESS	All	Male	Female	GAP	P Premium	Non PP	GAP	SEN (K)	No SEN	GAP
Reading	6.4	6.4	6.4	0	6.7	6.2	+0.5	6.7	6.3	+0.4
Writing	6.3	6.3	6.4	0.1	6.6	6.2	+0.4	6.6	6.4	+0.2
Maths	6.5	6.5	6.7	0.2	6.8	6.4	+0.4	7.0	6.5	+0.5

Both boys and girls made better than expected progress in all three subjects. Children in all vulnerable groups make most progress in mathematics. Two LAC children made better than expected progress in reading, accelerated progress in mathematics, and expected progress in writing. Two EAL children made better than expected progress in writing, and expected progress in reading and mathematics.

### **Successes**

A full year post Covid to re-establish routines and procedures.  
 Enrichment clubs ensured target children made accelerated progress.  
 Good behaviour management and behaviours for learning  
 Cross curricular English opportunities  
 Accelerated reading opportunities  
 Mathematics planning – use of Numbots for rapid recall

### **Development**

More opportunities for short burst writing  
 More opportunities for supplementary reads  
 Maintaining the rigour of TT Rockstar and Numbots  
 Find opportunities to enhance current provision in Art and DT  
 Maths coverage

### **Year 4**

There was roughly an even distribution of girls and boys in this cohort.  
 87/88 children completed the multiplication check in June 2022.  
 50 (57%) children scored 25/25.  
 72 (82%) children scored 23+

In reading 83.9% of the cohort met ARE. A higher percentage of girls (97%) achieved ARE in reading with the gender gap being 18%. In reading Pupil Premium children outperformed their peers.

In reading, writing and mathematics the percentage of SEN support was lower than their peers.

One LAC child is working at ARE in reading and writing with the second child working above ARE. In mathematics both LAC children are working at ARE.

One EAL child was working at ARE in reading and writing with the second child working above ARE. In mathematics both EAL children are working at ARE.

PROGRESS	All	Male	Female	GAP	P Premium	Non PP	GAP	SEN (K)	No SEN	GAP
Reading	6.0	5.9	6.2	0.3	5.8	6.2	0.4	5.6	6.2	0.6
Writing	6.1	6.1	6.1	0	6.1	6.1	0	5.6	6.2	0.6
Maths	6.0	5.9	6.1	0.3	5.8	6.1	0.3	5.8	6.1	0.3

Progress for boys in reading and mathematics is just less than expected. Progress for pupil premium children is less than expected in reading and mathematics.

Progress for SEN support children is less than expected in all core subjects but particularly in reading and writing.

The two LAC children make expected progress in reading and writing but is less than expected in mathematics.

The two EAL children make expected progress in reading, writing and mathematics.

### Successes

Pupil outcomes of the Multiplication Tables Check

Coverage of the Foundation subjects

Behaviour management

ECT/mentoring

Enrichment Club pupil outcomes

Successful residential visit

### Development

Re-establish routines and expectations of behaviour – handwriting

Spellings

Reasoning and problem solving

Diversity training (support for non-binary/transgender children

### Year 5

There were approximately the same number of boys and girls in the cohort.

In reading 80.5% of the cohort met ARE. A higher percentage of boys (82.7%) achieved ARE in reading with the gender gap not being significant. The gender gap in reading and mathematics was not significant also.

In reading non Pupil Premium children (88.2%) outperformed their Pupil Premium peers. There were attainment gaps in reading and writing.

In reading, writing and mathematics the percentage of SEN support was lower than their peers.

The cohort has 4 LAC. One LAC child was working at ARE in reading and writing with the other 3 children were working below ARE. In mathematics 3 LAC children were working at ARE and 1 below.

One EAL child was working at ARE in writing and above in reading and mathematics.

PROGRESS	All	Male	Female	GAP	P Premium	Non PP	GAP	SEN (K)	No SEN	GAP
Reading	6.5	6.5	6.4	0.1	6.7	6.4	+0.3	7.0	6.2	+1.2
Writing	6.6	6.9	6.5	0.4	7.4	6.2	+1.2	7.8	6.2	+1.6
Maths	6.6	6.6	6.5	0.1	7.1	6.3	+0.8	7.5	6.2	+1.3

Progress for all vulnerable groups was better than expected. Boys made good progress In writing.

Pupil Premium children made accelerated progress in writing and mathematics.

SEN support children have made accelerated progress in writing and mathematics.

LAC made accelerated progress in reading and writing.

The EAL child made better than expected progress in reading and mathematics.

### Successes

Focus on multiplication assisted children's knowledge and understanding of fractions

Progress in reading as identified by AR scores

Clear sequencing in maths planning

Rigour of Enrichment clubs resulting in children's accelerated progress

Behaviour management and behaviours for learning

Curriculum coverage

Integration of SPAG

### Development

Short burst writing opportunities (adapt units across all subjects)

Supplementary reads/extracts

Refine history and geography objectives linking to progression maps

Grammar vocabulary and access to Year 6 SAT papers

### Year 6

53.9% of the cohort were male. 46% of the cohort were Pupil Premium. 29.2% of the cohort were SEN support and 3 children had EHCPs. Four children were looked after. Two children were EAL.

The teacher assessment above indicated that staff predicted 87.6% of the children to be at ARE in reading; 81.9% in writing and 80.9% in mathematics.

The Key Stage 2 SAT results were as follows:-

SUBJECTS	Teacher Assessment				Test Scaled Scores			
	Pre Key Stage	Towards	At	Greater	<100	100+	110+	Average
Reading	1 (1.2%)	15 (16.9%)	45(50.4%)	28 (31%)	16(18%)	73 (82%)	28 (31%)	106.4
Writing	1(1.2%)	19(21.3%)	62(70%)	7 (8%)	19(22%)	70 (78%)	7 (8%)	104.2
Mathematics	1(1.2%)	17 (19%)	44(49%)	27 (31%)	17(20.2%)	72 (80%)	27 (31%)	105.6
Science			78(87.6)					
R,W&M			56(62.9%)					

Please note that the school had terrible difficulty submitting the KS2 teacher assessments on the Primary Assessment Gateway. Two children's third mathematics papers were not marked. Both achieved expected level on two papers.

The focus on reading and mathematics through prioritising interventions (funded by the Covid Catch Up funding and Pupil Premium funding paid dividends. Pupil outcomes were significantly higher than the Local Authority and national average.

All outcomes were above the national average:- reading 82%(nat av 74%); writing 70%(nat av 69%) and mathematics 79%(nat av 71%); RWM combined 65%(59%).

KS2 (RWM)	2018	NW rank	2019	NW rank	2022	NW rank 2022
Liscard	84%		75.8%		64%	
Gap between school & national	+20%		+10.8%		+5.3%	
Wirral	60	23/23	60	20/23	52.0	19/22 *
National	64		65		58.7	
GAP	-4		-5		-6.7	

The table above indicates that pupil outcomes in RWM combined was higher than the Local Authority and national average.

In **reading** girls had a slightly higher percentage at ARE (82.9%) which was 1.6% higher than the boys. However the boys' scale score was 0.5 higher due to more boys having a scale score of 100+ (33.3%), The scale score for non Pupil Premium at 107.9 was 3.6 scale points higher than Pupil Premium children. The scale score for LAC was 100 indicating 2 children achieved ARE and 2 were working below.

The scale score for EAL was 115.5.

KS2 (Reading)	2018	NW rank	2019	NW rank	2022	NW rank 2022
Liscard	91%		80.5%		82%	
Gap between school & national	16%		+7.5%		+7.5%	
Wirral	73	15/23	69	20/23	70.7	20/22 *
National	75		73		74.5	
GAP	-2		-4		-3.8	

The table above indicates that pupil outcomes in reading were higher than the Local Authority and national average.

In **writing** the boys' scale score at 104.3 was 0.2 higher than the girls. The scale score for non Pupil Premium was 4.8 points higher than non Pupil Premium. The scale score for EAL children was 119.5 indicating high achievement. The scale score for LAC was 102.3.

KS2 (Writing)	2018	NW rank	2019	NW rank	2022	NW rank 2022
Liscard	87%		93%		78%	
Gap between school & national	+9%		+15%		8.5%	
Wirral	76	16/23	75	18/23	63.6	20/22 *
National	78		78		69.5	

<b>GAP</b>	-2		-3		-5.9	
------------	----	--	----	--	------	--

The table above indicates that pupil outcomes in writing was higher than the Local Authority and national average.

In **mathematics** the boys' scale score (106.5) was 1.9 scale points higher than the girls'. Non Pupil Premium scale score at 106.9 was 3 points higher than the non Pupil Premium.

The scale point for EAL was 116.5.

The scale point for LAC was 99.5.

KS2 (Maths)	2018	NW rank	2019	NW rank	2022	NW rank 2022
<b>Liscard</b>	93%		91%		80%	
<b>Gap between school &amp; national</b>	17%		+12%		+8.6%	
<b>Wirral</b>	71	23/23	75	23/23	64.2	22/22 *
<b>National</b>	76		79		71.4	
<b>GAP</b>	-5		-4		-7.2	

The table above indicates that pupil outcomes in mathematics was higher than the Local Authority and national average.

#### Progress Scores

**Reading progress** 1.3 – range 0 – 2.6 (top 40% of primary schools)

**Writing progress** 0.2 – range -1 – 1.5 (top 60% of primary schools)

**Maths progress** 0.5 – 3.0 (top 25% of primary schools)