

'Be the best that we can be'

Catch Up Premium Update:

We continue with Mrs Brindle for 2 days a week to run the Fresh Start reading fluency catch up intervention in KS2. Additionally, other staff members are utilised with SMART interventions where the need is greatest throughout school as identified by the data. Increasing use is being made of the National Tutoring Programme (NTP) which is 75% funded by DfE and, for this year, the remaining 25% is funded by RKL. This involves maths small group online tutoring and is proving effective and popular – we have now widened this to include English, and this will continue into next year. Next year we believe we will get around £11,873 of Recovery Premium funding; we intend to continue with Fresh Start work and other related interventions (probably around writing) as well as used of the funded NTP.

WHI1- RWI Fresh Start (Y4):

When comparing data prior to the two periods of school closure to March 2021, Year 4 has been identified as the year group where children have been most negatively impacted by the lockdown period. In Reading, 43% of pupils are on track to achieve age related expectations (ARE) in comparison to 60% prior to lockdown. The same trend is apparent in Writing: 40% ARE in March '21 vs 59% in Dec '19. We anticipate that Year 4 will continue to need additional intervention into Year 5; therefore, the bottom 20% of pupils have begun to the RWI Fresh Start programme so that this can seamlessly continue into Year 5. 13 pupils are currently being targeted in addition to their typical English session. RWI Fresh Start is still in its infancy for Year 4. 58% (7/12) pupils in Year 4 who are being targeted have been assessed as working at the pre-key stage standard in Reading. They are therefore also tracked closely by our SENCO using B-Squared. 50% of the pupils in the Fresh Start groups have made at least one brand progress since their start assessment. During the Spring Term, pupils accessed Fresh Start 4x per week outside of the English lesson. Due to staffing changes, this was unable to continue to the end of the academic year. However, children are now accessing a one-hour session of Fresh Start once per week and daily reading has been incorporated into the weekly timetable. During this time, children will read books (RWI Fresh Start anthologies) at their decodable level. Teachers in the class will seek to read with these pupils 2x per week.

RWI Fresh Start - Y4

SEND	DP	Year Group	Start Assessment (Teacher Assessment Autumn Term)	Start Assessment (Fresh Start) - 15.3.21	Assessment 1 (w/c 24.5.21)
No	No	Year 4	PKS6	Module 6-10	16-20 (+1)
No	No	Year 4	PKS5	Module 6-10	11-15 (+1)
No	No	Year 4	PKS5	Module 6-10	6-10 (-1)
Yes	Yes	Year 4	PKS4	Module 6-10	Not assessed yet (absence)
Yes	No	Year 4	PKS4	Module 6-10	1-5 (-1)
No	Yes	Year 4	WTS	Module 11-15	6-10 (-1)
No	No	Year 4	WTS	Module 11-15	16-20 (+1)
No	No	Year 4	WTS	Module 11-15	6-10
Yes	Yes	Year 4	PKS5	Module 11-15	not assessed yet (absence)
No	No	Year 4	WTS	Module 11-15	11-15
Yes	No	Year 4	PKS6	Module 11-15	16-20 (+1)
No	No	Year 4	WTS	Module 11-15	16-20 (+1)

WHI1, WHI2, WHI3, WHI6 - RWI Fresh Start (Y5):

Year 5 pupils are the core focus of our Catch-Up Premium funding this year. Although attainment in Year 5 is still not in line with national average or their targets based on KS1 results, pupils in Year 5 have *at least* caught up in all areas and subgroups. This has been through working towards establishing quality-first teaching, meticulous planning following identified gaps within knowledge, and carefully planned and tracked interventions, particularly the introduction of RWI Fresh Start.

	Reading	Writing
Year 5	June 2021 – 64% (20%) March 2021 - 49% (27%) <i>Dec 2020 –8%</i> <i>Dec 2019 +16%</i> <i>KS1: 62% (22%) -13%</i>	June 2021 – 38% (9%) March 2021 - 36% (7%) <i>Dec 2020 –2%</i> <i>Dec 2019 +3%</i> <i>KS1: 56% (15%) -20%</i>

		Reading			Writing		
		Pre lockdowns Dec 2019	Post lockdowns March 2021	June 2021 – end of Y5	Pre lockdowns Dec 2019	Post lockdowns March 2021	June 2021 – end of Y5
Year 5	All (55)	33% (11%)	49% (27%)	65% (23%)	33% (9%)	36% (7%)	38% (9%)
	Girls (24)	42% (21%)	58% (29%)	71% (25%)	42% (17%)	50% (13%)	50% (17%)
	Boys (30)	27% (3%)	43% (10%)	60% (17%)	27% (3%)	27% (3%)	30% (3%)
	SEND (16)	0%	6%	6%	0%	0%	0%
	PP (14)	29% (7%)	36% (14%)	43% (14%)	21% (7%)	21%	29% (7%)

A Reading Assistant has been employed to work with Year 5 two days per week delivering the RWI Fresh Start Programme which helps to close the gap by teaching students to read accurately and fluently with good comprehension. It teaches them to spell correctly and compose their ideas for writing step-by-step.

RWI Fresh Start has been in place since January 2021 in Year 5. During the lockdown period, 7 pupils were in school and continued to have face-to-face RWI Fresh Start sessions. 6/7 pupils (87%) who received this daily moved up at least one module and all pupils showed improvements with regards to their attitude towards their reading. 17 children now access Fresh Start interventions and their progress through the modules can be seen below.

	Start Assessment (Dec 2020)	Assessment 2 (29.3.21)	Assessment 3 (24.5.21)
Module 1-5	12 children	3 children* <i>*one new to school in March '21</i>	1 child
Module 11-15	4 children	5 children	2 children
Module 16-20		5 children	3 children
Module 21-25		4 children	5 children
Module 26-30			3 children
Module 30-33			3 children

Children access the intervention outside of their English lesson; they receive the intervention 3x per week. 94% (16/17 children) are making progress through the modules (module 30-33 is the final module) and of these pupils, 9 have made progress in their NFER assessments (53%). It is important to note that all children completed the Year 5 NFER assessments. RWI Fresh Start module 1-5 correlates with where we would expect pupils to be in RWI at the start of Year 1. Children's fluency and attitudes towards reading have improved and is evident when reading on a 1:1 basic with children; however, for the children working at modules 1-20, difficulty of the text and level of comprehension is much lower than what children would have been exposed to during the NFER test. These children would still struggle to access this. Therefore, during class comprehension lessons, teachers are going to personalise learning ensuring that pupils are able to develop

their comprehension skills when working with a text which matches their fluency ability to allow the VIPER objective to be practised and assessed more accurately.

WH14 - Talking House – Speech and Language:

Our recently appointed special needs assistant based in Reception has completed the Early Years Speech & Language training course and a teaching assistant, also based in Reception, has completed the screener training. This will continue to strengthen the EYFS team, as early identification of speech and language needs is crucial for providing early intervention to ensure speech and language barriers are addressed.

Sam Buck from Talking House was incredibly impressed with the Early Years Training from one member of staff; she shared excellent examples were given which showed great knowledge and application of skills. The member of staff and Sam Buck worked together to assess children and identify targets. One of the children who the teaching assistant worked with has made accelerated progress. Four children have been focused on in Reception receiving 4x weekly interventions during provision time. 100% of the focus children have made progress from their baseline assessment (Communication and Language: Speaking), this is not at the same rate as their peers; however, they are now able to use talk to organise, sequence and clarify thinking, express their thoughts and feelings and use language to imagine and recreate roles and experiences in play.

	Baseline assessment	Spring 2 assessment
Child A	22-36S	30-50D
Child B	22-36S	30-50D
Child C	30-50D	30-50S
Child D	22-36E	30-50D

WH15 - Class texts:

We aim to instill a love of reading for our children and hope that they leave Whitkirk as avid readers who can read fluently and widely meaning that they are able to access all areas of the curriculum confidently. Therefore, we chose to design our curriculum around a text-led approach. With support of the Catch-up premium funding, we've incorporated three opportunities for reading per day. Firstly, all children in KS2 have a 15-minute session of quiet reading at the beginning of English lessons each day. During this time, teaching staff read on a 1:1 basis with pupils focusing on fluency and comprehension. Following a reading deep dive, we identified that 50% of pupils were not reading a book which was pitched at their fluency level. Using this funding, we purchased a PM Benchmarking tool to support staff in accurately assessing pupils using a running record. During this time, pupils read their levelled reading book. The English session is focused on the class text, and this is shared within the session; vocabulary is explicitly taught and extracts of this text are analysed and used to inspire writing. At the end of every day, we prioritised DEAR time. During this time, texts are read purely for pleasure. To start in September, we have purchased a number of classical texts that we want children to have read by the end of their time they leave Whitkirk. These are based on the literary canon and texts from our literary heritage that pupils may not otherwise be exposed to.

Our journey so far

To build an English curriculum which develops learning and results in the acquisition of knowledge, confidence and skills.

Leading subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EVFS	What makes me, me? Why fly Wilson the wolf who wouldn't go to school? (Caryl Hart) The Colour Monster goes to school (Anna Lenas) Our Class Family (Shannon Chislin) What I like about me! Super Duper You (Sophy Hart) Owl Babies (Martin Waddell)	Is there a rumble in the jungle? Sindree's Can't Dance (Giles Andrea) Monkey Puzzle (Julia Donaldson) The Selfish Crocodile (Faustin Charles) LET'S Celebrate Festival Poems (Debjani Chatterjee) Rama and Sita: The Story of Death	Who helps us? Burglar Bill - Alan Ahlberg Bus People (Police Officer, Firefighter, Doctor) Police (Popcorn: People who help us) People Who Help Us: Firefighters People Who Help Us: Ambulance and Air Ambulance Crew	Was it a happily ever after? Jack and the Beanstalk (Anna Milbourne) The Gingerbread Man Little Red Riding Hood Three Billy Goats Gruff The Elves and the Shoemaker	What is lurking in the garden? The Enormous Turnip The very hungry caterpillar (Eric Carle) Argh Spider! (Lydia Monks) Superworm (Julia Donaldson) The Big Book of Bugs Mad About Mini Beasts Ladybird (Eric Carle) Lifecycle: Caterpillar to Butterfly by Camilla de la Bédoyère	Where can we travel? Hansel's Surprise (Eileen Browne) Rosa's Walk (Pat Hutchings) Mrs Armitage on Wheels (Julie Brink)
Y1	Where in the world do we live? Sleeping Beauty	Why did the Great Fire of London spread? The Pied Piper	How are our lives different to our grandparents? Sea Stories	Who lives in a castle like this? Puss in Boots	Can animals live in extreme climates? Famous Fables	How has Leeds changed? Thumbelina
Y2	What makes our local area special? Maps and Landmarks Peter and the Wolf	Would I have had fun growing up in Victorian Leeds? A Christmas Carol	What makes Britain great? The Swallow and the Nightingale	Who were the great women who changed the world? Mischief Makers	What will we discover on a world adventure? Changing Stories	Why was the moon landing so important? Who needs stories?
Y3	What makes the UK unique? The Iron Man (Ted Hughes)	Who were the first people in Britain? Sing of the Dump (Clive John King)	Why does Italy shake and roar? The Boy who Biked the World	What was the greatest achievement of Ancient Egypt? Flat Stanley and his Great Egyptian Robbery (Jeff Brown)	What's it like to live beside a seaside? The Secret of Spoons (Evelyn Sharp)	What can we see out / learn in nature? How do we train your dragon (Cressida Cowell)
Y4	What will we discover on our European adventure? Stitch Head (Roy Bass)	How did the Romans change Britain? The Captive Celt (Terry Deary)	Is water a friend or foe? The Wind in the Willows (Kenneth Grahame)	How did the Ancient Civilisations compare? Who let the Gods out? (Maz Evans)	Is a mountain a good place to live? The Abominables (Eva Ibbotson)	What can we learn from our local area? Democracy (David Williams)
Y5	What does Earth look like from space? Comic (Fron Cottrell-Boycy)	How did Britain change when the Romans left? Reynold (Michael Morpurgo)	How did we use the force? Skellig (David Almond)	How did the Industrial Revolution change Leeds? Street Child (Berlie Doherty)	Where in Brazil are the best homes? Journey to the River Sea (Eva Ibbotson)	How has technology changed over time? The boy on the back of the class (Duyhi Q. Bui)
Y6	Where will the Amazon River take us? Running Wild (Michael Morpurgo)	What was life really like in World War Two? Letters from the Lighthouse (Emma Carroll)	Why is kindness important? Green's Dragons (Lindsay Johns)	How has Crime and Punishment changed over the ages? Macbeth (William Shakespeare)	What is our legacy? The Pig Heart Boy (Malina Blackburn)	How has art changed over time? (Early Islamic civilisation) The Graveyard (Neil Gaiman)

Cultural Capital

Literary Canon

Literary Heritage

In Years 3, 5 and 6 all pupils have at least closed the gap from their starting point prior to school closure and in Year 5, a greater percentage of pupils have now achieved ARE/+ in Reading than were on track to do so at previous data capture points (Year 3: Dec 19- 51%, March 21-51%, June 21-75%; Year 5: Dec 19- 33%, March 21- 49%, June 21-64%; Year 6: Dec 19- 50%, March 21- 50%, June 21-64%).

WH17 -Classroom Secrets:

Classroom Secrets has been used to support teachers when resourcing lessons, particularly reading and Maths. It has been identified that children’s ability to identify, use and apply GPS objectives has declined in Y4, 5 and 6. The English Leader has used Classroom Secrets to support long term planning and progression of GPS across KS2. In order to address gaps in knowledge, a ‘Ready to Write’ unit has been introduced in Autumn 1 for all children in KS2. The impact of this initiative will be assessed in the Autumn term.

WH18 -NfER Assessments:

NfER assessments have been used in Y1-5 for pupil assessment and feedback. NfER assessments were used in Dec 2020 and March 2021 to allow teachers to identify gaps in knowledge and plan the reset curriculum accordingly and have also been used in June 2021 as end of year assessments. Using these assessments, positive progress has been made in Years 2 (Dec 19- 36%; March 21 – 42%); June 21 – 42%, 3 (Dec 19- 51%; March 21 – 51%; June 21 – 75%) and 5 (Dec 19- 33%; March 21 – 49%; June 21 – 64%) in Reading. Prior to lockdown there was an attainment gap between boys and girls in Reading. Using NfER assessments, the gaps in boy’s knowledge has been identified and targeted. As a result, in Year 5, 58% (29%) of boys were on track to achieve ARE in reading in comparison to 27% (3%) in December 2019 and from their end of Year 5 assessments, 60% (17%) achieve EXS/+. The children working at the GDS has also increased following gap analysis- in Y3 and Y4, a greater number of pupils are now working at GDS than were from their end of KS1 result.

WH19 - Maths Tutoring – White Rose Maths and Tutor Trust (Y4-6):

White Rose Maths tutoring began during the third lockdown and five children in Year 4 and Year 5 are involved. The children join these sessions once per week. 3/5 pupils (60%) have made positive progress between their Dec '20 NFER assessments and March '21 assessments.

20 children are involved in Tutor Trust tutoring from Year 4-6. This began when the children returned to school (8.3.21). At the beginning of the tutoring programme, all children were WTS but not on track to achieve ARE. 11 of these pupils are WTS2 and we hope, with intervention, will achieve the EXS at the end of the academic year. Tutors from the Tutor Trust communicate with class teachers weekly to ensure that sessions are either to pre-teach the learning in class or to revise what has been covered unless a different topic has been identified as an area of weakness and they are working on this separately. Prior to school closures, 35% of pupils in Year 5 were on track to achieve ARE in Maths. From the March 2021, data capture point, 53% of pupils are now on track to achieve ARE.

Maths				
		<u>Pre lockdowns</u> <u>Dec 2019</u>	<u>Post lockdowns</u> <u>March 2021</u>	<u>End of year results –</u> <u>June 2021</u>
Year 4	All (58)	69% (45%)	36% (16%)	69% (21%)
	Girls (31)	55% (32%)	29% (3%)	65% (16%)
	Boys (27)	85% (59%)	44% (11%)	74% (36%)
	SEND (9)	33% (22%)	0%	22%
	PP (11)	45% (9%)	9%	64% (9%)
Year 5	All (55)	35% (15%)	53% (16%)	62% (18%)
	Girls (24)	38% (25%)	54% (17%)	67% (17%)
	Boys (30)	33% (7%)	53% (17%)	60% (20%)
	SEND (16)	6%	6%	6%
	PP (14)	21% (7%)	36% (14%)	36% (14%)
Year 6	All (58)	71% (36%)	57% (12%)	72% (17%)
	Girls (27)	61% (25%)	43% (7%)	63% (15%)
	Boys (31)	75% (44%)	66% (16%)	81% (19%)
	SEND (11)	45% (27%)	36% (9%)	55% (18%)
	PP (14)	29% (21%)	36%	43%

Following the success of the Maths tutoring with Tutor Trust, we have set up English tutoring for the second half of summer term. This will follow the same format, 20 pupils in Year 4-6 who are not currently on track to achieve the EXS in Reading and Writing. These sessions will focus on core skills in GPS and reading comprehension. Different children will be targeted to those who are accessing Fresh Start in Years 4 and 5.

WHI10 - RWI (Rec and KS1):

Following the second period of school closure, an additional teacher was deployed for one half term to support the closing of the gap and raise attainment in Early Reading in Reception and KS1. 12 children were targeted by this teacher in Reception and 8 children in KS1. The children targeted are the ones with the largest gaps in knowledge and the pupils who didn't participate fully in Remote Learning. They receive daily RWI sessions in a small group and 1:1 catch up sessions which focused on speed sounds, reading fluency and writing.

In Reception, 75% of pupils made expected progress during this half term (9/12 pupils) and 42% of pupils made accelerated progress by moving up 2 or more groups by the end of the half term (5/12 pupils).

SEND	DP	Year Group	Start Assessment (RWI)	Assessment 1 (w/c 25.4.21)
		Reception	Set 1 B	1C (+1)
		Reception	Set 1 A	1C (+2)
Yes		Reception	Set 1 B	1C (+1)
Yes		Reception	Set 1 A	1A
	Yes	Reception	Set 1 A	1B (+1)
	Yes	Reception	Set 1 A	Ditty (+3)
	Yes	Reception	Set 1 A	1A
		Reception	Set 1 A	1C (+2)
		Reception	Set 1 B	1B
	Yes	Reception	Set 1 B	1C (+1)
		Reception	Set 1 B	Ditty (+2)
		Reception	Set 1 B	Ditty (+2)

Progress has been made throughout the academic year since the introduction of RWI, the greatest progress has been seen in Reception.

The same level of support was given to pupils in KS1. 75% (6/8 pupils) made expected progress and 63% (5/8 pupils) made accelerated progress.

SEND	DP	Year Group	Start Assessment (RWI)	Assessment 1 (w/c 25.4.21)
Yes		Y1	Set 1C	Purple group (+4)
Yes		Y2	Red	Purple group (+2)
Yes	Yes	Y2	Set 1C	Set 1C
		Y1	Red	Purple group (+2)
Yes		Y1	Red	Green group (+1)
Yes	Yes	Y2	Set1C	Red Group (+2)
Yes		Y1	Set1C	Red Group (+2)
	Yes	Y1	Set1A	Set 1 A/B

RWI Assessments - % of pupils on track:

	October 2020	March 2021	May 2021
Reception	15%	59%	63%

Year 1	12%	45%	66%
Year 2	25%	34%	38%

Although the additional class teacher was only in place for one half term, RWI groupings have now been streamed across Reception and KS1. This has allowed a continued commitment that the bottom 20% of pupils are in the smallest groups led by a class teacher. All pupils have an additional RWI session after lunch which focuses on a specific gap in knowledge. The bottom 20% of readers are then involved in daily reading sessions with the class teacher or teaching assistant. Pupil attainment in Year 2 is currently lower when assessed using RWI assessments. We are working closely with the English Hub Leader to close gaps and ensure readiness for Year 3. We believe that the assessments are, at present, low due to introducing the scheme in September of Year 2. They had completed two years of learning phonics via Letters and Sounds and already had significant gaps. We intend for RWI to continue in Year 3 for the Autumn term with additional support from an experienced member of staff.