

IMPACT OF CATCH-UP FUNDING USE

| Seesaw | Cost: £900 | Year groups: All |
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| <ul style="list-style-type: none"> • Over 97% of parents said it was easy to use. • Over 98% of parents said that the pre-recorded videos were useful. • Over 98% of parents said that their child received daily feedback on their work. • Over 99% of parents said that it was easy to communicate with the class teacher. • 100% of teachers had a positive experience with Seesaw during the home-learning period. • 100% of teachers said that it is useful to set homework through Seesaw. • Pupils rated Seesaw 4.16/5. • Around 93% of pupils found Seesaw easy to use. | <p>Children, parents and teachers all agreed that Seesaw was an excellent platform for online learning. The vast majority has a positive experience with it during home-schooling and those who didn't generally cited limitations with their own technology. It was such a helpful tool that most homework is now set through Seesaw and so it continues to be well used now that the school has fully reopened. It has been useful for setting work if any child has needed to self-isolate. Teachers stated that Seesaw increased engagement in online learning.</p> <p>When speaking to pupils across the school, they liked how easy it was to use and the fact that they could communicate with their teachers easily, which allowed them to ask for additional help when needed, even when working remotely.</p> <p>The online videos from staff and the ability to post messages were popular as they allowed children to keep in touch with their teachers and friends, which was important during the school closures. Seesaw has clearly had a positive impact on the school, for a relatively low cost.</p> <p>Recommendation: All evidence suggests that the school should continue with the subscription to Seesaw, both in case of further school closures and more generally for building home/school links.</p> | |

| Fitness and Wellbeing Session | Cost: £3900 | Year groups: All |
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| <ul style="list-style-type: none"> • Over 93% of children felt that the sessions had made them fitter. • Around 96% of children felt that the sessions had made them happier. • Pupils rated the sessions 4.18/5. • 98% of pupils enjoyed the sessions. | <p>The children were incredibly positive about the Fitness and Wellbeing sessions. Most said that they would like to do more of them, especially as there was little opportunity for PE during lockdown. Teachers in lower year groups said that they had found them useful because they were able to use the time to run small group sessions, as not all of the class were involved together.</p> <p>The sessions have had an impact on the fitness of the children, but possibly more importantly it has been good for their mental health.</p> <p>They work well because of the skill and knowledge of Stuart and Jodie, who deliver the sessions.</p> | |

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| <ul style="list-style-type: none"> • Bleep-test results showed nearly every child's stamina had improved • Observations of sessions showed high-quality provision in all year groups. | <p>Recommendation: If sessions can continue to be delivered by Stuart and Jodie, or other similarly skilled teachers, another year of this provision would be beneficial to the children.</p> |
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| Teacher intervention | Cost: £5000 | Year groups: R-2 |
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| <ul style="list-style-type: none"> • On average Year 1 children could read an additional 33 High Frequency Words compared to the baseline. • Three of the Year 1 children achieved both of their targets. • One Year 1 child achieved one of their targets and partially achieved the other. • The Year 1 child who had partially achieved their target demonstrated good progress (7 out of 11 target sounds and 6 out of 9 target tricky words were secure). • All of the Year 2 children achieved all of their targets. • On average Year 1 children could read an additional 33 tricky words compared to the baseline. • On average Year 2 children could read an additional 53 High Frequency Words compared to the baseline. • All Year 2 children could read the first 100 High Frequency Words following intervention. | <p>There has been clear progress shown in all children who have taken part in the intervention, for most this has been accelerated progress compared to the baseline. Six out of eight children across Year 1 and Year 2 achieved the targets set by their teacher, with the other two children partially achieving them.</p> <p>The children who took part in the intervention said that they had “learned more words” and that it was “useful”.</p> <p>The success of this intervention appears to be due to the fact that they took place every day with the same children, always working towards clear targets. This ‘little and often’ approach has certainly benefited these children. Also, having a trained teacher delivering the sessions meant that they planned and delivered the sessions themselves (after discussion with the class teachers), making them accountable for the whole intervention process.</p> <p>Recommendation: This is a high-cost intervention, particularly as it can only include a limited number of children, but the impact was high on those children involved. It targets the children who need the most support (often disadvantaged), building essential basic skills. The cost is probably prohibitively high to be able to continue at the same level next year, particularly as the cost quoted is only based on intervention for half an academic year.</p> | |

| TA interventions | Cost: £2000 | Year groups: 1-6 |
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| <ul style="list-style-type: none"> • TA hours have mostly been used to plug gaps. • Some year groups have targeted children who have not met daily lessons objectives in maths with extra afternoon sessions. | <p>Having afternoon TA assistants has allowed teacher the flexibility to support the children who most need help, in the way that suits them best. There has not been a uniform approach to the delivery of the sessions, for a variety of reasons. Having discussed the intervention with teachers and teaching assistants, it is helping target children by either stopping them from falling behind (were the support is more pre-emptive) or supporting them to catch up and close gaps (where the support is more reactive). Children stated that they enjoyed the intervention because it is “quieter” and they are in “small groups”.</p> | |

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| <ul style="list-style-type: none"> • Some year groups and focussed on a particular target for a group of children, changing this when achieved. • Sessions have often been with different children on different days/weeks. | <p>Recommendation: Having extra TA support is useful to support children and appears to be having an impact on certain groups of children. How the support is used may vary depending on the cohort or timetabling arrangements. It would be beneficial for it to continue, although it may be worth having a staff discussion/training session to explore the most high-impact use of TAs and share best practice.</p> |
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| Accelerated Reader | Cost: £3000 | Year groups: 4-6 |
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| <ul style="list-style-type: none"> • 68% of children said that Accelerated Reader helped to improve their reading skills. • 91% of children said that Accelerated Reader is easy to use. • 67% of children said that Accelerated Reader motivates them to read more. • Pupils rated Accelerated Reader 3.62/5. • Children at expected level in Reading at the end of Spring Term (Sept baseline in brackets): Y4 87% (76%), Y5 93% (83%), Y6 77% (73%) • Estimated 'engaged time' per day (average per pupil) - Y4, 2 mins; Y5, 6 mins; Y6, 12mins. • Reading age progress – Y4, 5 months; Y5, 10 months; Y6, 11 months. | <p>Children were less enthusiastic about Accelerated Reader than the other online intervention programmes. Some children liked the fact that it can read the books to you, which was important during home-learning as it meant that they had support if needed. Other children enjoyed the quizzes. Some children said that the quizzes start too hard and that they couldn't find books they wanted to read at their reading level.</p> <p>It appears that Accelerated Reader is used mainly as an assessment tool by teachers, with children choosing whether to engage with the online books at home, which varies considerably. The reading age progress is positive, showing accelerated progress between test points for all year groups. It is difficult to assess how much of that can be attributed to Accelerated Reader as the amount of time that children are, on average, engaged with the programme each day is relatively low, and engagement does not seem to link to progress. The online nature of the reading library is useful when children are self-isolating and helped during school closure as it meant that children had access to books. It is also useful that the test results give children a reading level so that they can choose books that are most suitable for them.</p> <p>Recommendation – Accelerated Reader is a high cost intervention. The levels of engagement and enjoyment that children have with Accelerated Reader raise questions about the value for money of the programme. There also appears to be no clear correlation between the time children spend engaged with Accelerated Reader and an increase in their reading age, suggesting that other factors may have more impact on the progress of reading. Alternative programmes could be considered. For example, Bug Club (from Pearson Education) costs £599 for a KS2 ebook subscription (although with a smaller range of books), a saving of around £2400. A whole school package is £1699, saving around £1300.</p> | |

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| Extra TA hours in Reception class | Cost: £1500 | Year groups: R |
| <ul style="list-style-type: none"> Used to support basic maths skills. Small group intervention. | <p>The extra TA time in Reception has mainly been used to ensure that all children have a deep and transferable understanding of numbers 1-10. This narrow and targeted focus allows for a lot of repetition and practice, which is essential for early learners. Confidence and understanding of number is reported to be encouraging following the intervention. End of year assessments are not complete, but in-year assessments are positive.</p> <p>Recommendation: Early Year interventions generally lead to a good level of progress, according to the Education Endowment Foundation. This is a moderate cost to support children in ensuring that key basic skills are in place. This was initially necessary because of lost learning time during the pre-school year, but could be considered for next year as it should have a positive impact.</p> | |

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| Additional Phonics Reading Books | Cost: £1800 | Year groups: R-1 |
| <ul style="list-style-type: none"> This has allowed all children to take home 2 books linked to specific phonics sounds. Allows the parents to support the learning that has happened in school. In-year assessments show positive impact. | <p>The books have allowed children to practice reading in a more structured way, focussing on the sounds that have been taught, which allows them to be confident and successful in their reading. The end of year assessments will allow for comparison to previous year, but in-year assessments are positive. Teachers report that this reading and rereading of words with specific target sounds has made a read difference in the children's reading levels.</p> <p>Recommendation: No further action is currently required as the books were an up-front investment. The books support early readers well, which is particularly important at this time as a lot of phonics learning time was lost during the school closure. They have been a worthwhile investment for the school. Although the cost was relatively high initially, it will benefit children for many years to come and so represents good value for money.</p> | |

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| Nessy | Cost: £450 | Year groups: 3-6 |
| <ul style="list-style-type: none"> The average number of 'Words Learned Reading' is 299 per pupil. The average number of 'Words Learned Spelling' is 196 per pupil. The average number of 'Objectives Completed' is 19 per pupil. | <p>The children who have engaged with Nessy have shown a high level of clear and sustained progress. Teachers have reported that children transfer their learning into their reading and writing.</p> <p>The issue of non-engagement appears to be two-fold. Firstly, because Nessy is web-based rather than App based, not many children can go on at one time. Teachers have reported slowing down and crashing of the programme if too many children are on at the same time (or if other classes are using the internet at that time).</p> <p>The other barrier to engagement is that some Year 6 children view Nessy as targeted at younger children and so do not wish to engage.</p> | |

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| <ul style="list-style-type: none"> 50% of children who have been given a log-in have not engaged with Nessy at all. | <p>Recommendation: Nessy has had a clear impact on children who find reading and spelling challenging. It is a relatively low-cost intervention to support groups of children who need support in this area of learning. It appears sensible to continue with Nessy, but some thought will need to go into tackling the issues identified. It may be that it is deemed less suitable for Year 6 children (although those that engaged well in Year 5 and saw the benefits may be more willing to continue). It is possible to reduce the number of students registered through the school, but this gives only a small saving for a significant reduction of capacity. For example, to reduce the number of student log-ins for the school to 25 the cost would be £331.25, a saving of just £118.75 for the loss of 25 log-ins. Keeping the 50 log-ins and creating a timetable of use may be a more useful option, so that classes are not trying to get on at the same time. This would allow more children to benefit from using Nessy.</p> |
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| Doodlemaths | Cost: £900 | Year groups: 1-6 |
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| <ul style="list-style-type: none"> 96% of children said that Doodlemaths helps them to improve their maths skills. 93% of children said that Doodlemaths is easy to use. 98% of children enjoyed using Doodlemaths Pupils rated Doodlemaths 4.18/5 Around ½ of children showed expected or accelerated progress in their Doodlemaths age. Around ¼ of children made more than 1 year progress in their Doodlemaths age over a 7 month period. Children at expected level in maths at the end of Spring Term (Sept baseline in brackets): Y1 80% (n/a), Y2 80% (77%), Y3 79% (76%), Y4 87% (79%), Y5 90% (70%), Y6 83% (80%) | <p>Children clearly enjoyed Doodlemaths. They liked the fact that it feels like a game, because you can earn rewards, and is at the right level for them. Some children also said that they enjoyed the competition and seeing how their friends were doing. They said that they do Doodlemaths at home and at school.</p> <p>Teachers said that Doodlemaths is a good tool for practising maths at the right level for each child, giving them individualised progression through the programme. There are some reported issues with levels, which can be corrected by re-assessing regularly to ensure that all children are working at the right level, and the questions are not too simplistic for them. It is useful for pupils who are self-isolating and it was important to have during periods of school closure.</p> <p>Percentages of children reaching the 'Expected' level has improved throughout this year for most classes. This is very positive considering the disruptive nature of the school year, with a long period of home-learning because of the school closure. It is hard to say for sure how much Doodlemaths contributed to this, but it is likely that it had a positive impact based on the overwhelmingly encouraging feedback from children and teachers. It was a useful tool during online learning periods, but has also been brought back into the classroom as an everyday teaching tool in school. The ability for children to use the App at home allows them to take ownership of their learning and links to what they are doing at school, where Doodlemaths is used regularly.</p> <p>Recommendation: Doodlemaths has been well received by pupils and teachers, and has become integrated into everyday practice. It is widely used at school and at home. It is relatively low cost, especially considering the positive impact it has on pupil progress. For this reason, it would make sense for the school to continue subscribing to Doodlemaths in the future.</p> | |

SUMMARY

Recommendations:

| Continue | | Desirable if funding allows | | Assess alternatives | |
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| Seesaw | £900 | Extra TA hours – YR | £1500 | Accelerated Reader | £3000 |
| Doodlemaths | £900 | TA Intervention – Y1-Y6 | £2000 | | |
| Fitness and Well-Being | £3900 | Teacher Intervention | £5000+ | | |
| Nessy | £450 | | | | |
| Total cost at current level: | £6150 | Total cost at current level: | £8500 | Total cost at current level: | £3000 |

Cost/Impact Analysis:

| Intervention | Cost | Level of impact | Number of children involved |
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| Seesaw | ££ | ***** | ***** |
| Doodlemaths | ££ | **** | ***** |
| Fitness and Well-Being | ££££ | ***** | ***** |
| Nessy | £ | *** | ** |
| Teacher Intervention | £££££ | ***** | * |
| Extra TA hours – YR | £££ | *** | ** |
| TA Intervention (Y1-Y6) | £££ | *** | *** |
| Accelerated Reader | ££££ | ** | *** |

