

Lincewood Primary School COVID-19 catch-up premium report 2020 2021

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	403	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£32,240		

STRATEGY STATEMENT

The overall aim of our catch-up premium strategy is to raise the attainment of all pupils to close the gap created by COVID-19 school closures:

- 1) To reduce the attainment gap between the disadvantaged pupils and their peers
- 2) To raise the attainment of all pupils to close the gap created by COVID-19 school closures

The school's main priority is to 'close the gap' for children whose baseline assessments show they are not on track to meet their target, to catch up and reach their targets (with the priority groups being disadvantaged pupils). The school is using the catch up funding to provide: small group tuition, after school, or during the school day. Rigorous baseline assessments were undertaken in autumn 2020 and these will be repeated in the Spring term in order to gather more up to date information. The data from these as well as curriculum gap analysis is being used to plan the Catch Up Curriculum for each group so we can ensure it is personalised and specifically focused to ensure it meets the children's needs.

In order to reinforce key skills that have been missed during lockdown, every class will include time each day for the teaching of Maths and English basic skills. During the spring and summer term, whole class catch up lessons will take place. These strategies will enable all of our pupils to benefit.

There is an overlap between this document and our PPG Action plan, as some barriers to learning were pre-existing before the COVID-19 pandemic. The pandemic has magnified these pre-existing issues for many of our vulnerable pupils and it is likely that it will take two to three years to diminish the difference between this group of pupils and their peers.

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Identified gaps in key skills due to the extended period away from school, e.g. lack of times tables recall, basic spelling rules.
B	Identified gaps in curriculum knowledge due to the extended period away from school.
C	Lack of stamina for learning – some children are unable to concentrate or listen for extended periods of time.
D	Some children and their families are suffering with mental health issues and anxiety since the start of the pandemic. It is believed that these families will need further support and signposting to other agencies where necessary.

ADDITIONAL BARRIERS

External barriers:

E	Some families have found it difficult to motivate and support their child's learning during both lockdowns/partial closure of schools. It is anticipated that some families will require additional support from the school to support them in engaging their child in learning.
F	Some disadvantaged pupils are vulnerable to low attendance, due to a number of factors (anxiety, SEMH, family circumstances)

Planned expenditure for current academic year

Quality of teaching for all (wave 1)					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>School timetable to be revised to enable additional key skills teaching to take place.</p> <p>School timetable to be revised to enable additional GPS, reading and maths lessons to take place each day.</p> <p>Cross curricular links to be maximised in order to ensure coverage of foundation subjects.</p>	<p>General increase of fluency of key skills for all pupils. Outcomes for pupils increase</p> <p>Identified gaps in the learning/ the curriculum are closed. Outcomes for pupils increase.</p> <p>Broad and balanced curriculum is maintained.</p>	<p>Quality first teaching is proven to be effective in raising standards.</p>	<p>Monitoring of lessons by members of the SLT.</p> <p>Analysis of pupil data.</p> <p>Regular pupil progress reviews and gap analysis (pupils will make accelerated progress as a result of additional teaching)</p>	HT	Termly
<p>Teachers provided with additional release time to carry out detailed assessments of wellbeing and learning needs.(half a day a week)</p>	<p>Knowledge gained from assessments supports accelerated progress in learning and wellbeing.</p>	<p>Setting aside time to enable teachers to assess pupils' wellbeing and learning needs will make it easier for teachers and other school staff to provide effective support.</p>	<p>Regular pupil progress reviews and gap analysis (pupils will make accelerated progress as a result of additional teaching)</p>	HT	Termly

Additional mentoring for ECTs. (4 teachers half a day a week)	ECTs develop the knowledge and skills to provide quality first teaching.	Early career teachers, who may have had opportunities to develop their practice curtailed by school closures, are particularly likely to benefit from additional mentoring and support. (EEF)	Additional reviews – extension of support in to 2 nd and 3 rd years of teaching. Ongoing CPD to support areas of weakness.	HT/Lead mentor	Half-termly
				Total budgeted cost:	£9360
Targeted support (wave 2)					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Timetable of intensive support to be provided via small group after school tuition (vulnerable pupils given priority) (one hour overtime per teacher per week)	Identified gaps in learning/ the curriculum are closed. Outcomes for pupils increase.	Small groups ensure the tuition is focused to meet specific gaps. Small groups enable all children to participate more readily. Groups are led by qualified teachers who are members of school staff – this ensures they are aware of the school's gap analysis in terms of the curriculum.	Observations of group work. Regular pupil progress reviews and gap analysis. Pupil perception feedback	HT	Termly

<p>Additional catch up sessions for some children delivered during the school day, in order to focus on listening skills, fine motor skills or any other identified skill that might have been lost during lockdown.(Two afternoons per week per teacher in KS2 and one afternoon per week for reception and KS1. Half a day LSA overtime a week for each class) (Word Aware, Neli, Catch up, phonics etc)</p>	<p>Pupils regain 'lost' skills that will support their learning across the whole curriculum.</p>	<p>EEF research recommends that Interventions can focus on other aspects of learning, such as behaviour or pupils' social and emotional needs, or focus on particular groups of pupils with identified special educational needs or disabilities.</p> <p>Baseline assessments from the beginning of the autumn term 2020 and Spring 2021 show that there are small groups of children who would benefit from such interventions.</p> <p>Groups are led by qualified teachers or by experienced 'specialist' (in particular approaches) who are members of school staff – this ensures they are aware of the school's gap analysis in terms of the curriculum.</p>	<p>Regular pupil reviews of progress</p>	<p>HT/Deputy/Inclusion Lead</p>	<p>Half termly</p>
					<p>Total budgeted cost: £17,880</p>
<p>Other approaches</p>					
<p>Action</p>	<p>Intended outcome and success criteria</p>	<p>What's the evidence and rationale for this choice?</p>	<p>How will you make sure it's implemented well?</p>	<p>Staff lead</p>	<p>When will you review this?</p>

<p>Emotional support</p>	<p>Encourage more positive learning behaviours – review school values and expectations with pupils on return.</p> <p>Detailed analysis of behavior logs to look for escalations with particular children.</p> <p>Support positive relationships at home and in school</p> <p>Extend the hours of support provided in school by trained family counsellor – 1:1 support, family group work, workshops etc.</p>	<p>Some children have returned to school less settled than normal.</p> <p>The Thrive Approach is a proven method of supporting children in improving emotional resilience and motivation to learn.</p> <p>Trained PSM working with individual pupils enables structured play therapy and appropriate signposting to other agencies where necessary.</p>	<p>Children reviewed weekly by HT/SLT.</p> <p>Referrals made by CT and supported by parent.</p> <p>Referrals for PSM by class teachers.</p>	<p>HT</p>	<p>Weekly</p>
<p>Increasing attendance</p>	<p>Pupils vulnerable to low attendance demonstrate good levels of attendance at school.</p>	<p>There is a risk that high levels of absence after the summer pose a particular risk for disadvantaged pupils.</p>	<p>Attendance of vulnerable pupils reviewed at least once a week.</p>	<p>HT</p>	<p>Weekly</p>

<p>Offer effective advice to parents so that they can support their child in achieving good engagement in learning.</p>	<p>Parents receive advice that supports them in helping their child to engage in learning.</p> <p>Parental feedback shows that the support received by the school has been received positively.</p>	<p>EEF research recommends that additional support could focus on providing supportive communications with parents to increase engagement with learning.</p> <p>Throughout lockdown parents have been positive about the support that has been received from the school. This should continue once the school returns to 'normal'.</p>	<p>Staff receive advice on how to word communication sent out to parents (e.g. contacting parents regarding after school tuition).</p> <p>Parental feedback – quantitative and qualitative evidence.</p>	<p>SLT & PPG Lead</p>	<p>Half termly</p>
<p>Total budgeted cost:</p>					<p>£5000</p>

ADDITIONAL INFORMATION

- Target Tracker and NFER analysis used to identify gaps in learning
- EEFCOVID-19 Support Guide for Schools document used to advise on effective methods and strategies
- Attendance report from autumn 2020 show that some vulnerable groups of pupils had lower attendance than other pupils.