



## Catch UP Premium (COVID-19)

Summary information			
Total number of pupils:	331	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£26480		

### Strategy statement

*Nationally, our children have experienced serious disruption to their education as a result of the COVID- 19 pandemic. Children who come from vulnerable and disadvantaged backgrounds are, unfortunately, the most effected. The impact of lost time in education is substantial and as a school, we must make a concerted effort to close the gap for all children in our school – academically, emotionally and socially.*

*We are implementing the following strategies to support pupils catching up due to the deficit caused by COVID-19*

#### Teaching and whole school strategies

- *Enhancing Quality first teaching and support for pupils most impacted by the pandemic*
- *Pupil assessment and feedback*
- *Transition support*

#### Targeted approaches

- *One to one and small group tuition*
- *Intervention programmes*

#### Wider strategies

- *Supporting parents, carers and the school community*
- *Access to, and application of, technology*
- *After school tuition, boosters and clubs*

*The overall aims of our catch-up premium strategy is as follows:*

- *To reduce the attainment gap between our disadvantaged pupils and their peers*
- *To raise the attainment of all pupils to close the gap created by COVID-19 school closures*
- *To address the academic, social and emotional needs of pupils most affected by COVID-19*
- *To ensure the curriculum offer remains broad and balanced for all pupils*
- *To ensure that all pupils, especially disadvantaged and SEND have access and equity to high quality education*
- *To ensure resource (financial, human and physical) reach pupils who most need it.*



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### Barriers to future attainment

#### Academic barriers:

A	Staff need to develop a greater understanding of children's mental health needs in order to be able to help and support children who may have been affected adversely by closures and Covid 19.
B	Ascertaining where all children are in relation to their age-related learning in Reading, Writing and Mathematics due to disruption caused by COVID-19.
C	Determining strategies and support which develop greater resilience and self confidence in children impacted by COVID-19.
D	Continued disruption due to 'bubble' closures and interrupted classroom learning.

### Additional barriers

#### External barriers:

D	Home learning access to be developed further during this academic year to improve access to learning at home for all pupils.
E	Pupils may struggle to settle back into school and class routines due to COVID 19 and lack of structured learning experiences since school closures in March 2020.
F	Families struggling to support child's learning at home due to language barriers of environment.



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### Planned expenditure for current academic year

Quality of teaching for all pupils					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice? (Including EEF/DfE Recommendations)	How will you make sure it's implemented well?	Staff lead	When will you review this?
Implement appropriate reading/writing/maths/arts/sports materials during Summer term 2020 and the current academic year to address lower than expected reading/writing/maths ages and progress within the arts and sports curriculum	<p>Gaps in learning and access to materials rapidly identified and planned for.</p> <ul style="list-style-type: none"> <li>Recovery curriculum planned for and all missed curriculum content taught alongside and as part of a broad and balanced curriculum</li> <li>Continuous assessment and moderation ensures confidence and accuracy from teachers and informs planning.</li> <li>Replenishment of physical resources used in Maths, P.E, English and Music ensure children have resources to access a full curriculum despite the restrictions on the sharing of resources.</li> </ul>	<ul style="list-style-type: none"> <li>Supporting great teaching</li> <li>Pupil Assessment and feedback</li> <li>Setting aside time to enable teachers to assess pupils' wellbeing and learning needs is likely to make it easier for teachers and other school staff to provide effective support.</li> </ul>	<ul style="list-style-type: none"> <li>Regular moderation and assessment will inform data.</li> <li>Analysis of data will evidence progress made as well as identify future targets.</li> </ul>	FB	Half Termly



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<p>All staff to receive ongoing CPD in relation to the bespoke school based projects which are being delivered in our school. These include CPD on the Arts, Sports, IT and Core subject areas.</p>	<p>All staff to have the opportunity to engage in a range of CPD which develops teaching practice and therefore benefits the provision on offer to the children.</p> <ul style="list-style-type: none"> <li>• Staff engage in a wide range of CPD and work together across Trust schools to enrich the school curriculum regardless of current limitations.</li> <li>• Shared expertise and experience create positive support networks for teachers and empowers their development.</li> </ul>	<ul style="list-style-type: none"> <li>• Supporting great teaching</li> <li>• Providing opportunities for professional development</li> <li>• Providing opportunities for mentoring and support</li> <li>• Providing opportunities for IT specific training and development</li> </ul>	<ul style="list-style-type: none"> <li>• CPD sessions with opportunities to share and reflect on impacts made by engagement with CPD and how to improve further</li> <li>• Moderation, assessments and lessons show impact of CPD in children's learning.</li> </ul>	<p>KB</p>	<p>Half Termly</p>
<p>Strategic staff deployment. SLT supporting the planning and delivery of lessons throughout the school. HLTAs to support teaching throughout with a focus on targeted group teaching.</p>	<p>Leaders to continuously support teaching staff in the planning and delivery of lessons to support targeted teaching and assessment.</p> <ul style="list-style-type: none"> <li>• Staff are supported in the planning and delivery of lessons which target specific groups who have gaps in learning.</li> <li>• Higher adult to child ratio provides opportunities to close gaps for specific pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Supporting great teaching</li> <li>• Providing opportunities for professional development</li> <li>• Providing opportunities for mentoring and support</li> </ul>	<ul style="list-style-type: none"> <li>• Moderation, assessments, AFL and observations of teaching provide opportunities for curriculum development and evidence progress of children.</li> </ul>	<p>JL</p>	<p>Half Termly</p>
<p>Total budgeted cost:</p>					<p>£10,200</p>



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Targeted support for specific groups of pupils					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice? ( Including EEF and DfE recommendations)	How will you make sure it's implemented well?	Staff lead	When will you review this?
Daily interventions with class based TA's for identified pupils – basic skills nurturing, wellbeing and academic development	<ul style="list-style-type: none"> <li>Support staff utilising programmes such on line phonics, Lego Therapy, Toe by Toe and additional interventions planned by teacher to support well-being of vulnerable children and support their emotional and academic development</li> <li>Afternoon Nurture Hub delivering targeted support to key children to accelerate learning and develop socialisation skills.</li> </ul>	<ul style="list-style-type: none"> <li>Children from disadvantaged backgrounds are likely to have been affected particularly severely by school closures and may need more support to return to school and settle back into school life.</li> <li>Small group and one to one tuition can be effective catchup approaches.</li> </ul>	<ul style="list-style-type: none"> <li>Observations of children, both socially, emotionally and academically show increased communication skills. Improved emotional intelligence as well as improved coping mechanisms.</li> </ul>	CB	Half Termly
Wellbeing sessions available to children and families who have been identified as vulnerable on return to school in September 2020.	<ul style="list-style-type: none"> <li>Families, teachers and children are aware of high quality support on offer to support families and children who were impacted greatly by the March school closures.</li> <li>Mindfulness sessions to support pupils with emotional needs.</li> </ul>	<ul style="list-style-type: none"> <li>Children from disadvantaged backgrounds are likely to have been affected particularly severely by school closures and may need more support to return to school and settle back into school life.</li> <li>Children settled and ready to learn, equipped with mindfulness techniques</li> </ul>	<ul style="list-style-type: none"> <li>Reports from Pastoral Manager as well as meetings between teacher, family and therapist offer professional advice on how best to support individual children holistically.</li> <li>Observations and pupil voice</li> </ul>	CB	Half Termly



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<p>Speech and language therapist sessions provided for pupils whose language and communication school had been negatively affected by the March school closures.</p> <p>Specialist TA trained to deliver speech and language programmes</p> <p>A particular focus on those with SEND</p>	<ul style="list-style-type: none"> <li>Increased amount of children able to access the expert provision of the Speech and language therapist in school</li> <li>Families given bespoke support on how to support their child's development at home. Additional resource materials posted on website.</li> </ul>	<ul style="list-style-type: none"> <li>There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy</li> <li>Children from disadvantaged backgrounds are likely to have been affected particularly severely by school closures and may need more support to return to school and settle back into school life.</li> </ul>	<ul style="list-style-type: none"> <li>Regular meetings with SENDCO, Therapists and families provides families, teachers and children with strategies to support learning and emotional well-being both in school and at home.</li> </ul>	<p>CB</p>	<p>Half Termly</p>
<p>Afternoon Reading and Maths Intervention and support with identified pupils</p>	<ul style="list-style-type: none"> <li>Identified children will have significantly increased rates of progress in core subject areas.</li> </ul>	<ul style="list-style-type: none"> <li>Small group and one to one tuition can be effective catchup approaches.</li> <li>In order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary. A particular focus for interventions is likely to be on literacy and numeracy.</li> </ul>	<ul style="list-style-type: none"> <li>Moderation, assessments, AFL and observations of teaching provide opportunities for curriculum development and evidence progress of children.</li> </ul>	<p>KB</p>	<p>Half Termly</p>



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<p>Intervention Programmes purchased to support home learning and interventions in school - Busters, Timetable Rockstars, Mathletics etc.</p>	<ul style="list-style-type: none"> <li>Identified children will have significantly increased rates of progress in core subject areas.</li> </ul>	<ul style="list-style-type: none"> <li>In order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary. A particular focus for interventions is likely to be on literacy and numeracy.</li> <li>Parents can support at home with specific tasks set and children can access independently if not supported at home.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers can track and monitor pupils engagement and achievements on activities completed in school as well as those completed at home.</li> </ul>	<p>CB</p>	<p>Half Termly</p>
<p>Focused targeted afterschool booster sessions deliver by all teaching and support staff</p>	<ul style="list-style-type: none"> <li>Minimise gaps in learning as a result of COVID-19</li> <li>Prepare pupils for life beyond Primary school</li> </ul>	<ul style="list-style-type: none"> <li>There is some evidence to suggest that extended hours can increase children's attainment.</li> <li>Children have the opportunity to have additional core curriculum teaching</li> </ul>	<ul style="list-style-type: none"> <li>Teachers can track progress and engagement and target teaching gaps for the children who attend the sessions.</li> </ul>	<p>JL</p>	<p>Half Termly</p>
<p>Total budgeted cost:</p>					<p>£8000</p>



## Catch UP Premium (COVID-19)

Other approaches to address COVID deficit					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice? (Including DFE/EEF Recommendations)	How will you make sure it's implemented well?	Staff lead	When will you review this?
To offer ongoing high quality pastoral support to families	<ul style="list-style-type: none"> <li>Families to be secure in the fact that the school community is there to discreetly support them as well as their children.</li> <li>Extremely vulnerable families with children not in school contacted daily</li> </ul>	<ul style="list-style-type: none"> <li>Increased number of families contacting school for help and support since Covid 19 pandemic.</li> <li>High quality support remains in place.</li> </ul>	<ul style="list-style-type: none"> <li>Offering food vouchers. Engaging with local charities for Christmas hampers and Toy parcels which provides aid for families who are facing particular hardship.</li> <li>Numbers referred to additional outside agencies – Social care does not increase.</li> </ul>	JL	Half Termly



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<p>To strengthen home school relationships and the community through the development of a School Community</p>	<ul style="list-style-type: none"> <li>• Host Zoom meetings with parents to continue to offer support and training eg RWI / Early Years evening presentation.</li> <li>• Regular google form surveys to gain feedback and identify parents in need of support.</li> <li>• Regular communication with families through newsletters / emails, and teacher2parent app.</li> <li>• Frequent parent/teacher phone calls to maintain relationships and communication and ensure wellbeing.</li> <li>• Regular videos and photos posted onto Lordswood Facebook, twitter and YouTube site sharing children's experiences and achievements with parents.</li> <li>• Weekly celebratory assemblies on our YouTube site.</li> </ul>	<ul style="list-style-type: none"> <li>• Parents have played a key role in supporting children to learn at home and it will be essential that schools and families continue to work together as pupils return to school. Schools have provided extensive pastoral support to pupils and families throughout the pandemic. Additional support in the new school year could focus on providing regular and supportive communications with parents, especially to increase attendance and engagement with learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Increased amount of families attending Zoom sessions with teachers and engaging with live remote learning sessions during bubble closures.</li> <li>• Letters of support and social media comments thanking school and staff from families to staff.</li> </ul>	<p>JL</p>	<p>Half Termly</p>
<p>Access to technology</p>	<ul style="list-style-type: none"> <li>• All families have access to devices to ensure all children access remote learning</li> <li>• Ensure all families have data/ internet connection</li> <li>• All teaching staff issued iPads to support blended learning and effectively communicate with pupils and parents throughout each day.</li> </ul>	<ul style="list-style-type: none"> <li>• As all pupils return to schools, technology could also be valuable; for example, by facilitating access to online tuition or support. Some schools might find it helpful to invest in additional technology, either by providing pupils with devices or improving the facilities available in school.</li> </ul>	<ul style="list-style-type: none"> <li>• Use specific school email to answer all families technical support issues promptly.</li> <li>• Regular surveys to ensure families have sufficient devices if circumstances change.</li> </ul>		
<p>Total budgeted cost:</p>					
					<p>£8280</p>