

LUNSFORD PRIMARY SCHOOL

Coronavirus Catch-Up Premium Spending Report



Rationale

Schools are required to publish a report on how they will spend and assess the impact of the Coronavirus (COVID-19) catch-up premium on their website.

When our pupils started the new school year in September 2020, half were returning to the classroom for the first time in almost six months. Many of these pupils, particularly those whom are disadvantaged and vulnerable will have been affected academically, socially and emotionally.

Research conducted by the Educational Endowment Fund ([EEF COVID-19 Support Guide for Schools](#)), amongst others, strongly suggests that compensating for the negative impact of school closures on the gap will require a sustained response. The government announced in June that it was making available £1 billion of funding to support children and young people to catch up. This includes a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time.

“Every school will have been affected by Covid-19 differently and school leaders are best placed to understand the needs of their school communities. The right way to support pupils will differ between schools and must be informed by the professional judgement of teachers and school leaders”.

The formula used to calculate the amount allocated to mainstream schools is £80 x number of pupils on the school census October 2020.

This report demonstrates how Lunsford Primary School plans for and uses catch-up funding.

Coronavirus (COVID-19) catch-up premium spend report

Lunsford Primary School

Summary Information

1. Summary information											
School			Lunsford Primary School			Academic Year			2020/21		
Total 'Catch-up' funding budget					£16640						
Total number of pupils:	208	Total number of pupils eligible for PP:	34 16.4%	Total number of pupils eligible for FSM:	32 15.5%	Total number of pupils with an EHC:	3 1.4%	Total number of pupils with SEN:	22 10.6%	Total number of pupils with EAL:	9 4.3%

2. Desired Outcomes	
Desired Outcome	Success Criteria
1. For wellbeing and involvement of all children to increase as a result of feeling well supported through	<p>Wellbeing and involvement increases.</p> <p>Staff audit of skills to support pupils and staff- training as required</p> <p>Introduction of RHE- training as required</p> <p>Outcomes and progress improve, closing the gap between PP and non PP pupils. SEND and non SEND</p> <p>Children are identified and support quickly follows. This support is effective and outcomes improve as a result. This will be monitored at PPM</p>

whole school initiatives and interventions.	Whole school policy and practice is consistent across the school.
2. Pupils identified to not being on track prior to partial school closures to demonstrate accelerated progress from their individual starting point at the end of the previous key stage due to catch up strategies in place	<p>Baseline assessments identify gaps that are addressed through quality first teaching</p> <p>Internal assessment tracking indicates that pupils who were not working 'below year group' prior partial school closures, are now in line with their peers</p> <p>Internal assessment tracking indicates that pupils who were working 'below year group' due to an identified education need, have made accelerated progress from their starting point</p> <p>Planning links specifically to pupil need</p> <p>Improved outcomes</p> <p>Books show progress over time</p> <p>Engagement and wellbeing increase</p> <p>Teaching is at least good in all classes</p>
3. Pupil attendance is in line with pupils nationally	<p>Attendance % is in line with or exceeds national</p> <p>Internal records indicate that identified pupils with an attendance of 90% of below has improved over the course of the year</p>

Number of eligible pupils	207	Amount of catch-up premium	£16,640
STRATEGY STATEMENT			
<p>Lunsford Primary School catch up priorities are as follows:</p> <ul style="list-style-type: none"> • Provide social and emotional support for all children on return to school and additional support as required • Assessment of reading, writing and maths to identify gaps • Targeted intervention and support 			

- Identify gaps in other curriculum subjects and adapt plans accordingly
- Focus on consolidation of basic skills
- Strong focus on phonics and reading which will underpin all teaching and learning
- A clear strategy for remote learning

Our core approaches are:

- Provide support from our SENCO for families and pupils who need additional support emotionally and socially
- Teacher training and support for implementing interventions
- Purchase of additional technological devices
- Providing teachers with support in order to access necessary technology
- Additional targeted tuition/intervention

The overall aims of our catch-up premium strategy are

- To reduce the attainment gap between your disadvantaged pupils and their peers
- To raise the attainment of all pupils to close the gap created by COVID-19 school closure
- To support pupils' well-being

Barriers to Learning

ACADEMIC BARRIERS

Although a high standard of remote learning was offered, a number of children in each year group have gaps in knowledge due to undertaking none or very little work between March and September. 2019/2020 Year R and Year 6 pupils were able to come back into school during lockdown.

Due to school being closed, limited quality synthetic phonics teaching completed – this has impacted 2019/2020 Year 1 class

Due to school being closed, children had less access to resources to support grammar, spelling and handwriting.

Due to school being closed, families had limited access to appropriate, high-quality reading material

For a significant number of families, pupils had limited access to their own personal technological device

EXTERNAL BARRIERS

Disruptive or dysfunctional home environments thus impacting on pupil's ability to learn.

Lack of social interactions or negative online interactions
Anxieties around return to school thus affecting mental well-being

Purpose of spend

The catch-up grant will be used for additional provision and training that supports us to get back on track and teaching a normal curriculum as quickly as possible.

What children need

For all children

- Supporting great teaching.
- Focus on getting reading and writing back on track.
- Supporting parents and carers.

For some children

- Additional support and focus on reading and/or maths.
- Additional pastoral support.

Planned expenditure for the current academic year 2020-2021

	What	Why	Who	How	Cost	Impact
Teaching and Whole-school strategies <i>'Great teaching is the most important lever schools have to improve outcomes for their pupils. Ensuring every teacher is supported and prepared for the new academic year is essential to achieving the best outcomes for pupils' (EEF)</i>	Ensure every teacher is prepared and supported for the upcoming year in the use of technology and curriculum planning by providing development time	Ensuring teachers have training and support to adjust to these changes is likely to improve the quality of teaching both in school and remotely	All teachers	SLT to provide cover and support for staff so that they can prepare remote materials	Supply costs to be subsumed within main budget or done by SLT	Teachers feel confident with the use of new technology to support remote learning thus providing pupils with quality remote and in school education
	Assess all pupils in reading and writing using standardised assessments	Assessments in core areas can determine gaps needed to be addressed and quality feedback and intervention can support pupils in making progress in these areas.	All teachers	Additional NFER tests in reading and maths from the previous year to be purchased for KS2 KS1 pupils to be assessed in phonics	Assessment materials £210	Gaps identified in order for teachers to identify individual pupil needs and set targets. As a result pupils will catch up on missed learning.
Targeted Support <i>'There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy' (EEF)</i>	1:1 and small group support intervention sessions Drawing and Talking sessions for identified pupils	Due to a prolonged amount of time away from school, lack of social interaction or negative experiences encountered, children may need support in their well-being.	SENCO and TA Educational Psychologist	SENCO and trained TA will work with pupils who struggle to reengage in school, who are at risk of being persistently disruptive, including providing support for overcoming barriers to attendance and behaviour and to help them reintegrate back into school life. Support from Educational Psychologist	SENCO and TA training Drawing and Talking £598 Educational Psychologist – sessions as required	Children who are suffering from particular anxieties or trauma are helped to improve their mental well-being and they feel safe thus allowing them to focus on their academic learning.

				Additional time/support to readjust to school; some pupils may be showing signs of anxiety or depression.		
	1:1 small group tuition in phonics and reading by a qualified teacher	There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. Tuition delivered by qualified teachers is likely to have the highest impact.	SENCO and Trained TA delivering Sounds Progress Teachers Trained TAs	Class teachers will use assessments to identify pupils who needs extra support in reading and application of phonics. Children will then be grouped into small groups and teachers selected to provide additional support.	Additional SENCO time (see below for complete cost) Sounds Progress funding £1020	Pupils who have fallen behind through lack of quality phonics teaching or lack of reading materials will be taught explicitly therefore closing the gaps in phonic knowledge or reading.
	Small Group intervention Reciprocal Reading (EEF Project) Upper KS2 pupils	There is extensive evidence supporting the impact of high quality small group tuition as a catch-up strategy. Tuition delivered by qualified teachers is likely to have the highest impact.	SENCO and Trained TA delivering Reciprocal Reading intervention	SENCO and Trained TA to deliver programme	Additional SENCO time (£5148 – additional ½ day per week) Part funded by EEF. School cost including training £1000	The intervention aims to develop children's understanding of a text and teach them important strategies for making sense fo what they have read. Reciprocal reading is often used to address the reading difficulties of children who can decode a text bur struggle to understand it. Increase in reading assessment scores. EEF funding so report generated as part of the programme.

	Small Group intervention One Billion Maths App – to increase basic maths skills in EYFS and KS1 and LKS2 identified pupils	There is extensive evidence supporting the impact of high quality small group tuition as a catch-up strategy. Tuition delivered by qualified teachers is likely to have the highest impact.	SENCO and Trained TA delivering One Billion Maths App	SENCO and Trained TA to deliver programme	Additional SENCO time (£5148 – additional ½ day per week) One Billion Maths App and training £1500	Increase in Maths basic skills Ongoing assessment and feedback through the app.
Wider Strategies <i>‘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.’ (EEF)</i>	Invest in additional technology to support children’s learning	Pupils’ access to technology has been an important factor affecting the extent to which they can learn effectively at home. Additional technology in school will support children to access learning videos, remote learning lessons and other educational sites.	Pupils identified as not having access to devices	IPads will be purchased and distributed to classes where pupils have been identified. Headphones to be purchased for all pupils A clear programme will be put in place by the class teacher to ensure the technology is being accessed and having an impact.	Costs of technology £4080 Set up costs for Satellite Pro DfE funded devices - £444 Set up costs for iPads – £296 Headphones - £233	Pupils who have been identified in need of catch up are provided with extra support sessions using the technology available in the classroom.
	Support Early Morning Club set up	Pupils and parents access to wrap around care to support attendance and families	Pupils identified as Key Worker children and Vulnerable Children	Early Morning Club to be set up and staffed by TAs	Costs of equipment and staffing £900	Identified pupils attendance will improve
	1:1 support intervention sessions led by a trained Emotional Literacy Support Assistant ELSA sessions for identified pupils	Due to a prolonged amount of time away from school, lack of social interaction or negative experiences encountered (i.e. bereavement), children may need support in identifying their feelings and managing these in order to	TA	TA will work with identified target pupils who are struggling to identify and manage their emotions as a result of a specific trauma or due to experiences such as those encountered during lockdown.	TA Training £100 Additional TA time to deliver the intervention £1115.	Children who are suffering from particular anxieties or trauma are helped to improve their mental well-being and they feel safe thus allowing them to focus on their academic learning.

		support their long-term wellbeing.		<p>Identified children may present as disengaging in school, be at risk of being persistently disruptive. ELSA will provide support for overcoming barriers to attendance and behaviour and to help them reintegrate back into school life.</p> <p>Support from the LA Educational Psychologist team</p>		
<p>Total costs - £16644</p>						

Appendix

These suggestions have been taken from EEF guidance. They are not exhaustive and there is no requirement to use any. Schools are able to spend the grant on any resource or activity they believe will meet the purpose of the grant. We just wanted to provide a list of ideas. **There is no expectation that schools will open for longer for some pupils each day or that schools will operate holiday schemes; the suggestions below are there for the sake of completeness because they were reviewed by the EEF.**

Priority	How the grant will be spent	How the effect of this expenditure on the educational attainment of those pupils at the school will be assessed
Teaching and whole-school strategies		
Supporting great teaching	Provide support for teachers to prepare for the school year. Provide professional development, to support curriculum planning or focused training on the effective use of technology. Provide support to adjust to changes to improve the quality of teaching. Provide additional mentoring and support for early career teachers.	Progress will be tracked against all targets set for each year group as outlined above.
Pupil assessment and feedback	Pay for staff time to enable teachers to assess pupils' wellbeing and learning needs. Pay for subject-specific assessments to identify particular areas where pupils have forgotten or misunderstood key concepts, to ensure that new material being covered builds on secure foundations. Pay for standardised assessments in literacy or numeracy to identify pupils who would benefit from additional catch-up support. Provide teachers with support to give high-quality feedback, building on accurate assessment.	Progress will be tracked against all targets set for each year group as outlined above.
Transition support	Support pupils starting a new school; sharing information about school with children and their families or running activities designed to make pupils feel comfortable in their new school. Pay for the running of dedicated transition events - either online or face-to-face. Provide assessment materials to identify areas where pupils are likely to require additional support. Provide opportunities for teachers to share information about pupils' strengths and areas for development with colleagues, including between schools where possible.	Progress will be tracked against all targets set for each year group as outlined above.

Targeted Support		
One to one and small group tuition	<p>Pay for tuition guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback - 1:1 or small group.</p> <p>Provide training for tutors, teaching assistants, or volunteers linked to specific content and approaches.</p>	Progress will be tracked against all targets set for each year group as outlined above.
Intervention programmes	<p>Implement programmes to meet a specific need, such as oral language skills or aspects of reading, include regular sessions maintained over a sustained period and carefully timetabled to enable consistent delivery.</p> <p>Provide interventions focusing 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>	Progress will be tracked against all targets set for each year group as outlined above.
Extended school time	Staff an increase in the length of the school day to provide additional academic or pastoral support to particular pupils after school, improving learning and other outcomes, such as attendance and behaviour.	Progress will be tracked against all targets set for each year group as outlined above.
Support for pupils with SEND	<p>Cover the cost of making teachers aware of individual learning needs and having wider conversations with parents, colleagues and specialist professionals in addition to the child to establish next steps.</p> <p>Provide resources to create a positive and supportive environment promoting high standards and positive relationships.</p> <p>Providing time and resources so that teachers can ensure consistent routines for behaviour; knowing and understanding each pupil and support them in the self-regulation of their behaviour.</p> <p>Provide additional adult support so that adults can scaffold self-regulation to support pupils in organising equipment, their time and remembering routines.</p>	Progress will be tracked against all targets set for each year group as outlined above.
Wider Strategies		
Supporting parents and carers	<p>Provide additional staff time so that schools and families (especially less involved families) continue to work together as pupils return to school.</p> <p>Personalise messages as much as possible, being aware of parents' varying literacy levels and the need for any translation.</p> <p>Reinforce simple, encouraging messages around sustainable home learning, routines and study tips. Also, remember to celebrate successes with parents.</p>	Progress will be tracked against all targets set for each year group as outlined above.
Access to technology	<p>Provide access to technology, facilitating access to online tuition or support either by providing pupils with devices or improving the facilities available in school.</p> <p>Provide support and guidance on how to use technology effectively to ensure the elements of effective teaching are present - for example, clear explanations, scaffolding, practice and feedback.</p>	Progress will be tracked against all targets set for each year group as outlined above.
Summer support	<p>Provide high quality academic support such as small group tuition delivered by teachers or trained tutors.</p> <p>Provide support focusing on a wide range of outcomes, such as confidence and wellbeing, and a wide range of activities such as sports, music and drama that children may have missed.</p>	Progress will be tracked against all targets set for each year group as outlined above.

