

COVID-19 Catch-up Premium Report

Lapford Community Primary School



COVID-19 catch-up premium spending: Summary

SUMMARY INFORMATION

Total number of pupils:	61	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£4827		

STRATEGY STATEMENT

Lapford Community Primary School have examined a variety of information sources in order to formulate a plan for spending Covid-19 catch-up premium in ways that we feel will have the biggest impact on closing the gaps seen as a result of the pandemic.

We have: looked through the DfE guide for schools, taken advice from the EEF document, examined our Spring term data outcomes captured prior to closure and taken an Autumn term baseline using NTSA standardised testing as well as a variety of other teacher-led assessment tools in September 2020.

These factors combined have formed the rationale for our spending decision, which aims to:

- 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 closures



Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Low levels of Literacy
B	Low Levels of Maths
C	Low levels of speech, language and communication in Early Years

ADDITIONAL BARRIERS

External barriers:

D	Poor access to home learning, internet, suitable devices and reading at home
E	Low attendance due to isolation or other
F	Emotional wellbeing

Planned expenditure for current academic year

<i>Quality of teaching for all</i>					
<i>Action</i>	<i>Intended outcome and success criteria</i>	<i>What's the evidence and rationale for this choice?</i>	<i>How will you make sure it is implemented well?</i>	<i>Staff lead</i>	<i>When will you review this?</i>
Supporting great teaching	<p>All pupils to receive quality teaching</p> <p>Teachers supported to deliver the best possible education to pupils, including disadvantaged pupils.</p>	<ul style="list-style-type: none"> • DfE's catch-up premium guidance for schools • EEF's COVID-19 support guide for schools • Analysis of Spring term data 2020 (outcomes captured prior to closure) • Taken Autumn term baseline using NTSA standardised testing • Carried out teacher-led assessment September 2020. • Year followed with reduced capacity due to Covid 19. • Autumn 1 assessment data to be used to baseline and benchmark pupils. 	<p>All staff engaged with CPD to engage pupils with mastery maths.</p> <p>Decision Spelling used in class to narrow gaps in spelling.</p>	C Wilmott7 J Drake	December 2020

Transition Support	<p>All children to transition back to full time education and access enriching curriculum.</p> <p>All children to adhere to Risk Assessment measures.</p>	<ul style="list-style-type: none"> • A large proportion of pupils have been 'home educated' for considerable time. • A large percentage of pupils have been disadvantaged due to ability to access home learning as a result of poor internet connection/ lack of suitable devices. • Some pupils are transitioning to school for first time, new setting or new classroom after extended time away from school. 	<ul style="list-style-type: none"> • Staff maintain contact with vulnerable pupils during transitions into next class/ key stage. • Strong and regular communication with Year 6 Academy teachers and Year 7 CCC teachers. • Communicate risk assessment to all families and familiarize parents with procedures via email/ images. • Investment in MYED application in order to improve communication. • All 'bubbles' issued with soap dispensers and adequate resources to ensure safe classroom. • Reception families provided with full transition packs and opportunity for additional transition support. 	C Wilmott All Staff	December 2020
Total budgeted cost:					£627

Targeted support

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?
Intervention Programmes	<p>Narrow gaps with EYFS meeting GLD by the end of the academic year.</p> <p>90% Year 2- passing Year 1 phonics screening – Autumn 2020</p>	<p>Speech and language and phonics assessment on return of pupil identifying pupils who are disadvantaged due to falling behind furthest.</p> <p>Long term negative impact of Covid 19 on future academic achievement of pupils.</p> <p>Most gaps were evident in these year groups.</p> <p>Year R and Year 1 – majority returned to school during lockdown and after part opening.</p> <p>Poor evidence of home learning from percentage in Key stage 2.</p>	<p>Phonics and communication and language intervention programme planned and delivered in EYFS.</p> <p>Intervention in place to address gaps in phonic knowledge (EYFS/ YEAR 1/ Year2) with disadvantaged pupils.</p> <p>Qualified teacher to deliver planned phonics intervention.</p>	<p>C Wilmott</p> <p>J Drake</p> <p>All Staff</p>	<p>December 2020</p>

<p>One to one and small group intervention/ tuition.</p>	<p>80% to meet ARE in reading and maths in year 3 4 and 5.</p> <p>Accelerated progress in identified pupils who have fallen behind significantly.</p>	<p>Long term negative impact of Covid 19 on future academic achievement of pupils.</p> <p>Most gaps were evident in these year groups.</p> <p>Year R and Year 1 – majority returned to school during lockdown and after part opening.</p> <p>Poor evidence of home learning from percentage in Key stage 2.</p>	<p>Qualified teacher with Key Stage 2 knowledge to plan and deliver intervention.</p> <p>Prior and post intervention assessment used to monitor progress.</p> <p>Effective intervention planned, following NTS Baseline assessments used to provide well targeted support by qualified teacher in reading and number.</p> <p>Pupils’ progress monitored rigorously through regular three-way communication between class teacher/ intervention teacher and pupils.</p>	<p>C Wilmott J Drake</p>	<p>December 2020</p>
Total budgeted cost:					£4200
<i>Other approaches</i>					
<i>Action</i>	<i>Intended outcome and success criteria</i>	<i>What’s the evidence and rationale for this choice?</i>	<i>How will you make sure it’s implemented well?</i>	<i>Staff lead</i>	<i>When will you review this?</i>

Supporting parents and carers	Good level of attendance for pupils in order to maximise opportunities to improve progress and attainment	Parents play key role in supporting pupils to learn at home. Essential home-school links remain strong. Pastoral support to pupils and families throughout pandemic- new focus in Sept 2020 to monitor attendance and engagement with learning. Increase risk of reduced attendance following the lockdown.	Strong home –school relationships on return to full opening. Supportive communication with parents through MYED application. Provision of additional reading books. Regular phone calls home.	EWO C Wilmott All Staff	December 2020
Access to technology	No child disadvantaged as a result of poor internet/ access to online platforms or unsuitable devices.	Percentage of pupils accessing platforms through unsuitable devices or in area with poor internet connection. Percentage of families disadvantaged as a result of unsuitable home learning devices.	Access to wider range of online platforms (Mathletics/ Purple Mash/ Accelerated Reader/ Nessy/ Times Tables Rockstars/ Blendspace) with families to support home-work and half term learning. Questionnaire sent to parents to review internet/ device access.	C Wilmott L Mackie T Pullen IT Technicians	December 2020
Online platform widened and all pupils trained on how to access email/ platforms in case of need to self-isolate or in the event of another lockdown.	Best possible remote education offer for all pupils.	Poor engagement from some families during March lockdown due to inability to access platforms. Risk of further lockdown or isolation.	Admin and IT department to ensure all Catmail email in situ. Children taught how to access, send and receive email. TEAMS training for staff. Teams training for pupils. Communication about access to TEAMS given to parents.	Admin IT Technicians C Wilmott	December 2020
Total budgeted cost:					£-



Additional Information

NTS Assessment / Accelerated Reader/ Previous SATs/ Phonics assessments used to baseline and inform catch up need.

- Following survey from October- Key worker status established for parents eligibility. 41% eligible for Key Worker status.