**Coronavirus (COVID-19) Catch-Up Premium**

The Catch-Up Premium is £650 million worth of funding that has been allocated to schools across the country on a funding basis equivalent to £80 per pupil. There is significant focus on pupil well-being and achievement due to the impact of the pandemic especially on lost learning. Therefore, the funding aims to support schools to target ways to ensure the impact of lost learning is reversed in a targeted manner.

At Longton Primary School, we will receive £16,800 approx paid in three instalments across the year.

**What does our baseline information tell us?**

We prioritised the critical need for the Assessment of lost learning to be rapidly gauged. As a school we were fortunate to have undertaken assessments and question level assessment in February 2020. All our classes could return in June 2020. At this time children were assessed again for both academic and wellbeing stability, our Y1 undertook phonics screening, Y2 and Y6 previous SAT’s papers. This information was used to support the transition to the next class/school. Following this, we made a decision to run a summer club for the whole of the summer holiday for any member of the school community. We encouraged attendance for those who appeared to have wellbeing needs. In October 2020 the school completed assessments in core subjects allowing time for the pupils to settle into school to ensure their well-being and that the conditions of learning were optimal.

Each term assessments will take place and question level analysis. Following this the headteacher, Data lead and class teacher will analyse need. An offer for tutoring for those children whom appear to have gaps but also appear to be ready to soak up the learning will be made. It is encouraging to see that following the October assessments many of our pupils are working within their respective year group curriculums. Their progress is particularly pleasing showing the vast majority are on track and making good progress. This highlighted that our home learning had been effective and has mitigated the impact of the partial school closure.

As a school we have made a decision that the best people to provide the tutoring are members of our own teaching team because we know our children best. 3 children will be selected in Years 1- 4 and six children in Years 5 and Year 6 every 6 weeks. These children will take place in ‘Tutoring’ after school in a group of 3, 3 times a week.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Autumn Tutors | Mrs Brown  Mr Pearson  Mrs Pratten  Mrs Wooley  Mrs Catterall  Miss Leigh  Mr Kennedy  Mrs Gaskell | Spring Tutors |  | Summer Tutors |  |

|  |  |
| --- | --- |
| **Academic** | **Well-being** |
| Specific areas of concern are Year 2, Year 5 and Year 6 writing and Maths.  Phonics:  • Year 2 percentage on track to pass the Phonics Screening Check had decreased from 93% to 53% (16 Passed in June 2020)  • Language and communication in EYFS is significantly lower than previous cohorts. 6 children needing specific speech and language intervention. | • 100% of pupils returned in September 2020 following publication of a comprehensive plan that had consulted parents  • Pupil return supported by focus on SEND pupils with videos/photos on the school website and, for identified pupils, a tour of the school/new procedures prior to a return  • Pupils were initially excited to return to school  • Parents very supportive of the steps school have and are taking  • A very small number of pupils struggling with confidence and anxiety and/or needing support for mental health  • A very small number of pupils with OCD type tendencies relating to handwashing  • Adults conscious that the children have not undertaken any of their usual out of school activities.  • Adults concerns about Covid and the impact on teaching as well as their health. |

|  |  |
| --- | --- |
|  | As at October 2020: |
| EYFS | •Speech and language low |
| Year 1 | •This data shows that the majority of children in Year 1 are currently on track to meet their end of year targets. Maths has the greatest number of children not on track.  •Currently 87% of Year 1 are attaining within the Year 1 curriculum in reading, 73% in writing, 73% in GPS and 70% in maths. |
| Year 2 | •This data shows that 80% of the children are attaining within the Year 2 curriculum. In writing only 33% are attaining within the year 2 curriculum. 73% are attaining within year 2 in GPS and 70% in maths. Writing is an area to be developed in this cohort.  •The majority of children are on track in reading. There are a significant number of children not on track in writing. A third of the class are not on track in maths and 23% not on track in GPS. |
| Year 3 | •83% of the class are attaining within the year 3 curriculum in reading, 59% in writing, 83% in GPS and 69% in maths.  •The vast majority of children are on track in reading and writing. They are all on track in GPS and 25 of the class are on track in maths. |
| Year 4 | •94% of the class are attaining within the year 4 curriculum, 81% in writing, 94% in GPS and maths.  •All of the children are currently on track. |
| Year 5 | •64% of the class are attaining within the Year 5 curriculum in reading, 56% in writing, 72% in GPS and 59% in maths.  •For progress 93% of the class are on track in reading, 71% in writing, 96% in GPS and 68% in maths. |
| Year 6 | •67% of the class are attaining within the Year 6 curriculum in reading with 50% being secure. In writing 47% are attaining within the Year 6 curriculum, 67% in GPS and 70% in maths.  •For progress 80% of the class are on track in reading, 60% in writing, 87% in GPS and 73% in maths. |

**Strategy:**

|  |  |  |
| --- | --- | --- |
| **Our main us of catch up funding.** | | |
| **How the funding will be spent** | **Cost** | **How will the impact be assessed** |
| Focus: Improve attainment in Communication & Language  •Development of listening stations in EYFS & Y1 in the procurement of Tonieboxes and relevant stories  •Strong focus on oracy | £200 | • Progress/attainment in Listening & Attention (EYFS)  • In Year 1, children are more attentive to listening to adults and also their friends.  • Use of vocabulary and interesting, clear sentences. |
| Focus: Improve attainment in Communication & Language CPD for staff and implementation of the Nuffield Early Language Programme. ELKLAN  •Training in Colourful Semantics.  •Teacher led targeted groups.  •Working closely with speech and language to take on board daily support for specific children. | £1000 | • Progress and attainment in Communication has improved  • EYFS and Y1 Clarity in dictation.  • All pupils make at least expected or better progress, ensuring good/high level challenge that builds on children’s prior attainment. |
| Focus: Improve attainment in Reading, Writing & Maths for targeted pupils through making accelerated progress Implementation of National Tutoring Programme  •Specific intervention programmes led by both Teachers and Assistant teachers.  Small targeted interventions have the potential for the largest immediate impact on attainment (EFF) e.g precision teaching, reading recovery.  •Curriculum essential for reading, writing and maths are identified and taught/revisited across wider curriculum subjects. | £9000 | • Targeted pupils are tracked in terms of attainment and progress  • All pupils make at least expected or better progress, ensuring good/high level challenge that builds on children’s prior attainment. Seen in pupil progress meetings.  • Increase the number of children receiving targeted teaching to close the gap rapidly for key children |
| Focus: Mathematics  Training for concrete, pictorial and abstract maths with Anthony Reddy  •Purchase concrete resources. | £3000 | • Identified pupils tracked in terms of attainment and progress  • Progress in books seen in Mathematics and monitored  •Provision of learning is timely and consistent. |
| Focus: Writing  •Training for the development of writing with Jane Constantine.  •Purchase relevant resources | £1200 | • Identified pupils tracked in terms of attainment and progress  • Progress in books seen in Writing and monitored  •Provision of learning is timely and consistent. |
| **Improve Well-Being for Identified Pupils** | | |
| •Development of our Time to Shine curriculum to support PSHE and wellbeing  Training in Partnership for children.  •Purchase resources  •Teacher training for group activities.  •Use of picture news and pupil vote to debate  •Character curriculum interwoven through lessons.  •Character Skills and attributes explicitly identified. | £2500 | • Children are confident in being their best possible self and have copying strategies when things don’t go to plan or they have worries.  • Confident speaking children demonstrating the opportunities given to talk.  •Additional adults on the play ground at lunch.  •Attendance above 96% for all groups.  • Mrs T interventions have shown improvements of those taking part in relax kids.  •Children are observed applying strategies to support self-awareness and self regulation.  •Children engage and support each other e.g. passing on lego therapy strategies.  •whole school physical environment planned with safe spaces. |
| Total Expenditure | £16900 |  |
|  |  |  |
| **We always have our children at the forefront of our mind. We always strive to ensure the best environment is available in order for all children to have the best opportunity to become their best self. Therefore, in addition to the catch-up funding we have also devolved monies from reserved to pinpoint and further enhance our provision during this uncertain time.** | | |
| **Resources for catch up not from this funding** | | |
| Additional part-time Assistant teacher to maximise impact to high-quality teaching via same day interventions. | £18.000  Saving from summer retirement | • In addition we have employed an additional Assistant Teacher in order for every class to have the equivalent of a full time Assistant teacher. This will ensure regular pinpointed ‘Tutor session’ throughout the day. 16 hours per week. |
| Focus: Improve attainment in Communication & Language CPD for staff and implementation of the Nuffield Early Language Programme. ELKLAN  •Training in Colourful Semantics.  •Teacher led targeted groups.  •Working closely with speech and language to take on board daily support for specific children. | £1000  Curriculum budget | • Progress and attainment in Communication has improved  • EYFS and Y1 Clarity in dictation.  • All pupils make at least expected or better progress, ensuring good/high level challenge that builds on children’s prior attainment. |
| Focus: Improve phonics skills for pupils in LKS2 Procurement and implementation of Bounce Back Phonics for identified pupils | £1000  Curriculum budget | • Identified pupils tracked in terms of attainment and progress  • Progress in books seen in Writing and monitored |
| Focus: Improve phonics knowledge and skills for KS1 pupils Additional phonics intervention in KS1 | £1000  Curriculum budget | • Identified pupils tracked in terms of attainment and progress  • Progress in books seen in Writing and monitored  •Provision of learning is timely and consistent. |
| **Ensuring Pupils Continue to Access Learning** |  |  |
| Focus: Improved Remote Learning All teaching staff have a laptop to an appropriate specification to lead remote learning from home  Remote learning plans in place for if the need arises to action it.  All adults versed in the school blended learning approach. | £20,000  DFC savings | • Pupil achievement data scrutinised for bubbles self-isolating  • All members of the teaching staff can support and provide home learning  • Home learning has been effective with out the hinderance of outdated equipment. |
| Focus: Improved Remote Learning Procurement of digital devices to support pupils who do not have access to technology at home to loan if isolating. | £1000  DFC savings | • Pupil achievement data scrutinised for bubbles self-isolating and individual tracking |
| Focus: Ensuring siblings of pupils isolating can access school Staffing to walk and collect/drop off pupils Taxis if required (with member of staff)  Ensure ongoing pastoral contact at home. | £500 | • Pupil attendance  • Individual pupil progress and attainment  •Pupils receive a graded supportive as indicated by monitoring systems – extra phone calls, paper copies, bespoke feedback.  •strong relationship communication with families and those within the school team. |
| Focus: Purchase a learning platform to enable effective home learning – Google classrooms, Mathletics, Reading eggs, Times tables Rock stars etc. and provide ongoing technical support | £4000  School reserves and DFE | • Pupil’s progress and attainment subjects  • Work scrutiny reflects engagement and progress  •Clearly weekly updates for parents on the same day |
| Further develop in the moment feedback to ensure teachers keep a safe distance but children get effective help.  Training in house, external and through literature and research.  Ensure teachers are focused on readily identifying and constructively working on closing gaps | £1500  School planned Budget – Action Plan | • Teachers confident and effective in providing helpful feedback  • Children making strides in their learning by acting upon the feedback.  • Evidence in snack and chat and also in work in books. |
| **Improve Well-Being for Identified Pupils** |  |  |
| Focus: Improved Behaviour Small group behaviour intervention with specialised teacher  •Behaviour CPD | £1000  School planned budget Action Plan | • Tracking reflects less behavioural incidents  • Progress of targeted pupils |
| Focus: Improve confidence/reduce anxiety Procurement, CPD and implementation of Confident Me | £1000 school planned budget – Action Plan | • Baseline and endpoint assessments (Wellbeing radars) reflect pupils feel more confident and less anxious Mrs T |
| •Wellbeing enabling extensive outdoor and character education. | £1500  School Reserves and Parental Donations | • Please note Mrs Thompson is not being paid from this budget but is undertaking a significant amount of the work with some children.  • Our children are used to taking part in at 3 educational visits a year. As this can not take place we have employed an outdoor adventure organisation to work with specific children to support wellbeing and personal health. Plus delivering a staycation for Y5and Y6.  • Termly birthday parties for children in school because they can’t celebrity their party with friends. |
| Total | £50000 |  |

Review: The impact of the strategy will be evaluated and reviewed by senior leaders and governors following assessment periods (Dec 2020; March 2021; June 2021) and adapted to continue to meet the needs of the pupils as differing needs may arise over the course of the year ensuring that our approach is dynamic.

|  |  |
| --- | --- |
| December Review | |
| **Academic** | **Wellbeing** |
| * Tutor sessions have run smoothly. All but one invited child attended. All but two children (from 23 children) made progress in narrowing their gaps in learning – focus mathematics. * Children very settled in school and teachers have created a strong learning environment. Children started with a reasonable work ethic, for many this dipped around late October early November but with precise focus and relentless high expectations children end the term with a strong work ethic. | * Time to shine curriculum fully developed and implemented. * 1-1 with pre and post questionnaires show improvements in pinpointed children. * Whole school questionnaires highlighted children have not particularly noticed the ‘Covid’ changes and that they feel safe in school. * The whole school children questionnaires highlighted that playtimes on the separate play areas are enjoyed but they would like football nets and a few other pieces of equipment. |