

COVID catch-up premium report 2020– Langley Park Primary School

COVID catch-up premium spending: summary

SUMMARY INFORMATION

Total number of pupils:	268	Amount of catch-up premium received per pupil:	£80.00
Total catch-up premium budget:	£21,440		

STRATEGY STATEMENT

- “Children from disadvantaged backgrounds are likely to have been more affected particularly severely by closures and may need more support to return to school and settle back into school life. Whilst all pupils will benefit from the EEF recommendations, it is likely that some forms of support will be particularly beneficial to disadvantaged.” (Covid-19 Support Guide for Schools – June 2020)
- The catch-up priorities for this school not only focus on closing the widened attainment gap but also on re-establishing positive learning attitudes.
- Children with existing mental health conditions may find that they are exacerbated by the lockdown. New research from NHS Digital found that 54% of children with a mental disorder said that lockdown had made their life worse. Parents of children with a mental disorder also reported that their child was more likely to be worried about catching Covid-19, or their family or friends catching it.
- Work on mental health support underpins our approach, enabling the children to be more able and ready to learn and make progress.
- The overall aims of your catch-up premium strategy, for example:
 - 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 attainment in writing across the school
B	Children are not secure of the content from previous year
C	Mental health and emotional wellbeing of the children impacted as a result of covid 19

ADDITIONAL BARRIERS

External barriers:

D	Access to remote learning in the event of school closure
E	Support from parents with new weekly homework procedures
F	Absence from school due to self-isolation which will result in lost classroom learning time

Planned expenditure for current academic year

Quality of teaching for all					
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?
Train the teachers to further develop their skills for high level questioning in lesson	<ul style="list-style-type: none"> Quality of teaching and learning is a minimum of 'good' across the school Higher order thinking by pupils resulting in higher attainment Deeper levels of reasoning in Maths increasing rates of progress Skills from math and English transferred across the curriculum and therefore raising attainment in other subject areas 	<p>Skillful questioning: the beating heart of good pedagogy</p> <p>Bloom's Taxonomy: The Ultimate Guide</p> <p>Talkless Teaching – Isabella Wallace</p>	<ul style="list-style-type: none"> Lesson observations Book monitoring Pupil voice Progress review meetings 	PB	Half termly

<p>Further embed the strategies for supporting those with additional needs with QFT and clear, SMART targets – though use of Provision Map</p>	<ul style="list-style-type: none"> • Flexible learning plans can be set to support the needs of the children whilst following the SEND code – Assess – Plan – Do – Review • Regular reviews and discussions with parents and SENCO mean that all parties are supporting the individual child's progress • Children are back on track to meet their individual end of key stage expectation/ EHC targets 	<p>SEND code of practice</p>	<ul style="list-style-type: none"> • Review progress maps • Pupil voice • Parent voice • Book monitoring • EHC annual reviews • Lesson observations • Progress review meetings 	<p>LM</p>	<p>Termly</p>
<p>Establish remote learning systems and resources to provide a continuation of learning in the event of isolation as a result of covid-19</p>	<ul style="list-style-type: none"> • A continuation of learning takes place when children are absent from school but not unwell from covid-19 • Missed learning in school has less than typical impact • Children continue to make progress 	<p>DfE – Remote education good practice</p>	<ul style="list-style-type: none"> • Pupil voice • Parent voice • Staff voice • Pupil outcomes 	<p>SK</p>	<p>After periods of self isolation (reviewed by class teacher)/ bubble closure (reviewed by SLT)</p>

<p>Supporting children's transition into school in EYFS – closing the gaps from missed EYFS experiences in nursery/preschool</p> <p>Taking part in the NELI EEF project</p>	<ul style="list-style-type: none"> • Children will leave EYFS with their GLD • Implementation of the new framework -early adopter will show a readiness to transition into KS1 • Improvement of spoken language skills in the EYFS children 	<p>EEF's Guidance – Preparing for Literacy</p> <p>EEF's improving mathematics in the early years and key stage 1</p> <p>Nuffield Early Language Intervention</p>	<ul style="list-style-type: none"> • EYFS observations • Lesson observations • Progress review meetings 	EM	Half termly
<p>Teaching – KS1 and KS2 school comprehension skills identified as an area for development from baseline data - NTS</p>	<ul style="list-style-type: none"> • Whole class guided reading is successfully piloted in Year 2 in Autumn 2 • Whole class guided reading in place across both key stages (from spring 1) and reading progress and attainment are raised 	<p>How to teach whole class guided reading</p>	<ul style="list-style-type: none"> • Lesson observations • Book monitoring • Pupil voice • Progress review meetings 	SK	Half termly

<p>KS1 and KS2 writing skills identified as an area for development from baseline teacher assessment</p>	<ul style="list-style-type: none"> • Stamina in writing increases across all year groups with children producing age appropriate lengths of writing when working independently • Accuracy in grammar and spelling is seen, particularly in Year 4 • Children are able to use Sounds-write strategies to improve accuracy of spelling in writing • LPPS phonics lead is trained in Sounds-write for KS2 and supported KS2 teachers in it's effective delivery • KS2 phonics interventions show impact in reading and writing outcomes. 	<p>EEF's Improving literacy at KS2</p> <p>EEF's Improving literacy at KS1</p>	<ul style="list-style-type: none"> • Lesson observations • Book monitoring • Pupil voice • Progress review meetings 	<p>SK</p>	<p>Half termly</p>
<p>Raised profile of metacognitive learning strategies to embed the learning how to learn culture</p>	<ul style="list-style-type: none"> • Children develop the skills to be effective, resilient learners • Children are able to overcome obstacles and disruption to their learning due to covid-19 • Children manage the high expectations of learning at the school • Children actively seek to challenge themselves day to day in their learning 	<p>EEF's guide to Metacognition and self regulated learning</p>	<ul style="list-style-type: none"> • Lesson observations • Book monitoring • Pupil voice • Staff voice • Progress review meetings 	<p>SK</p>	<p>Termly</p>

<p>Implement new feedback policy which focused on live, instant feedback for the children.</p>	<ul style="list-style-type: none"> • Instant feedback means that misconceptions can be addressed immediately • Children are clear on where they are on their learning journey • Children take responsibility for their learning and how to improve their learning • Quality of feedback from teachers is high and results in good progress and aspirational learners 	<p>EEF's teaching and learning toolkit - Feedback</p> <p>EEF's toolkit – assessing and monitoring pupil progress</p>	<ul style="list-style-type: none"> • Lesson observations • Book monitoring • Pupil voice • Progress review meetings 	<p>SK</p>	<p>Half termly</p>
Total budgeted cost:					
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?

<p>Interventions and whole class approaches to support the mental health and wellbeing of children showing areas of concern as a result of the Boxall profiling</p>	<ul style="list-style-type: none"> • Children develop tools to support the development of good mental health • Children understand the importance of good mental health • Teachers are well informed about the overall and individual emotional needs of the class • Children have an emotional wellbeing target and know how they can work towards achieving it and understand the positive impact this can have on their learning • Teachers use targeted strategies to support the emotional wellbeing of the class 	<p>EEF's guidance report- Improving social and emotional learning in primary schools</p> <p>DfE: Mental Health and behavior in schools</p> <p>DfE: Promoting children and young people's emotional health and wellbeing</p>	<ul style="list-style-type: none"> • Pupil voice • Parent voice • Staff voice • Follow up Boxall profiling 	<p>SK</p>	<p>Pupil voice, teacher voice – End of spring term</p> <p>Measurable outcome – Summer term</p>
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<p>Easter/summer school for targeting children who remain below expectations in the spring term</p>		<p><i>There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy</i></p> <p><i>Tuition delivered by qualified teachers is likely to have the highest impact.</i></p> <p><i>Summer programmes can benefit pupils socially and academically, helping to ensure that they return to school ready to learn. Summer support can also focus on a wide range of outcomes, such as confidence and wellbeing, and include a wide range of activities such as sports, music and drama that children might have missed out on during lockdown.</i></p> <p>-EEF covid-19 support guide for schools</p>	<ul style="list-style-type: none"> • Lesson observations • Book monitoring • Parent voice • Staff voice • Pupil voice • Progress review meetings 	<p>PB</p>	<p>End of spring 1 onwards to inform who will be in the groups</p> <p>Then half termly following the intervention</p>
<p>Same day interventions for maths and reading</p>				<p>LM</p>	
<p>Individual reading mentors to support our most disadvantaged children to catch up on reading skills (decoding and comprehension skills)</p>	<ul style="list-style-type: none"> • Disadvantaged children read weekly with their mentor • Children make good progress in relation to their individual starting points • Children meet their year end expectation in reading • Children develop a love for reading and grown in confidence to share their learning 	<p>EEF's guide to pupil premium</p>	<ul style="list-style-type: none"> • 1:1 reading • Class teacher feedback from guided reading session • Parent voice • Pupil voice • Progress review meetings 	<p>PB</p>	

					Total budgeted cost:
Other approaches					
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?
Boxall profiling for the whole school	<ul style="list-style-type: none"> Knowledge of those children who need support with their emotional health will be highlighted and addressed in the form of interventions and/or ELSA session Children are better able to access their learning and therefore make progress when their emotional needs are being actively met. Mental health and wellbeing – teaching children to develop strategies to relax and refresh their minds – taking good care of their mental health 	<p>DfE: Mental Health and behavior in schools</p> <p>DfE: Promoting children and young people's emotional health and wellbeing</p> <p>PHE- A toolkit for schools and colleges</p>	<ul style="list-style-type: none"> Training session Sample spot checking Analysis of class/school data SLT meetings Class teacher voice 	SK	Termly
After appropriate training, create a space or sensory resources to support high need children reduce anxiety levels during the return to school	<ul style="list-style-type: none"> Access to sensory spaces will reduce levels of anxiety and increase time spent in classrooms during lessons. Outcomes improve as children are in class for the teacher input and learning activities 	<p>Research paper – Program Evaluation of the impact of sensory rooms activities on student readiness in Muskegon County</p> <p>National Autism Resources – School sensory rooms</p> <p>Building Education – The importance of sensory rooms in schools</p>	<ul style="list-style-type: none"> Observation Teacher voice ISA voice Pupil voice as appropriate 	LM	<p>End of autumn term for creation and use</p> <p>End of spring for impact</p>

Parental Involvement – Support the parents in understanding the importance of their child’s mental health and wellbeing	<ul style="list-style-type: none"> • Parents are clear on the schools approach to supporting MHW • Parents feel confident to talk to their children about MHW • Parents support their children with strategies to support their mental health and wellbeing • Parents know where to go for support for their child 	EEF’s teaching and learning toolkit – parental engagement EEF’s guide – communicating effectively with families	<ul style="list-style-type: none"> • Parent voice 	SK	Mid year and then at the end of the year
Parental Involvement – Support the parents with strategies to use to help their children in maths and English	<ul style="list-style-type: none"> • Parents are confident in helping their children with learning at home • Parents know what their child’s curriculum expectations are • Parents know where to go for additional resources 		<ul style="list-style-type: none"> • Parent voice • Pupil voice • Homework outcomes • Application of home learning in class through observation 	PB	Termly
Total budgeted cost:				TBC	

ADDITIONAL INFORMATION

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