



Covid Catch-up Premium: Impact statement

Lansdowne Primary School 2020-2021

| 1. Summary information | | | | | |
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| School | Lansdowne Church of England Primary | | | | |
| Academic Year | 2020-2021 | Total Covid catch-up budget | £33,123 | Date of most recent review | May 2021 |
| Total number of pupils accessing support from funding | 414 | | | Date for next internal review | Jul 2021 |

Allocation of Covid Catch-Up Premium for 2020-2021

Strategy Statement:

“Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge. The government has announced £1 billion of funding to support children and young people to catchup. 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. Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months. Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.”

(DfE July 2020)

The Stour Academy Trust has a clear vision to transform education.

At Lansdowne Primary we value children’s well-being and their education above all else, and put the needs of our children at the heart of all our decision making. We are committed to ensuring the school closure during the March (2020) and January (2021) lockdowns and any further unplanned class closures or school closures will have a minimal effect on children’s learning and well-being. The investment of the Catch-Up Fund takes account of best practice identified by:-

- Department for Education - Guidance Catch Up Premium (November 2020)
- Education Endowment Foundation – Guide to Supporting School Planning : A Tiered Approach to 2020 -21

The funding is directed to measures proved to be effective and there is a key focus on our most disadvantaged pupils. This is a whole school strategy that calls upon the expertise of the Teaching and Nurture professionals.

Priority Areas for Catch up funding

Teaching

- Staff CPD, professional development and mentoring
- Whole school nurture provision
- Delivery of a recovery curriculum
- Formative and summative assessment for learning
- Remote learning support for all families

Targeted Academic Support

- Trained staff
- Evidence based 1:1 and small group interventions
- Continuity of learning between class lesson and intervention

Wider Strategies

- Embedded nurture provision
- Reinforcing routines
- Robust assessment of social, emotional and mental health well-being with planned targeted measures
- Bespoke support with attendance led by SLT
- Inviting new members to the Parent Forum

Barriers to Attainment

Teaching

- Teaching and learning will need to take account of impact on transitions due to the pandemic and gaps in learning. Additional training on the recovery curriculum and the role of formative assessment will be crucial.
- Working in bubbles, Nurture provision will have to be wholly led by the class team (as opposed to the Nurture Lead going from class to class) necessitating staff training. Additional training will be needed.
- Teaching profile includes 3 newly qualified teachers who have had a disrupted final teaching practice placement due to the pandemic. Intensive support from the leadership team will be required due to a large part of their training being missed.

Targeted Academic Support

- Vulnerable groups of children who have missed key learning. Additional, targeted in school support will be required.

Wider Strategies

- Potential further disruptions due to a second wave of the pandemic. This necessitates the need for home learning resources to be available to all families and a robust approach to remote teaching and learning.
- Attendance, as there may be significant concerns about sending children into school during a global pandemic.

Planned Expenditure

Teaching

Quality of teaching – classroom pedagogy – whole school strategies delivering a recovery curriculum – embedded Nurture provision

| Action | Intended outcome | Implementation | Staff Lead | Impact/Evaluation |
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| <p>To support formative assessment and flexible planning by ensuring that teachers have the understanding and skills to implement and embed the following: Diagnostic questions, mixed ability teaching, fluid teaching (reshaping) 'Anchor' tasks, 'Do now' tasks. <i>Linked to the ADP</i></p> <p>To identify statutory requirements of the curriculum, not taught during school closures, for each year group. Revise long term plans and topics for 2020/21 to include the above and provide ongoing CPD for all teachers to ensure they are prepared to deliver the revised curriculum. <i>Linked to the ADP</i></p> | <p>Teachers are able to use formative assessment effectively to identify gaps and accelerate progress.</p> <p>Teachers have good subject knowledge so that their teaching is adapted and fluid to address misconceptions and close gaps in knowledge.</p> <p>The lesson structure across the curriculum includes subject-specific assessment for learning opportunities.</p> <p>All statutory requirements in the 2020/21 curriculum including those not taught due to school closures are taught.</p> <p>All CTs able to deliver curriculum effectively as evidenced through ongoing CPD and support from subject leaders.</p> <p>Children are showing a good ability to make connections in their learning through building on previous knowledge in the wider curriculum as evidenced through pupil conferencing.</p> | <p>Webinars held by Trust Curriculum leads (Summer term)</p> <p>Ongoing CPD in the form of subject networking meetings, drop-in surgeries and 'How to' videos to support teachers and teaching assistants.</p> <p>CPD Webinars in the Summer Term</p> <p>MTP review with leadership Team</p> | <p>Curriculum Leads Lead Practitioners Senior leaders</p> <p>Curriculum leads Lead Practitioners Senior leaders</p> | <p>Trust CPD & school SLT support have ensured all staff are confident in using formative assessment in planning and teaching for curriculum recovery.</p> <p>Use of diagnostic questioning, mixed ability teaching, reshaping teaching, anchor & do now tasks are embedded practice throughout the school.</p> <p>Gap analysis through assessment for learning prioritised. NCETM progression grids, revised MTPs, Trust CPD, SLT support used to ensure comprehensive coverage of NC statutory requirements.</p> |
| <p>Staff receive training on: 6 principles of Nurture,</p> | <p>All staff are better informed about the holistic approach of the Recovery</p> | <p>Survey sent to families to help construct Recovery</p> | <p>HT SENCOS</p> | <p>Trust CPD and SLT support has ensured that every classroom</p> |

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| Restorative justice, PSHE curriculum, SRE curriculum, DFE training module on mental well-being. | Curriculum. How best to support children through the curriculum with the different emotions and behaviours that they may display. PSHE curriculum is effective in supporting children's mental health and understanding of relationships. | Curriculum based on their responses and experiences. September Staff Development Day – a Recovery Curriculum. Class assemblies and circle times based on the mental health training module. | Wellbeing Team | throughout the school is a nurture classroom, building on existing practice on the school's journey to becoming a nurture accredited school. Strategies such as daily emotional check in and worry monsters are embedded practice. |
| Provide robust, on-going training and support for class teachers to develop their understanding of class-based Nurture and their ability to support children's well-being in class. | Classroom practice will be informed by the 6 principles of Nurture and teachers are providing an environment where children feel safe, secure and happy. They understand their emotions and are able to self-regulate. | Assess the needs of all children in terms of wellbeing and social, emotional and mental health needs. The Leuven well-being assessments used for key children at the beginning of Term 1 and whole class Boxall profiles at the end of Term 1. | HT SENCO Well-being team | All school staff have undertaken additional nurture training in response to the pandemic, enabling staff confidence in responding to this unprecedented time. Use of well-being survey completed at home alongside the use of Boxall profiles and Leuven well-being scales have enabled effective gap analysis and rapid intervention to be implemented. |

| Targeted Academic Support Intensive, evidence-based, high-quality intervention delivered by skilled staff. | | | | |
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| Action | Intended outcome | Implementation | Staff | Impact |
| Key Stage 1 COVID intervention TA appointed. (£10,128) | To catch up the vulnerable readers who have slipped to below age expected. Entry and exit data assessments show that all children are making above expected progress because of the support. Progress is sustained through careful management and evidenced in books. Targeted year 1 ,2 and 3 children have filled the gaps in their phonics knowledge | Daily 1:1 reading with pupils who do not read at home using phonetically decodable books (Big Cat). Switch on Intervention – pick up some extra children in year 2. Small group support during Phonics lessons in Year 2 with targeted pupils from the cohort. | Covid TA CTs Covid TA | Intensive support for early reading, phonics and maths has markedly improved (monitoring, pupil conferencing, book reviews) confidence and independence in these areas. |

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| | and can decode words with fluency and spell with greater accuracy. Phonics assessments will show progress and gaps are filled. | Daily phonics boosters for 15 mins with small groups in Year 1 and 2. Timetabled tuition that includes after school targeted tutoring for key children in year 3 (1:3). | CTs | |
| A Key Stage 2 COVID intervention TA appointed. (£12,000) | Targeted year 4 and 5 children are fluently recalling multiplication facts. Targeted children in years 4/5/6 show number fluency by recalling key skills. Targeted children are more confident in maths lessons through Pre-Teaching. Writing of targeted children in year 5 is improved through conferencing sessions. Targets pupils in years 5 and 6 improve their comprehension skills and access the class text. | Timetabled tuition for boosters and out of class interventions that includes after school targeted tutoring for key children in Year 5/6 (1:3). Boosters for Arithmetic, Maths Comprehension, Times Tables. Timetable of in class support for small group tuition in class for Maths in Year 6, Writing in year 5 and Phonics in Year 3. | KS2 Covid TA CTS | Pre-teaching, in class support, small group booster sessions has shown an increase in confidence and independence. Fluency in spelling and multiplication facts show an improvement when testing using low stakes testing methods. |
| Targeted booster sessions – KS1/2 (£2,385) | Targeted pupils in Year 5/6 age appropriate in key areas of Reading, Writing and Arithmetic. | Timetabled tuition for boosters and out of class interventions that includes after school targeted tutoring for key children in Year 5/6 (1:3). | TAs CTs | Children in years 5/6 are ready to progress to the next phase of their education at an age appropriate level. |
| Reception TAs to be trained In the NELI programme. | To improve targeted children’s Oral Language and early Literacy skills. Entry and exit data will track progress with the aim of a 3 months+ gain in oral language skills. | TAs trained in term 2 ready to implement the programme. | EYFS lead CT Tas | Lockdown has resulted in a delay in attending this training. However, a high priority has been placed on oral language and early literacy skills throughout Reception. |
| Investment in Switch on books, and age appropriate library books. (£7,891) | Facilitate the work of Covid TA to ensure the rapid catch up of KS1 and Year 3 reading skills, particularly in decoding and fluency. Children to meet age expectations. | Books ordered T2. | KS1 Covid TA | Children are able to access phonetically appropriate books to support with their early reading acquisition and decoding skills. LKS2 children are able to select books at an age appropriate level to ensure their reading material is ‘just right’ for their attainment. |

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| A Year 1 and a Year 2 TA to be trained to deliver the 1 st Class@Number intervention. (£719.24) | To develop targeted children’s number and calculation ability and their mathematical understanding, communication and reasoning skills. Entry and exit data will be provided by the Sandwell Numeracy Test and data will be tracked throughout the 10-week programme. | Maths lead and TAs trained in term 2 | Maths lead CT Tas | Ongoing. |
| Total Cost | £33,123 | | | |

| Wider Strategies Specific support for remote learning and attendance. | | | | |
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| Action | Intended outcome | Implementation | Staff | Impact |
| <p>Revise the Remote Learning Policy in the light of a new online platform which will be adapted as the year goes on.</p> <p>Provide ongoing CPD on the online platform (Microsoft Teams) for leaders, teachers, teaching assistants and pupils.</p> | <p>To provide high quality remote learning to all children by ensuring that the elements of effective teaching are present.</p> <p>Ensure access to technology for ALL pupils, based on responses to the survey sent to parents to confirm if they have Wi-Fi and devices at home.</p> <p>Identified SEN children (HNF/EHCP) are provided with home learning that they can access with some independence.</p> <p>Daily catch up calls so that children’s well-being is monitored and support for learning given.</p> | <p>Remote learning policy shared and all staff clear of their roles.</p> <p>Microsoft Teams launched in September 2020 for remote learning.</p> <p>Home learning meets the needs of all groups of children.</p> | <p>Virtual learning Headteacher Director of Communications and media CEO and EHT</p> | <p>Remote learning has improved as the year has gone on; reaching more families with an increase of use especially seen by vulnerable families not in school. Remote learning has continued to meet the needs of the children with teachers providing a full timetable of lessons to take full advantage of the time the children are at home.</p> <p>CPD for staff, leaders, children and parents has meant fewer issues with devices and logging on, removing potential barriers to learning.</p> |
| <p>To develop the role of the Parent Support Advisor, to support families in the school community, returning after a prolonged absence.</p> <p>ADP link</p> | <p>Families confidence in returning to school improves and overall figures for attendance will not be significantly lower than national expectations (95%) or school norm.</p> | <p>Alongside the Attendance Officer identify families who may now require additional support regarding attendance to support them back into school.</p> | <p>SLT Well-being team</p> | <p>Attendance closely monitored – both in school and engagement in remote learning. Barriers rapidly identified and strategies put in place. Regular catch up calls enabled well-being to be closely monitored and rapid intervention to be put in</p> |

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| | <p>Communication with vulnerable families is excellent through regular contact so that barriers are identified and support given.</p> | <p>The priority for the SLT and the well-being team (PSA, SENCO, Attendance officer, Trust Safeguarding Lead, Nurture TAs) will be to work together to communicate and support families to gain their trust.</p> <p>Food parcels and vouchers delivered by the well-being team to vulnerable families (FSM).</p> | | <p>place as required. This included food parcels, food vouchers and Christmas hampers.</p> |
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