

Lantern Lane Primary School - COVID-19 catch-up premium spending: summary.

SUMMARY INFORMATION

Total number of pupils:	401 pupils	Amount of catch-up premium received per pupil:	£80 per child – F2 to Year 6.
Total catch-up premium budget:	£32,080		

STRATEGY STATEMENT

COVID-19:

For 2020/21, there will be additional funding for Catch-Up Premium to address the attainment gap that has opened due to the effects of the Covid-19 pandemic

The Catch-Up premium is £80 per pupil; this will be allocated in three tranches to schools from Autumn 2. It is for all pupils, particularly disadvantaged, SEND and vulnerable pupils to receive the catch-up support needed to make substantial progress by the end of the academic year.

In September 2020, the expectation was that all pupils receive a high-quality education where the curriculum remained broad and ambitious. There needed to be a focus within subjects on the most important components for progression, i.e. opportunities should be taken to provide children with additional practice & application of core skills. Where needed, remote education was expected to be of high quality and safe, matching as closely as possible with in-school provision.

The LLPS Catch-Up Premium strategy has been devised based on current Government guidance and our own guiding principles, which are as follows:

Whole-school ethos of attainment for all:

There is a culture of high expectations for all based on understanding the barriers for groups and individuals so that these can be removed and progress supported.

We understand that lockdown will affect different children in different ways and, whilst we will continue to proactively support vulnerable groups such as SEND and pupil premium, the Catch-up Premium will be carefully allocated to **any** child based on identified need.

Addressing behaviour and attendance:

Progress for any child is dependent on strong attendance and developing positive behaviours for learning. At LLPS, we recognise that poor mental health is a significant barrier to achieving both of these. Accordingly, we invest time and resources in promoting well-being for all children and in exploring reasons for the lack of engagement of any child.

The reasons for behaviour are explored to ensure behaviour management strategies are effective for pupils that need support.

Attendance is closely monitored. Strategies, where applicable, are implemented to improve absence or lateness to maximise opportunities for learning in school.

Persistent absence is rigorously challenged and proactive strategies to positively engage families are pursued.

Quality First Teaching:

At LLPS, we believe that high quality teaching is the most important tool we have to close attainment gaps and promote progress.

We continually evaluate the strengths and areas of development for our teachers, providing CPD and mentor support where appropriate.

Professional development is focused on securing strong subject knowledge, questioning, feedback, 'talk for learning', metacognition and self-regulation.

Early career teachers are supported through additional mentoring programmes, recognising that Covid-19 has also had a significant impact on their training and development.

Meeting individual learning needs:

Teachers and senior leaders have a good understanding of the needs of the pupils in our school.

Formative assessment is interwoven through teaching & learning and remote education was structured to support this continuing - with a high proportion of face-to-face teaching allowing questioning and review of understanding. In addition, teachers reviewed and gave extensive feedback on work using Teams and Seesaw.

During 2021 lockdown, some small group interventions have continued based on our understanding of the needs of groups of our children.

Data-informed:

Regular summative assessments are used to supplement daily formative assessment in identifying gaps in children's learning that can then be closed through support within the daily teaching sequence or carefully-chosen intervention.

Attainment and progress for all children is discussed at termly data support meetings - with the teachers both being supported to meet the needs of the children and held to account over the success of agreed initiatives.

Clear, responsive leadership:

The effectiveness of strategies at the end of each assessment point is reviewed at year group, key stage and senior management level.

Self-evaluation is rigorous and honest.

The effectiveness of the strategy is reviewed termly and is based on internal analysis, research and best practice.

Leaders apply robust quality assurance processes and clear success criteria.

Deploying staff effectively:

Both teachers and support staff are deployed flexibly in response to the changing learning needs of all pupils.

Resources are targeted at pupils at risk of underachievement at all levels of attainment.

Outside agencies fully utilised e.g., healthy families.

Use of the Catch-Up Premium (curriculum and intervention): what has been achieved so far?

Teaching staff in Autumn planned their curriculum to ensure that core knowledge and skills were prioritised and took time to securely establish starting points for classes, groups and individuals. The focus on formative assessment was supported by a programme of summative assessments in October 2020, where resources were allocated to Question-Level-Analysis in support of gap identification.

This information was used to refine the intervention work already going on within school (either in year groups or through additional Catch-Up support).

Three teaching staff had been working with small groups of children, whose attainment levels were below those seen prior to the March 2020 lockdown, since the return to school in the Autumn with a focus on small, easily measurable targets. In line with guidance, the focus of these groups had been: PIPs and early reading or reading fluency and comprehension (dependent on age group); sentence structure for writing; and the four operations in maths.

Internal evaluation had identified the vast majority of these interventions as being effective; those with less positive outcomes were either re-structured or discontinued.

Teachers have been encouraged to create rich opportunities in foundation subjects for the practice of key skills such as reading whilst ensuring that the overall curriculum offering remains broad and stimulating for our pupils.

Significant work was also undertaken (towards the end of lockdown and in early Autumn 1) to support children's well-being as they returned to school - with high attendance levels signifying the success of this. Teachers chose sequences of learning that gave them time to re-establish the behaviours for learning that we consider key to sustained progress in learning. Senior management became involved in supporting the very small minority of children that found transition back to school challenging in terms of well-being, behaviour or engagement.

LLPS engaged with the NELI programme (language support intervention for the children in Foundation Stage) with all assessments & staff training completed before the second lockdown.

Provisional plans were put in place for 6 groups across KS2 to commence small group tutoring with Fleet tutors under the National Tutoring Programme.

What are the implications of the Covid-19 lockdown?

Whilst research into the impact of Covid-19 on learning & attainment is currently limited, the following is worthy of note:

- Attainment levels in maths and reading were significantly lower than in a comparable cohort in 2017.
- Substantial gap between the performance of disadvantaged & non- disadvantaged pupils.

This picture is likely to be seen across all year groups.

Of additional concern was the observation that many children lacked the ability to engage effectively with the assessment, evidencing the loss of learning resilience and independence that is referenced above.

Further research showed that younger year groups and pupil premium pupils generally showed bigger reductions in attainment (potentially reflecting the increased difficulty they face in respect of remote learning and the increased support they require in metacognition & self-regulation).

Differences were seen between topics in different subject, e.g. fractions scores in maths affected more than number scores.

It has also been recognised that, where children's mental health has been adversely affected by the pandemic, this is also likely to have a notable impact on their performance in school and the speed at which gaps in learning can be closed.

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Attainment in all core subjects (but especially maths) has weakened considerably since Autumn 2019 in both KS1 & KS2. Evidence suggests that younger learners and those in vulnerable groups (PPG and SEND) may be particularly affected [28% of PP children at LLPS also have additional learning needs].
B	Prior to lockdown, developing children's reading & vocabulary skills had been identified as an area for development and the need for this is likely to be further increased due to the effects of the pandemic.
C	Whilst attendance at and engagement with remote learning has been excellent, teachers have reported that it has been difficult to teach some key areas of the maths curriculum effectively online.
D	There is evidence that some learners have become less independent and resilient during lockdown and this may inhibit accelerated progress following the return to school.
D	Prolonged absence from school means that some pupils may find a return to school and school routines to be challenging, leading to poorer mental health and engagement with their learning.
E	Bubble closures following return to school impact on the implementation of the recovery curriculum and the pace at which catch-up can be achieved as well as potentially affecting the rate at which pupils can recover from the effects of lockdown.

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?
Staff training - feedback & retrieval.	Retrieval practice is part of teaching & learning at LLPS.	Research shows that retrieval practice helps children to learn new knowledge and skills.	P Hancock will lead in sharing best practices and in providing further training.	P Hancock/ Senior Leadership Team	Summer 2 - to inform further school improvement in 21/22.

CPD - teaching self-regulated learning & metacognition. INSET training - external & LLPS senior leaders Online learning resources to support development:	Children have a greater awareness of themselves as learners - and have developed new behaviours that support their learning.	Research - meta-cognitive strategies can lead to pupils making an additional 7 months' progress in their learning.	Learning behaviours will be evaluated before introduction of metacognitive strategies - and then half termly after this to track development.	P Hancock/ Senior Leadership Team	End of Autumn 1/ thereafter half-termly
To further develop feedback practices in school.	Children receive effective feedback that meets their needs.	Research equates high quality feedback with an average gain for pupils of 8 months.	Senior leaders will monitor use of feedback in school and evaluate the effectiveness of different approaches.	P Hancock/ Key Stage Leads	Termly.
Buy assessment resources Support teachers to find gaps in learning through analysing assessments.	Teachers are clear which groups & individual children need additional support to support strong progress. Teachers are clear which skills/ knowledge need to be re-taught or consolidated.	Government guidance/ research.	P Hancock to trial resources and then oversee their implementation.	P Hancock	At each assessment point.

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?
To engage with small group tuition aimed at closing gaps in core subject learning through: *internal Catch-Up team, *the National Tutoring Programme (thereafter NTP).	Gaps in learning will be closed.	Small group and 1:1 support for learners is recommended by DfE as an effective means of closing gaps quickly.	P Hancock will oversee the provision, ensuring that there are robust starting and end points so that progress can be tracked. SMART targets will be set for all interventions.	P Hancock	At the end of each intervention.

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?
To create a Pastoral Support role to work with identified children/families that are finding the transition back to school challenging.	Attendance of key groups/ individuals increases. Engagement with learning improves. Learning gaps closed.	Children need to have their social & emotional needs met and they need strong attendance before they can be effective learners.	Recruitment of the correct person. Clear job role & specification. Close working relationship between Pastoral Support Lead and the SENCo. Clear goals set and outcomes measured.	N Thompson	Termly.
To train our Year 5 & 6 children as Mental Health Champions.	Positive mental health of all children promoted through this training & the peer work undertaken.	See above - positive mental health is linked closely with good learning outcomes.	Curriculum time given to complete the training. Planning of these children can support their peers.	N Thompson	Immediately after training/ 1-month post & 3-month post.
Purchase of resources to support Wellbeing Wednesday.	Increase children's motivation & resilience for learning by focusing on activities that promote wellbeing.	As above.	Measure children's motivation/ resilience before & after introduction of Wellbeing Wednesday.	N Thompson	Half-termly.
To subsidise trips & residential for selected children.	All children access trips that expand horizons & experiences	New experiences are vital for children's well-being & learning following the extended lockdown.	Overseen by both mental health & curriculum lead. Aims/ objectives for trips/ residential chosen carefully.	N Thompson /P Hancock/K Roberts	After each identified trip/ residential.