LHPSN Covid 19 Catch Up Premium 20/21

Summary Information					
School	Lickey Hills Primary School and Nursery				
Academic Year	2020-21	**Total Catch-Up Premium**	£32,080	**Number of pupils**	437

Funding Allocation: In June, a £1 billion fund for education was announced by the government. Further guidance has now been released (https://www.gov.uk/guidance/coronaviruscovid-19-catch-up-premium) showing that the money is split between a catch-up premium and a national tutoring scheme.

The catch-up premium is funded on a per pupil basis at £80 per pupil. LHPSN will be receiving £32, 080. The spending of this money will be down to schools to allocate as they see best. To support schools to make the best use of this funding, the Education Endowment Foundation has published a support guide for schools with evidence-based approaches to catch up for all students.

Identified Impact of lockdown	
Maths (HB)	Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind'. Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments.
Writing (SR)	Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. SPaG specific knowledge has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected, however those who evidently didn't write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.
Reading (SH/SB)	Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. However, children are less fluent in their reading and the gap between those children that read widely and those children who don't is now increasingly wide.
Non-core (ALS)	There are now significant gaps in knowledge – whole units of work have not been taught meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments.

Priorities for raising attainment

Teaching and whole school strategies	The implementation of core subject Recovery Plans (identifying missed units/topics) will pinpoint gaps in learning

• Supporting quality first teaching • Pupil assessment and feedback • Transition support	Quality first teaching to meet all needs with mastery approach which was not evident in remote learning. Reasserting a love of reading and an emphasis on reading through all curriculum areas. Flexibility to teach additional PSHE lessons as required in response to the needs of each class.
Targeted academic approaches • 1:1 and small group tuition • Intervention programmes • Extended school time	Pupil Progress Meetings are held termly with the class teacher, SENCO and Headteacher In-class focus groups and targeted interventions will be planned and recorded for those that need it. Booster sessions led by the class teacher. Children will be invited to attend these sessions based on NFER/assessment outcomes. Smaller sessions identified for some pupils – small groups (1:3) and individual (1:1)
Wider strategies • Supporting parents and carers • Access to technology	Additional support for families with the use of Google Classroom (Remote Learning Support Assistant) Family Support Worker to deliver parental sessions on anxiety including additional resources for families that require it. Pupils displaying anxiety/attachment are supported through the use of the school pastoral learning assistant and/or the Positive Behaviour Team.

Planned Expenditure

Action	Desired Outcome	What is the evidence for this choice?	Implementation Process	Cost	Review/Evaluation
To access the Education Welfare team to improve student attendance and reduce levels of persistent absence.	To ensure all pupils have access to their full educational entitlement helping to improve levels of pupil attainment, outcomes and wellbeing.	Absence has been shown to have a statistically significant negative link to attainment.	HT to monitor levels of absence. PSA to meet and greet identified pupils and daily check in. Contact parents to update. Strategies for promoting attendance ; communicating early about issues, acknowledging positive improvements.	SLA for Education welfare £2,000	
To access additional PBT support (Positive Behaviour Team) to	To support children, families and staff in	LHPSN uses PBT training approaches for staff	It involves a number of weekly sessions with an	£1,500 additional hours package	Pupil voice Parent feedback

recognise and respond to mental health issues.	understanding and knowledge of challenging behaviour and the best ways to manage this in school and at home.	professional development and individual pupils and families successfully.	assigned PBT member of staff to build strategies around; resilience, emotional literacy.		
To access the Nuffield Early Language Intervention (NELI) -a high-quality, evidence-based, intervention for reception pupils.	NELI is designed to improve the language skills of reception age pupils.	Several EEF trials have found that NELI improves both children's oral language and early literacy skills. A recent trial of the programme found that children made on average three months of additional progress compared to children in the comparison group.	It involves scripted individual and small group language teaching sessions, delivered by trained school staff, usually teaching assistants.	Additional TA time before/ after school. Schools will receive resources and will be able to access online training from the start of the spring term 2021. £10,000	Application sent.
Action	Desired Outcome	What is the evidence for this choice?	Implementation Process	Cost	Review/Evaluation
Identified pupil group; Pupils below SS90 Maths NFER Scaffolding and rapid intervention will be implemented for children who struggle with concepts.	Successful implementation will begin to be reflected in improvements in progress . This will be evidenced at the end of year NFER/Statutory assessments.	Regular sessions over a sustained period with consistent delivery are shown to be most effective when they meet a specific need.	**Maths leaders will:** Provide training the form of after school 'Share the Flair' sessions in staff meetings focusing on deepening learning and scaffolding for those who struggle. * Continue to offer-drop-in sessions, virtual meetings for staff. *Monitoring - give constructive feedback to staff individually and in department meetings.	**Additional time for AB and HB:** **To conduct:** *Learning walks *Book trawl *Pupil voice *Give constructive feedback to staff individually and in department meetings £5,000	

Identified pupil group. Pupils below SS90 Reading NFER Reading age significantly below chronological age.	Successful implementation will begin to be reflected in improvements in progress . This will be evidenced at the end of year NFER/Statutory assessments.	Regular sessions over a sustained period with consistent delivery are shown to be most effective when they meet a specific need.	**Reading leaders will:** *Provide training the form of after school 'Share the Flair' sessions in staff meetings focusing on VIPERS skills *Monitoring - give constructive feedback to staff individually and in department meetings.	**Additional time for SB and SH: to conduct :** *Learning walks *Book trawl *Pupil voice *Give constructive feedback to staff individually and in department meetings £5,000	
Identified pupil group. Pupils below SS90 Reading NFER Reading age significantly below chronological age and Maths	Successful implementation will begin to be reflected in improvements in progress . This will be evidenced at the end of year NFER/Statutory assessments.	Regular 1:1 or 1:3 sessions over a sustained period with consistent delivery are shown to be most effective when they meet a specific need.	Additional supply teacher to release teachers during the school day. The highest trained staff (teachers) need to closely monitor the progress of the boys in their class and provide suitable interventions for those not making enough progress.	**Additional HLTA/TA cover** will provide teachers opportunity to work with small groups / individuals on precision teaching/ gap tasks £8,580	
				Total cost £32,080 **Based on pupil roll of 437**	