

Longwood COVID Catch-up Premium Report



COVID catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	46	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£3680		

STRATEGY STATEMENT

SUMMARY INFORMATION

“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)

Priorities:

Early Reading has been prioritized due to the fragmented quality first teaching the children have experienced since March 2020.

- At baseline in reception, early language development has been prioritised because at baseline 47% of the cohort started school, significantly below their peers.
- At baseline in Y1, the majority of the cohort were secure in phase two and phase four but had gaps in their phase 3 knowledge.
- At baseline in Y2, 21% of the pupils had gaps in their phase four knowledge and 48% of the pupils have gaps in their phase 5 knowledge.

During the March school closure, the engagement of our PP pupil's engagement was 60% and our non-PP pupils was 80%, therefore the pupils ability to engage at ARE in the curriculum posed a barrier to their learning.

These priorities have been identified using data obtained from Baseline information, FFT targets set, gap analysis and knowledge about engagement during lockdown.

Approaches

High quality teaching for all

- Focused CPL for teachers on effective lesson design and teaching and learning
- The curriculum will be developed to ensure key pillars are being prioritised to ensure that gaps are closed
- Enhancement of our remote education offer
- Development of a consistent approach to early reading with the English Hub
- Introduction of a consistent approach to assessment to support the identification of gaps.

Targeted academic support

- NELI programme
- Targeted phonic intervention for pupils not on track in EYFS and KS1
- Targeted interventions, in core subjects, for pupils who are not on track for ARE

Wider strategies

- Purchase of technology to support keep up/catch up

The aim of this is to raise the attainment of children who have fallen behind due to the impact of COVID-19 so outcomes are in line with expectations by July 2021 and diminish the difference between disadvantaged pupils and their peers.

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Limited automaticity of taught GPC due to limited exposure during period of school closure at the very beginning of their educational journey.
B	Due to context of the school, EYFS pupils have an inherent lack of modelling of correct language and vocabulary at home during school closure.
C	Our PP pupil's engagement during the first school closure, was 67% and our non-PP pupils was 79%, therefore across school there has been a fragmented build up of knowledge during school closure.

ADDITIONAL BARRIERS

External barriers:

D	Across the school population there has been a varied spectrum discipline, routine, structure, capabilities in the home environment, which is not consistently conducive to high-quality learning.
E	Due to school closure, pupils are returning to school lacking resilience and stamina to sustain activities.
F	Historic low attendance ~ September 2019 to July 2020 was 86.53%.

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?
<p>Develop a recovery curriculum which diminishes the impact of the varied experiences caused by the Covid pandemic</p> <p>Barrier: C, D, E</p>	<p>The curriculum will be enhanced to ensure that children can articulate the key knowledge that is taught, whilst addressing gaps in learning.</p>	<p>EEF remote learning for pupils EEF high quality teaching for pupils with SEND</p> <p>A high-quality progressive curriculum is essential to ensure children have the key knowledge to progress to the next stages in learning.</p>	<p>SIP priority 2, 3 2020-2021 Range of planned monitoring in line with the SIP and monitoring timetable</p>	<p>AB / BD / JK / MB</p>	<p>Throughout the year in line with monitoring timetable</p>
<p>Purchase new GPC matched reading books (Big Cat Collins)</p> <p>Barrier: A</p>	<p>All children will have a book which is closely matched to their GPC knowledge.</p> <p>Children will meet the end of year targets in phonics.</p>	<p>EEF +4 months Phonics English Hubs guidance</p>	<p>Regular reviews using the English Hub audit formats</p>	<p>BC</p>	<p>w/b: 7.12.21 w/b: 22.3.21 w/b: 5.7.21</p>

<p>Additional 15-minute whole class phonics session 5x weekly</p> <p>Barrier: A</p>	<p>Children will meet the end of year targets in phonics.</p> <p>All reception children will be able to orally blend.</p> <p>All children in KS1 will meet their targets in phonics.</p>	<p>EEF +4 months Phonics English Hubs guidance</p>	<p>Clear expectations for additional phonics session monitored by BC.</p> <p>Adaptation of the timetable</p> <p>Monitoring of phonics sessions by BC and CP.</p>	<p>BC/CP</p>	<p>w/b: 7.12.21</p> <p>w/b: 22.3.21</p> <p>w/b: 5.7.21</p>
<p>2-week transition unit based around an age-appropriate text with a focus on SMSC and wellbeing</p> <p>Barrier: D, E</p>	<p>Learning walks have showed that the children have settled back into school routines.</p>	<p>EEF +4 months Social Emotional Learning</p> <p>EEF COVID 19 support guide for schools</p>	<p>Learning walks with a focus on learning behaviors</p>	<p>Teachers</p>	<p>March 2021</p>
<p>Range of focused CPL to support QFT:</p> <ul style="list-style-type: none"> - Lesson design (T&L) - Curriculum development - Teaching and Learning principles -Phonics (English Hub) - Remote learning <p>Barrier: C</p>	<p>Learning walks/ lesson observation show good teaching is evident and respond to the needs of all children.</p> <p>Schools targets for 20/21 .</p>	<p>EEF Covid-19 Support Guide for Schools agrees that great teaching is the most important lever schools have to improve outcomes for their pupils.</p>	<p>SIP priority 2, 3, 4 2020-2021</p> <p>Range of planned monitoring in line with the SIP and monitoring timetable</p>	<p>CPL leads (LW, CP, BD, MB)</p> <p>Trust leads</p>	<p>Throughout the year in line with monitoring timetable</p>

<p>Recruit subject specialists to ensure lessons taught during PPA are taught by specialists in their field.</p> <p>Barrier: C</p>	<p>Specialist teaching ensures children receive a broad and balanced curriculum.</p> <p>Children can articulate key knowledge in all areas of the curriculum.</p>	<p>Specialist teaching will further improve our curriculum offer, whilst providing an opportunity for teacher CPL (through observation of specialists).</p>	<p>SIP priority 3 2020-2021 Range of planned monitoring in line with the SIP and monitoring timetable.</p> <p>Pupil voice.</p>	<p>SLT</p>	<p>Throughout the year in line with monitoring timetable</p> <p>Specialist Teachers £2890</p>
--	---	---	--	------------	---

<p>Enhance and publish remote learning offer for all children.</p> <p>Barrier: C</p>	<p>All children can access remote learning when required from day 1.</p> <p>Remote learning closely mirrors school learning providing children the opportunity to keep up and catch up with their peers.</p> <p>Home Learning consolidates learning from the classroom.</p> <p>There will be an increase in the % of engagement when children are isolating/bubble closure.</p> <p>Bubble closures or self isolation will not negatively impact on pupils attaining their end of year target.</p>	<p>Working alongside the FHP, we have been working in partnership with a number of schools to refine our remote learning offer so that children required to isolate are not adversely impacted. Strong evidence is showing that connectivity with staff through remote learning is significant in developing the wellbeing of the child. Poor attendance negatively impacts future attainment (DfE, 2016) EEF remote learning for pupils EEF remote professional development</p>	<p>SIP priority 2 2020-2021 Range of planned monitoring in line with the SIP and monitoring timetable Pupil progress meetings</p>	<p>AB</p>	<p>w/b: 7.12.21 w/b: 22.3.21 w/b: 5.7.21</p>
Total budgeted cost:					£2890
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>EYFS staff member to deliver NELI (Nuffield Early Language Intervention).</p> <p>Barrier: B</p>	<p>Improvement of language of Reception pupils is reflected in their Nelli score.</p>	<p>EEF +3 months NELI programme EEF +4 months Oral Language EEF +3 months Individualised Instruction EEF +6 months Early Language Intervention</p> <p>As an Early Adopter school, we identified the NELI programme will not only support in terms of catch-up, but also curriculum intent (LEAP) and is an integral part of the new Early Years curriculum.</p>	<p>2 staff members (1x Teacher, 1x TA) will be trained to deliver NELI (Nuffield Early Language Intervention).</p> <p>This will be delivered in EYFS to support early language learning and vocabulary for PP children</p>	<p>DD JC BD LK</p>	<p>Biweekly monitoring with EYFS lead. (£790)</p>
<p>1:1 phonics interventions and reading for bottom 20% in EYFS and KS1.</p> <p>Barrier: A</p>	<p>Rapid gains in phonics knowledge.</p> <p>All reception children will be able to orally blend.</p> <p>All children in KS1 will meet their targets in phonics and reading.</p>	<p>EEF +4 months Phonics</p> <p>As an active member of the English Hub, we follow their research informed strategies to deliver phonics teaching, including 1:1 intervention.</p> <p>EEF +4months Small Group Intervention EEF +5 months one to one tuition</p>	<p>Regular reviews using the English Hub audit formats</p> <p>Additional 1:1 phonics interventions delivered by teachers for children at risk of not meeting ARE.</p> <p>Intervention timetabling</p>	<p>BC</p>	<p>Monthly</p>
<p>Through the redeployment of teaching assistants additional catchup interventions can take place.</p> <p>Barrier: C, D,E</p>	<p>Daily afternoon intervention support delivered by an HLTAs/TAs.</p> <p>Identified children will make rapid progress in phonics and meet their end of year target.</p>	<p>EEF +1 month Teaching Assistants EEF +4 months Small Group Intervention EEF +4 months Phonics</p>	<p>Provision maps Pupil progress meetings Phonics screening results</p>	<p>BD/JK</p>	<p>w/b: 7.12.21 w/b: 22.3.21 w/b: 5.7.21</p>

Purchase of SHINE intervention system to support planning and resourcing of gap informed interventions (linked with NTS assessments)	Targeted intervention will ensure gaps in learning are address through quality interventions. All identified children meet their end of year targets.	Targeted interventions, which are informed by gap analysis will provide children with the key knowledge required to catch up.	Gap analysis MARK and NTS assessments Pupil progress meetings and attainment data Delivery of interventions Provision mapping Delivery of interventions is supported through scripted resources	Teachers Teaching assistants SENCO	£427.78
Total budgeted cost:					£1217.78
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?
Develop an attachment aware behaviour regulation policy Barrier: D, E	Learning walks show pupils have positive behaviours for learning and as a result learning time is maximized. Teachers show a positive regard to all pupils.	EEF +7 months Metacognition strategies EEF +4 months Social and emotional learning	Behaviour incidents will remain low and will be supported through a restorative, relationship-based approach. Monitoring will show that behavior in classes is good, with disengagement managed proactively and positively.	MB	Termly

<p>Refine a consistent approach to assessment across the school</p> <p>Develop assessment and feedback strategies for use during school closure to enable assessment of remote learning pupils, with support from FHP.</p> <p>Barrier: C</p>	<p>Teachers will have a greater understanding of the needs to their children in order to close gaps in learning.</p> <p>Assessment is used even more effectively to inform QFT, the recovery curriculum and the use of intervention. FFT is used effectively to set aspirational targets. Pupil progress meetings are used effectively to measure the impact of targeted support.</p>	<p>AFL will ensure that all teaching meets the needs of pupils.</p> <p>Interventions will be tightly focused, informed by assessment information</p> <p>EEF +8 months Feedback</p>	<p>Pupil progress meetings</p> <p>Range of planned monitoring in line with the SIP and monitoring timetable</p> <p>Monitoring of provision maps</p> <p>Adaptation of timetables</p>	<p>All staff</p>	<p>Assessment week: w/b: 7.12.21 w/b: 22.3.21 w/b: 5.7.21</p> <p>Pupil progress week: w/b: 14.12.21 w/b: 29.3.21 w/b: 12.7.21</p>
Total budgeted cost:					£3680