

# COVID-19 catch-up premium report for Lubenham All Saints Primary School

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## COVID-19 catch-up premium spending: summary

Summary Information			
Total number of pupils:	60	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£5120		

## Strategy Statement

This strategy has been designed to address gaps in children's learning caused by the COVID disruption. We have identified areas that evidence suggests will support children i.e. accurate assessment and targeted support strategies.

We have used the evidence to inform our decisions and ensuring that whilst this is a one-off grant, we hope that some of the activities will have a long term and sustainable impact beyond the life span of the funding window.

We want to reduce the attainment gap between disadvantaged children and their peers and raise the attainment of all pupils, closing the gap between where they are likely to have been should the COVID disruption not have happened and where they are now.

## Barriers to learning

Barriers to future attainment	
Academic barriers:	
A	Catching up on lost teaching and learning time of phonics and early reading
B	Gaps that have developed in children's knowledge in English and Maths
C	Emotional issues and anxiety that has developed or worsened during the crisis

<b>Additional barriers</b>	
<b>External barriers:</b>	
D	Additional pressures on family life which impacts on the support for learning at home
E	Attendance at school causing by bubble closures
F	Access to Broadband and IT equipment for pupils at home

### **Planned expenditure for current academic year**

<b>Quality of teaching for all</b>					
<b>Action</b>	<b>Intended outcome and success criteria</b>	<b>Evidence and rationale for this choice?</b>	<b>Evaluation</b>	<b>Staff lead</b>	<b>Review date</b>

<p>Invest in the PIXL programme to support teachers in identifying gaps in learning and use this to inform teaching and intervention, either at whole class, group or individual level.</p> <p>£2700</p>	<p>Through the year 2020-21 gaps in learning (created as a result of Lockdown) are closed and all pupils are back on track</p>	<p>Good assessment is imperative in identifying learning lost, misunderstood content as well as gains of knowledge.</p> <p>Targeted whole class, small group and one-to-one interventions have the potential for the largest immediate impact on attainment. (EEF effective use of TAs)</p> <p>Teaching assistants are most effective when they have high quality and targeted resources to use with specific children (EEF effective use of TAs)</p>		<p>PS</p>	<p>December 2020 February 2021 June 2021</p>
<p>Provide additional catch-up sessions in English and Maths across all year groups.</p> <p>Use of HLTA/ TA / Part time teacher to work with small groups or 1-1 with targeted intervention</p> <p>£2200</p>	<p>We will see a reduction in the % of children who had fallen behind where we would have expected them to be (Using Sept 2020 baseline data)</p>	<p>High quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress. These interventions should be carefully targeted through identification and assessment of need and the impact should be monitored.</p>		<p>All Teaching Staff</p>	<p>December 2020 February 2021 June 2021</p>
<p>Total budgeted cost:</p>					<p>£4900</p>

Targeted support					
Action	Intended outcome and success criteria	Evidence and rationale for this choice?	Evaluation	Staff lead	Review date
Intervention program <ul style="list-style-type: none"> <li>• Pre- teaching topics to support those pupils that have been identified as having gaps before main lesson.</li> <li>• Use of Pixl Therapies in whole class or small groups.</li> <li>• Daily reading with targeted children.</li> <li>• Writing intervention to support targeted children in both writing fluency. content and letter formation/handwriting</li> </ul>	Through the year 2020-21 gaps in learning (created as a result of Lockdown) are closed and pupils are back on track	<p>Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment.</p> <p>These sessions will be short and occur regularly over a sustained period of the spring and summer term.</p> <p>Sessions will be structured using clear objectives and quality resources such as PIXL therapies to aid those delivering sessions.</p>		SF/CA	December 2020 February 2021 June 2021
LCP study guides for Y6 pupils £144	Children to gain extra practice at home	EEF guidance – Working with Parents to Support Children's Learning – section 2 (providing practical strategies to support learning at home)		KM	December 2020 February 2021 June 2021
Total budgeted cost:					£5,044
<b>Other approaches</b>					

Action	Intended outcome and success criteria	Evidence and rationale for this choice?	Evaluation	Staff lead	Review date
Supporting pupils' social, emotional and behavioral needs through well being programmes and PHSE lessons.  £75	<b>Pupils will have opportunities to talk about their worries or concerns and have a greater sense of wellbeing</b>	On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.		<b>GD/KM</b>	December 2020 February 2021 June 2021
Total budgeted cost:					£5119

### Additional information

The EEF advises the following:

Teaching and whole school strategies

- Supporting great teaching
- Pupil assessment and feedback
- Transition support

Targeted approaches

- One to one and small group tuition
- Intervention programmes
- Extended school time

Wider strategies

- Supporting parent and carers
- Access to technology