

### COVID-19 catch up Premium Grant : Spending plan 2020-21

<b>School</b>	Ladybridge Primary School			<b>Academic Year</b>	2020-21	<b>Total number of pupils</b>	384
<b>Total CCU budget</b>	£30,720	1 <sup>st</sup> & 2 <sup>nd</sup> instalments:	£17,921	3 <sup>rd</sup> Instalment	12,799	<b>Review date of plan</b>	July 2021

#### **Rationale Statement for Ladybridge Primary School catch-up strategy**

Leaders are committed to ensuring catch up funding is used effectively to make the greatest difference to children's outcomes after the COVID-19 lock down. Leaders recognise that whilst all pupils have been affected by the partial school closure, there are some pupils where this impact has been significantly detrimental. During the national closures, all pupils had access to online learning through the 'Class Dojo' platform and families were further supported through the loan of school i-pads. In addition, pupils also had access to additional reading books and practical support materials and equipment from school. Pupil attendance and engagement during remote learning was, across the 8 week lockdown, an average of 94%, which we feel was extremely positive, particularly in light of additional pressures that families faced at home. However, we also recognise that a small proportion of families were 'harder to reach' and their levels of engagement were poor (despite repeated efforts by staff). It is also important to recognise that, whilst our remote learning incorporated a range of effective strategies, our pupils did not have received the same quality of education that they would have had if they had been taught in school during this time. Hence, the main aim of the catch up strategy at Ladybridge is to raise the attainment of all pupils to close the gap created by COVID-19 school closure. Since the re-opening in September significant barriers to learning were identified across the school, as well as in specific year groups, some of which are identified below. Curriculum planning has been modified to ensure that staff identify opportunities to teach missed/forgotten content from previous units of work from the last academic year interwoven within their current teaching of age-related content. Starting points, for all classes, are lower than in previous years, but it is essential that we start from where the pupils are currently at, consolidate and repeat their learning in order that they have a solid foundation on which subsequent learning can be built. Primarily, using the catch up funding available, school will support pupils by providing additional adult support and intervention. The majority of this will be provided by current staff in school, ensuring that they receive appropriate CPD, to ensure a sustained response and making a difference long term.

Leaders have considered many factors carefully in deciding how to allocate and spend the Catch-Up Premium. We have also used the government recommended 'Covid-19 Support Guide for Schools', published by the Education Endowment Foundation (EEF), to help identify the best strategies, based on long-term research, that will enable us to achieve the most positive outcomes for our pupils.

#### **Barriers to future attainment**

##### **Academic barriers** *(issues to be addressed in school)*

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| <b>A.</b> | Gaps in reading, phonics, writing and maths  |
| <b>B.</b> | Missed/inconsistent/forgotten learning = gaps/lack of basic skills in writing                  |
| <b>C.</b> | Missed/forgotten mathematical learning from Reception = low mathematical starting points in Y1 |
| <b>D.</b> | Missed consistent teaching and application of writing skills                                   |
| <b>E.</b> | Missed consistent teaching and opportunities for reading = less comprehension and fluency      |

##### **Additional barriers**

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| <b>F.</b> | Lack of parental support/consistent access to quality learning environment at home |
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Desired outcomes ( <i>specific outcomes and how they will be measured</i> )		Success criteria
A.	Provide increased access to adult support	Pupils feel well supported and receive prompt feedback.
B.	Improve the quality of writing whilst also rapidly plugging gaps from missed/forgotten learning.	Quality First teaching of writing is of a consistently high standard.
C.	Provide targeted and additional mathematics intervention for pupils in Year 1.	80+% of pupils are making sufficient progress in maths (are back on track) attaining age-related expectation
D.	Provide targeted and additional writing intervention for pupils in Y5 and Y6	80+% of pupils are making sufficient progress (are on back track) in writing attaining age-related expectation in writing
E.	Provide targeted and additional reading intervention for pupils from Y1 to Y4	80+% of pupils are making sufficient progress in reading (are back on track) attaining age-related expectation
F.	Increased parental involvement, understanding and support	Pupils' learning is well supported at home

1. Planned expenditure		Academic year: 2020-21			CCU leader: Gemma Bendelow	
The three headings enable us to demonstrate how we are using the COVID catch up Premium to improve classroom pedagogy, provide targeted support and support whole school strategies						
<b>I QUALITY OF TEACHING FOR ALL</b>						
Desired outcome	Chosen action/ approach (and rationale)	Cost	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increase the numbers/ hours of Teaching Assistants, and ensure high quality support and intervention and therefore a reduction in gaps from missed learning (increased frequency and speed of feedback; increased adult support)	Every class to have access to a TA for at least 1½ hrs every afternoon (Autumn and Spring 20-21).  Every class to have full time (AM) support.	£5500  £15000	<i>The most successful schools ensure that pupils catch up with the basics of literacy and numeracy.</i> <i>Where pupils are removed from their class and given intensive tuition, the most effective impact is through short, regular sessions, over a set period of time (5-10 weeks) and in a small group: ideally one-to-three.</i> <i>'The best leaders ensure that the work of additional adults is closely monitored and thoroughly evaluated'</i>	Regular monitoring to check the quality and quantity of learning as a result of increased adult:pupil ratios (monitoring activities to include: staff discussions, data analysis, book scrutiny, observations, pupil discussions).	HT- SLT Interv. leader	Termly analysis.
Improve the quality of writing whilst also rapidly plugging gaps from missed/forgotten learning.	Implement 'The Write Stuff' (Jane Considine) across the whole school (from the spring term). CPD for all teachers.	£1600 + release = £4000	<i>Key benefits of the research of Jane Considine (The Write Stuff): Pupils who understand how to apply sentence scaffolds to their independent writing as they develop their expertise. Standards improve because many worked examples are provided over the year that extend</i>	Regular monitoring to check the quality of writing (monitoring activities to include: staff discussions, data analysis, book scrutiny, observations, pupil discussions).	Interv. leader	Termly data analysis (teacher assessments)

			<i>understanding through a wide range of genres and non-fiction text types.</i>			
<b>Total budgeted cost</b>						£26100

<b>II TARGETED SUPPORT</b>						
<b>Desired outcome</b>	<b>Chosen action/ approach (and rationale)</b>	<b>Cost</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Provide additional mathematics support for pupil in Year 1.	- Implement 1 <sup>st</sup> Class @Number intervention programme and resources - CPD for Y1 TAs - Create/purchase resources	£1200	<i>EEF Summary: Our evaluation found that pupils who received 1stclass@number made, on average, two additional months' progress in maths. This result has a high security rating.</i>	Regular monitoring to check the quality of writing (monitoring activities to include: staff discussions, data analysis, book scrutiny, observations, pupil discussions).	Interv. Leader Y1 staff	Termly data analysis (teacher assessments)
Provide targeted and additional writing intervention for pupils in Y5 and Y6	- Teacher to deliver additional writing teaching in small groups (1:3) based upon 'The Write Stuff' approach (8 groups of pupils to receive 1½ hrs a week for 10 weeks). - Two blocks of 10 weeks	£2100	<i>Key benefits of the research of Jane Considine (The Write Stuff): Pupils who understand how to apply sentence scaffolds to their independent writing as they develop their expertise. Standards improve because many worked examples are provided over the year that extend understanding through a wide range of genres and non-fiction text types.</i>	Regular monitoring to check the quality of writing (monitoring activities to include: staff discussions, data analysis, book scrutiny, observations, pupil discussions).	Interv. leader	Termly data analysis (teacher assessments)
Provide targeted and additional reading intervention for pupils from Y1 to Y4	- Teacher to deliver the FFT Reciprocal Reading intervention programme in small groups (1:4) (10 groups of pupils to receive 2½ hrs a week for 6 weeks).	£1500	<i>This Reciprocal Reading programme was developed and delivered by FFT Literacy, who had previously conducted their own small-scale evaluation with promising results. EEF Summary: The independent evaluation found that children in the targeted intervention made an average of +2 months' more progress in terms of reading comprehension and overall reading.</i>	Regular monitoring to check the quality of reading comprehension (monitoring activities to include: staff discussions, data analysis, book scrutiny, observations, pupil discussions).	Interv. leader	Termly data analysis (reading tests)
<b>Total budgeted cost</b>						£4800

<b>III OTHER</b>
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Desired outcome	Chosen action/ approach (and rationale)	Cost	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increased parental involvement, understanding and support	Class teachers to increase their contact with parents/home, including: - increased uploading and sharing of current in-class learning through Class Dojo - increased weekly contact through phone calls and targeted messages on Class Dojo. - delivering live online workshops for parents (and create online support videos). - increased technical support for parents accessing Class Dojo (100% uptake).	£0	<i>A weekly text message to parents has a positive impact. If this text includes next steps/ways to improve then this has the most impact.</i> <i>Life at home (including access to books, etc) is one of the most significant factors in how well children achieve</i> <i>'The most effective leaders track the progress of pupils meticulously and make sensible amendments to the support they provide'</i>	Regular monitoring to check the quality of communication, engagement and relationships (monitoring activities to include: staff discussions, pupil and parent responses).	Mid lead PPG lead	Termly
<b>Total budgeted cost</b>						£0

Date	Governors' Check and Challenge
TBC	To be 'checked and challenged' at the termly Governors 'Standards' Committee.

1. Review of expenditure (to be completed July 2021)		Academic year: 2020-21	CCU leader: Colin Watson	
The three headings enable us to demonstrate how we are using the Cov-id catch up Premium to improve classroom pedagogy, provide targeted support and support whole school strategies				
I QUALITY OF TEACHING FOR ALL				
Desired outcome	Chosen action/ approach	Impact and evaluation Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Increase the numbers/ hours of Teaching Assistants, and ensure high quality support and intervention and therefore a reduction in gaps from missed learning (increased frequency and speed of feedback; increased adult support)	- Every class to have access to a TA for at least 1½ hrs every afternoon (Autumn, Spring and Summer 20-21). - Every class to have full time (AM) support.			£5500 £15000

Improve the quality of writing whilst also rapidly plugging gaps from missed/forgotten learning.	- Implement 'The Write Stuff' (Jane Considine) across the whole school (from the spring term). - CPD for all teachers.			£1600 + release = £4000
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Provide targeted and additional reading intervention for pupils from Y1 to Y4	- Teacher to deliver the FFT Reciprocal Reading intervention programme in small groups (1:4) (10 groups of pupils to receive 2½ hrs a week for 6 weeks).			£1500

## III Other

Desired outcome	Chosen action/ approach	Impact and evaluation Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Increased parental involvement, understanding and support	Class teachers to increase their contact with parents/home, including: - increased uploading and sharing of current in-class learning through Class Dojo - increased weekly contact through phone calls and targeted messages on Class Dojo. - delivering live online workshops for parents (and create online support videos). - increased technical support for parents accessing Class Dojo (100% uptake).			£0