

## Ladysmith Junior School COVID-19 catch-up premium report

### DfE: Using catch-up funding

Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the curriculum expectations for the next academic year in [actions for schools during the coronavirus outbreak](#).

While schools can use their funding in a way that suits their cohort and circumstances, they are expected to use this funding for specific activities which will help pupils catch up on missed education.

To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a [coronavirus \(COVID-19\) support guide for schools](#) with evidence-based approaches to catch up for all students.

To support schools to implement their catch-up plans effectively, EEF has published the [school planning guide: 2020 to 2021](#). This will provide further guidance on how schools should implement catch-up strategies and supporting case studies to highlight effective practice.

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

SUMMARY INFORMATION			
Total number of pupils:	351	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£28,080		
Proportion of Disadvantaged	14.5% (51 pupils)	Proportion of SEND (excluding EHCP)	14.2% (50 pupils)
Proportion of EHCP	2.6% (9 pupils)		

## STRATEGY STATEMENT

Upon the full return to school in September 2020, a recovery curriculum was implemented for all pupils. This focused on pupil wellbeing and coverage of key learning objectives in order to facilitate a return to the full chronological curriculum by the spring term 2020-21. The recovery curriculum was aimed at all pupils.

Throughout this process, utilizing a range of assessment techniques, teaching and support staff have identified pupils who are in need of further intervention for their wellbeing or academic progress.

Therefore, the catch up priorities are as follows:

- Support identified pupils with their wellbeing through a range of appropriate interventions
- To reduce the attainment gap between disadvantaged pupils and their peers (disadvantaged pupils does not just include pupils in receipt of PPG funding)

We have only listed extra actions that will incur a cost associated with the Covid funding allocation, not current, ongoing or already budgeted actions.

## Planned expenditure for current academic year

Teaching					
Barrier	Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	Staff Lead	Monitoring and evaluation
Pupils with limited or no access to remote learning (quality first teaching) in the event of isolation	Create a bank of school laptops that can be accessed by isolating students.	All isolating pupils can access daily remote education and experience live teacher and class interactions	EEF Rapid Evidence Assessment Distance learning (point 2) and Guide to Supporting School Planning 2020-2021 highlight the importance of pupils accessing remote learning	Dave Broad	
	Provide mobile internet access by purchasing a set of Dongles for above laptops.	All isolating pupils can access daily remote education and experience live teacher and class interactions		Dave Broad	
TME set up support = £570		Laptops and Dongels = £6000	Total Budgeted Cost:		£6 570

Targeted Academic Support					
Barrier	Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	Staff Lead	Monitoring and evaluation
Lack of phonic knowledge Targeted Year 3 pupils who did not pass the phonics screening test in Year 1 and did not re-sit and pass in Year 2.	Small group phonic tuition extra to whole class sessions.	Increased number of year 3 pupils pass previously failed phonics screening test	Phonics EEF Teaching and Learning Toolkit (+4 months impact)	Neil Williams	Phonics screening test scores
Poor historical reading ability Pupils in 4, 5 and 6 with poor reading ability and comprehension strategies prior to lockdown.	Reading Comprehension Strategies in small group tuition. VIPERS.	Pupils make accelerated progress towards working at age related expectations	Comprehension Strategies EEF Teaching and Learning Toolkit (+6 months impact)	Lauren Deer	Accelerated reader progress results
Poor historical basic mathematical ability Pupils in 3,4,5 and 6 with poor basic maths skills	Small group basic maths skills tuition. Possible use of recognized program such as Counting to Calculate	Pupils make accelerated progress towards working at age related expectations	Small Group Tuition EEF Teaching and Learning Toolkit (+4 months impact)	Nicola McIlroy Louise Williams	White Rose
All small group or individual interventions will follow best practice advice of the EEF Guide to Supporting School Planning 2020-2021 page 15 – targeted academic support. Groups will be run by existing teachers / teaching assistants in the first instance but the National Tutoring Programme may be utilized.					
Total Budgeted Cost:					£13 075

Wider Strategies					
Barrier	Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	Staff Lead	Monitoring and evaluation
Pupil wellbeing needs identified beyond recovery curriculum and whole class PSHE sessions.	Additional individual sessions to support Social Emotional Learning via pupils Thrive action plans	Pupils social, emotional and behavioural needs are supported effectively	Behavioural Interventions EEF Teaching and Learning Toolkit (+3 months impact) Social and Emotional Learning EEF Teaching and Learning Toolkit (+4 months impact)	Louise Williams	Thrive assessments
1 x TA pms x 38 weeks				Total Budgeted Cost:	£7 104