

# SUMMARY OF CATCH-UP STRATEGY



## CORONAVIRUS (COVID 19): CATCH UP FUNDING PLAN

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hits. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

The government is providing schools with £650 million of universal catch-up premium funding for the 2020/2021 academic year. The aim of the funding is to help pupils catch up on education they have missed due to the coronavirus (COVID-19) pandemic. We will use this funding for specific activities to support our pupils to make up for lost teaching over the previous months. This plan outlines how we are going to invest our funding. It outlines our overall goals and the subsequent expected impact.

### SUMMARY INFORMATION

|                               |                        |                         |         |                          |     |                               |       |
|-------------------------------|------------------------|-------------------------|---------|--------------------------|-----|-------------------------------|-------|
| <b>School</b>                 | Laurance Haines School | <b>Academic Year</b>    | 2020-21 | <b>Number of pupils</b>  | 434 | <b>% Disadvantaged Pupils</b> | 16.4% |
| <b>Total Catch-Up Premium</b> | £32,720                | <b>First Instalment</b> | £ 8180  | <b>Second Instalment</b> |     | <b>Third Instalment</b>       |       |

#### Contextual Information (if any)

EAL numbers are high at Laurance Haines School (68%) Many families have spoken only in their home language over the lockdown period. Whilst only 71 children are in receipt of the Pupil Premium fund, many more of our families are on low-income and are considered vulnerable.

#### Use of Funds

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 guidance on [curriculum expectations for the next academic year](#).

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

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. Schools should use this document to help them direct their additional funding in the most effective way.

#### EEF Recommendations

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
- Summer support

| <b>Summary of Key Priorities</b> <i>(related to overcoming challenges for pupils catching up on lost learning)</i> |   |
|--|---|
| <b>A.</b>  | Supporting teaching and learning to ensure quality first teaching across the school   |
| <b>B.</b>  | To understand and support the reduction of gaps in academic learning  |
| <b>C.</b>  | To understand and support the reduction of the gaps in mental health, wellbeing and social learning   |
| <b>Summary of Expected Outcomes</b>  |   |
| <b>A.</b>  | All teaching to be good or better with all teachers at career stage   |
| <b>B.</b>  | For children to make expected progress form baseline data and for some children to make more than expected progress                             |
| <b>C.</b>  | Children will be able to build positive relationships, have stamina in their learning, and demonstrate resilience, confidence and perseverance. |

| <b>STRAND 1: TEACHING AND WHOLE SCHOOL STRATEGIES</b>   |  |   |  |                   |   |   |                                |
|---|--|---|--|-------------------|---|---|--------------------------------|
| <b>Element of Strand</b><br><i>(eg, Supporting Great Teaching)</i>  | <b>Action/Strategy</b>   | <b>Which pupils have been targeted for this strategy? Who will benefit?</b> | <b>Expected Impact</b>   | <b>Staff lead</b> | <b>Monitoring: When and how will you evaluate impact?</b>   | <b>Funded from existing school budget</b> | <b>Cost (National Funding)</b> |
| All teaching to be in line or above school expectations. Teachers to be meeting or exceeding career stage expectations. | Regular SLT 'On tour' learning walks or observations with clear timescales for feedback. Feedback given within 48 hours, areas for development shared and followed up in next learning walk/observation. | <b>Whole school</b>   | Quality of teaching to be a consistently high standard. All pupils to make expected progress from baseline data. | SLT               | Outcome of 'SLT 'On Tour' learning walks discussed regularly amongst SLT. SLT 'on tour' (Learning walk) information recorded on individual 'On Tour' proformas. | √   |                                |

|   |   |                     |  |                        |  |          |                           |
|---|---|---------------------|--|------------------------|--|----------|---------------------------|
| <p>CPD</p>  | <p>CPD for Autumn planned with focus on academic recovery, mental health, wellbeing and social learning.</p> <p>Whole school CPD focusing on key areas for improvement – Cornerstones, Behaviour, Boxall Profile, SEND Code of Practice, Now&gt;Press&gt;Play</p> <p>Additional CPD, bespoke to individuals or phase as required.</p> <p>Pie Corbett, Talk for Writing Training</p> <p>LMP Level 5 Coaching for Headteacher</p> | <p>Whole school</p> | <p>Staff feel confident in implementing Recovery Curriculum, supported by DfE guidance.</p> <p>Teaching being targeted to pupil need and closing the gap in each class.</p> <p>Evidence of CPD implementation in SLT 'On Tour'/ observations.</p> <p>Coaching strategies employed across the school to support leaders to provide personalised CPD</p> | <p>SG/JB/NF/GB/ESB</p> | <p>Monitoring focus on aspects of staff training and through mentorship.</p> <p>Evidence of progress in outcomes e.g. books, collaborative learning</p> <p>Class timetables show adjustments to needs of the class based on data.</p> <p>Evidence of impact of high-quality teaching in observations for RQTs and NQTs.</p> <p>Overall quality of Education at optimum level</p> | <p>√</p> | <p>£1250</p> <p>£4500</p> |
| <p>Bespoke plan for in class support from SLT</p> | <p>Planned package of support where needs identified from data or monitoring, e.g. book looks and SLT 'on tour'.</p>  | <p>Whole school</p> | <p>Teachers develop confidence and act on feedback. Teaching and pupil progress is improving.</p>  | <p>SG/JB GB</p>        | <p>Teaching profile is in line with or above school expectation; staff show improvements and improvements seen in whole class data.</p>  | <p>√</p> |                           |

|   |   |              |   |     |  |       |  |
|---|---|--------------|---|-----|--|-------|--|
| Whole school strategies                 | Implementing:<br>Cornerstones Topics<br>Maths fluency<br>Now Press Play<br>Jigsaw<br>Purple Mash<br>Zones of Regulation<br>Nurture Principles<br>5 Ways to Wellbeing  | Whole school | Monitoring shows that implementation is at or above expectation                                 | SLT | Teaching profile is in line with or above school expectation. individuals show improvements in and improvements are seen in whole class data and outcomes. | √     |  |
| Pupil assessment and feedback           | Baseline assessments in all year groups to support understanding of the gaps in learning due to lockdown.<br><br>Data analysed and shared with staff in IAMs, Pupil progress meetings, SEN vulnerable pupil meetings to better target teaching and support for individuals or groups of pupils. | Whole School | Gaps in learning identified in each year group.<br>Support put in place in the necessary areas. | SLT | Monitored through SLT meetings.<br><br>Targeted follow up as necessary.  | √     |  |
| <b>Total budgeted cost for Strand 1</b> |   |              |   |     |  | £5750 |  |

## STRAND 2: TARGETED SUPPORT

| Element of Strand<br>(eg, Interventions)   | Action/Strategy   | Which pupils have been targeted for this strategy? Who will benefit?      | Expected Impact  | Staff lead           | Monitoring: When and how will you evaluate impact?  | Cost (School Budget) | Cost (National Funding) |
|--|---|---|--|----------------------|---|----------------------|-------------------------|
| Appointment of additional teacher in Year 6 (0.5FTE) to support an underachieving group of pupils. | Teaching support in Y6 for Maths and English from skilled teachers for targeted PP children – group and individual teaching. <ul style="list-style-type: none"> <li>• Booster sessions based on AfL</li> <li>• 1:1 targeted support.</li> <li>• Small group interventions in reading, writing, SPaG and mathematics during the afternoon lessons</li> <li>• Greater depth booster groups to be established</li> </ul> | Year 6 children and children who are working below the expected standard. | Diminish differences between PPG and non-PPG pupils nationally. Raise attainment and achievement in Y6 in English and Maths so that PPG pupils attain in line with their peers nationally, particularly at the Expected standard and Greater Depth standard. | GB<br>KS             | Assessment data following practice tests, book scrutiny, End of term/year progress data   |                      | £23,537                 |
| Initial Attainment Meetings (IAMs)/Pupil Progress Meetings (PPM)                                   | Held termly. Interventions chosen based on pupil data and gap analysis.   | <b>Priority 1, 2, 3</b><br>Meetings held with all class teachers.         | Class teachers and SLT to have a detailed knowledge of data picture in each class and cohort, enabling them to plan adequate interventions and to know the exact issues in each class.   | SG/JB/<br>NF/<br>ESB | Data gathered in October (Baseline), March and June – data to show that the gap is closing and children are making progress from the Autumn baseline. | √                    |                         |
| Use of HLTAs   | Targeted support given to key children, based on data analysis and PPMs (when not covering). HLTAs are linked to a year group/bubble and known children identified in those bubbles   | <b>Priority 1, 2, 3</b>   | Afternoon interventions follow up on the work done in class that morning – dynamic approach to intervention that chooses children who still have gaps in learning from that  | JB<br>HLTAs          | The gap is closed based on data capture for subsequent terms. Targets in HLTA appraisals linked to closing the gap.                                   | √                    |                         |

|                            |  |   |   |          |   |                                   |      |
|----------------------------|--|---|---|----------|---|-----------------------------------|------|
| Reading Books              | Buy a book for every child in the school, at an appropriate age level.   | All   | Promoting a love of reading. Engagement in reading. Access to reading over the holidays.  | GB       | Reading engagement increases. Reading ability increases.                                      | √<br>£150 donation from 'Friends) | £500 |
| Phonics interventions      | Baseline data gathered for year 1 and year 2; pupils streamed across their year group. Dynamic movement between groups, based on data.   | <b>Priority 1 and 2</b><br>Pupils chosen from baseline data   | Children are secure in their phonic phase and are able to move to a new group in order to further challenge them. All children who were expected to pass phonic screening test based on Autumn baseline data do so. Year 1 end of year target in line with national as a result of interventions. | RK<br>OG | Phonics lessons are to be seen during LWs as well as whole class teaching.<br><br>Data drops. | √                                 |      |
| Phonics Additional Support | AHT working with a group in streamed lessons for Year 1.   | <b>Priority 2</b><br>Pupils chosen from baseline data   | Children are secure in their phonic phase and are able to move to a new group in order to further challenge them. All children who were expected to pass phonic screening test based on Autumn baseline data do so. Year 1 end of year target in line with national as a result of interventions. | RK       | Data drops.   | √                                 |      |
| Year 2 interventions       | Using SATs test papers and PUMA to identify pupils who need intervention. Phonics interventions for children not on track to pass the Phonics baseline. Timetable of interventions to change with level of need. | <b>Priority 1 and 2</b><br>Pupils identified from pupil progress meetings and from data from testing. | Data shows that pupils have made expected or more than expected progress from the Autumn baseline. They are at or close to National for 2018-19. The gap between PP and non-PP has narrowed compared with   | OG       | PPMs and monitoring.  | √                                 |      |

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|   | Phonics TA leading phonics and reading interventions.                           |  | the start of the academic year.  |              |  |  |   |
| Year 6 interventions                    | Saturday school<br><br>Targeted interventions in summer term dependent on need. | Priority 1 and 2<br>Pupils identified from pupil progress meetings and from data and testing.<br>Pupils chosen based on SATs practice results and in-year data | End of year data shows that pupils have made expected or more than expected progress from the Autumn baseline. They are at or close to the National for 2018-19.<br>Data shows that pupils have made expected+ progress from the end of KS1. | GB           | PPMs and monitoring.                         |  | £160 per day per staff.<br><br>3 x staff, 1 day = £480<br><br>2 days = £960 |
| Summer Term intervention                | Intervention in Y5 focussed on preparing children for Year 6.                   | Priority 2<br>Children linked to gap analysis from data  | Improved attainment at the end of Year 5 and for starting point in Year 6  | SG/JB/<br>GB | End of year assessments and baselines 20/21. |  |   |
| <b>Total budgeted cost for Strand 2</b> |   |  |  |              |  |  | £24,997   |

### STRAND 3: WIDER STRATEGIES

| Element of Strand<br><i>(eg, Access to technology)</i> | Action/Strategy  | Which pupils have been targeted for this strategy? Who will benefit?                            | Expected Impact  | Staff lead | Monitoring:<br>When and how will you evaluate impact?  | Cost (School Budget) | Cost (National Funding) |
|--|--|---|--|------------|--|----------------------|-------------------------|
| Access to technology                                   | Office to collate overview of gaps in tech. All pupils with no access planned for in event of bubble/school closure.<br><br>Purchase 10 x chromebooks  | Children who do not have devices or internet, should there be a bubble or whole school lockdown | No digital poverty gap as all pupils have equality of access to tech, should a bubble close, or should there be a whole school closure.                                      | SG         | Ensuring correct pupils have the devices that they need – monitoring log.<br>All children login on to access remote lessons via Google Classrooms.   |                      | £1,908                  |
| Continuity of Education                                | Remote learning policy in place if bubbles or whole school were to close.<br>Staff training to ensure that they can deliver sessions online, emulating the classroom as much as possible.<br>Detailed half termly newsletter with links to that term's learning.<br>Work packs given out for those self-isolating that relates to in-class work. | Pupils who are self-isolating.<br>Pod closure.<br>Whole school closure.                         | Pupils education continues if they are in school or are at home.<br>All class teachers are familiar with the policy and are able to start teaching, in the event of closure. | SLT        | Staff training about remote learning and developing staff confidence in Google Classrooms addressed in phase or staff meetings.<br>All staff able to deliver lessons using Google Classrooms.<br>Support staff to take part in lessons and support pupils' learning.<br>Monitoring children's online work. | √                    |                         |
| Online training sessions for parents                   | Video 'how to' sessions for parents, e.g., reading, phonics etc.<br>How to guides for parents on use of Google Classrooms.   | All pupils  | Help develop parent confidence in supporting their children with their learning at home and being able to access the online platforms.                                       | SLT        | Parent questionnaires.<br>Monitoring of online access in event of pod or school closure.<br>Follow up phone calls to families not engaging.  | √                    |                         |
| Wellbeing  | Breakfast provided for all vulnerable children,  | All pupils.<br>Pupils with SEN.   | Promote the wellbeing of pupils meeting basic  | NF         | Pastoral impact. Pupils more settled,  |                      | £500                    |



|   |   |                  |   |  |                          |       |  |
|---|---|------------------|---|--|--------------------------|-------|--|
|   | supporting calm start strategies and general readiness for learning | Targeted pupils. | needs and supporting the development of social skills, supporting all children to be ready to learn on a daily basis. |  | behaviour data decrease. |       |  |
| <b>Total budgeted cost for Strand 3</b> |   |                  |   |  |                          | £2408 |  |

### Financial Summary

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|--|--|---------|
| <b>Total budgeted cost for all strands</b> |  | £33,155 |
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### Additional Information (if any)

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