

# Loseley Fields COVID-19 catch-up premium report

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

SUMMARY INFORMATION			
Total number of pupils:	353	Amount of catch-up premium received per pupil:	£80.20
Total catch-up premium budget:	£28,320	Red marks Jan/Feb update to our plan following new national lockdown as this will impact on the catch-up provision planned for the school.	
	£2,320	Additional Income from new children arriving	
	£9,206.50	Green marks Sept 21 update to show our carry forward of unspent grant and it's intended use this term	

STRATEGY STATEMENT
<p><b>Rationale for Loseley's catch up approach</b></p> <p>Research and evidence from the Education Endowment Foundation tells us that the two greatest strategies which make a positive difference to pupil's outcomes are a) Quality First teaching in every classroom and b) the use of effective assessment and feedback. As such the focus of our work to support pupils catch up both during and following this pandemic will be on ensuring that these two priorities are our focus.</p> <p><b>Aims</b></p> <p>Our overall aims of our catch-up premium strategy is:</p> <ul style="list-style-type: none"> <li>To reduce the attainment gap between the disadvantaged pupils and their peers</li> <li>To raise the attainment of all pupils to close the gap created by COVID-19 school closure</li> </ul> <p><b>Specific Catch-up priorities</b></p> <p>Upon the re-opening of the school in September, we undertook initial baseline assessments of every child throughout the school. For Years 2 to 6 this involved them taking the summer term PIRA and PUMA tests from the previous year that they had missed when the school was not open for all pupils. For Year 1 it involved the</p>

teachers assessing gaps against the Early Years Curriculum in order to assess gaps in learning. For new children joining us in September into Reception, the staff undertook their baselines assessments as normal in order to understand fully the children's starting points using development matters, identifying gaps in their nursery experiences. As a school we were then able to track these attainments markers against the class predicted targets which gave us an indication of the learning lost due to COVID-19. This process will then be repeated in November, 2020 when the children will undertake the Autumn term assessments in order to fully assess the attainment gap created from COVID.

Data analysis of this baseline data told us that our specific priorities for catch up are:

1. Reading: whilst the children's reading ages weren't unduly affected broadly speaking, children's ability to comprehend and particularly to undertake written comprehension was affected. In addition to this, many families did not have access to high quality literature matched to their child's ability at home and whilst we tried to address this in lockdown by having live reading teaching, this was not sufficient.
2. Phonics: When the phonics screening test was undertaken in Year 2 in November, 77% of the children passed when 80% were targeted to if school closure hadn't happened. However, we were pleased that 100% of our PP children did pass the screening and this was due to the targeting of these children in returning to school in June when school opening widened (80% of this year groups returned in June). The children not passing (but targeted to) this test will be targeted this year with specific intervention to ensure that by the end of the year they do attain the expected standard.
3. Writing across the school: It is evident that the children's writing stamina was particularly affected during lockdown. Whilst every effort was made to engage children in writing through our remote learning package, feedback from staff and parents have told us that this subject was the hardest to engage the children in from home. It also was the most difficult for our staff to provide feedback at the point of learning which we know is the most effective tool in shifting writing standards.
4. Analysis of our data for our disadvantaged children versus our non-disadvantaged shows a whole school trend that the gap has particularly widened for our PP children in Maths at Exp+

## Barriers to learning

### BARRIERS TO FUTURE ATTAINMENT

Academic barriers: (issues addressed in school such as low levels of literacy/maths)

A	Existing gap between reading and writing attainment means that the widening of this gap due to COVID yet further requires us to increase the intensity of our planned school priorities in order to develop outcome for writing across the school.
B	Children and staff not having access to the necessary technology in order to make best use of the T&L software already purchased in school.
C	Due to restricted nursery provision our Reception children have come in much lower than normal and a significant number are displaying either immature language development or specific speech and language needs which have been unable to be addressed in their nurseries due to closure.

### ADDITIONAL BARRIERS

External barriers: (issues which require action outside school such as home learning environment and low attendance)

D	Children's access to technology in the home should we undergo a bubble/ school closure so that effective remote education provision is not unduly affected
E	Increased demand of our pastoral offer at school to support emotional well-being as a result of COVID and potential inability to have capacity to meet this need over time.

## 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?	Cost	Staff lead	When will you review this?
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<p>To increase the children's access to technology devices in class by purchasing kindle devices enough for one between two.</p>	<p>To enhance how teachers are able to give quality feedback at the point of learning using the seesaw app in order to improve outcomes for children.</p> <p>For the children to have wider access to technology so that they can use accelerated reader to ensure that they always have access to high quality texts and books matched to reading ability.</p> <p>To ensure the tight tracking and monitoring of pupil's reading levels throughout the school in order to ensure that all children make good progress with their reading.</p> <p>For children to have wider access to Myon, our e-reader software, in order that children are able to continue to benefit from accelerated reader whilst at home during isolation, lockdown or for homework.</p>	<p>Effective pupil assessment and tracking improves pupil outcomes</p> <p>Effective feedback of pupils' work improves outcomes for children.</p>	<p>148x£57.45 <b>£8503</b></p> <p><b>Revised Figure £4,470.50</b></p>	<p>Amanda Pedder Faye Johnstone Joe Bibby</p>	<p>End of term review of the SIP</p> <p>X80 purchased 20-21 and felt sufficient when staff used in practice enabling a reallocation of the remaining budget.</p> <p><b>£ 4032.50</b></p>
<p>To strengthen our remote learning offer, home learning experience and enhance feedback in order to improve outcomes through the Seesaw platform.</p>	<p>Strengthening feedback at the point of learning</p> <p>Disadvantaged children have an equal access to the full curriculum offer at home and in school.</p> <p>To promote the engagement of families in their children's learning as this significantly impacts on outcomes.</p>	<p>Effective feedback significantly impacts on outcomes</p> <p>Improved parental engagement in children's learning improves outcomes.</p>	<p>Estimated cost <b>£1354</b></p>	<p>Joe Bibby</p>	<p>Teachers weekly review.</p> <p>Joe Bibby to review classroom use of seesaw half termly.</p> <p>Parental voice</p> <p>Children's voice</p>

<p>To provide coaching support to staff to improve the quality of T&amp;L of writing through the school in order to accelerate pupils' outcomes and close the gap arisen by COVID</p>	<p>Pupils' attainment in writing throughout the school increases as a result of quality first teaching. The gap between reading and writing closes. The gap between disadvantaged and non-disadvantaged children in writing is closed. More children attain the higher standard.</p>	<p>Quality first Teaching has the biggest impact on pupil outcomes. This supported by evidence from the Education Endowment Foundation.  Best practice in improving the quality of T&amp;L in writing is achieved by working alongside the teacher on their practice in the classroom.</p>	<p>Release time for Leader in Teaching and Learning ½ day = £120.00 for supply costs (x10 sessions per term) = <b>£2400</b></p>	<p>Joe Bibby</p>	<p>Termly pupil progress meeting</p>
<p>To provide equal access to quality literature in the home for all children</p>	<p>To purchase Hampshire library services for all children so that they can 'borrow' good quality e-books to read whilst at home either in lockdown or after once the children return to school.</p>	<p>Ongoing ability for the children to take advantage of Accelerated reader through lockdown and beyond from their homes.  Ability to expose children to high quality home libraries.  Ongoing assessment of reading level using accelerated learner</p>	<p>£1500</p>	<p>Philippa Leah</p>	<p>Termly pupil progress meetings  Due to the school re-opening during the pandemic the need for the children to have a home library service was no longer needed. Instead, we have allocated this to an annual subscription to keep our library stock fresh and current (see below) £1500</p>
<p>To ensure that children have access to a rich and varied stock of high-quality literature or books matched to synthetic phonics</p>	<p>To ensure that we continue to promote reading as a key factor in children's recovery.  Outcomes in reading continue to be at national levels despite the impact of COVID.</p>	<p>To continue to replenish our library book with AR accessible readers.  To ensure that all children reading on the reading scheme have access to phonetically matched books to our reading scheme.</p>	<p>£600 Peters subscription  £900 Phonics scheme books</p>	<p>Philippa Leah</p>	<p>Subject Leader Action plan and SDP review</p>
<p style="text-align: right;"><b>Total budgeted cost:</b></p>					<p><b>13,757</b> Revised spend: <b>£9,724.50</b></p>

Targeted support

Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	Cost	Staff lead	When will you review this?
<p>Pupil Premium children have access to technology and internet access at home by school providing necessary equipment on loan to identified families</p>	<p>PP children are able to partake in homework tasks using our online platform, so that they are disadvantaged from their peers.</p> <ol style="list-style-type: none"> <li>1. Use Seesaw to identify which families are not accessing this site.</li> <li>2. Class teachers to offer support to families identified and assess if access to technology is a barrier.</li> <li>3. SLT ensure fair access to this platform by ensuring that these families borrow technology.</li> </ol>	<p>We learnt during the March lockdown that some families struggled to access the home learning platform – these will be the identified families that will not be able to access Seesaw and so their children are disadvantaged from being able to do homework as their peers do.</p> <p>They will also not have access should they need to isolate.</p> <p>We know that pupil premium children are often disadvantaged in many ways which affects their outcomes. This includes, access to technology, parental support and cultural experiences. If these barriers can be minimized or over-come our PP children should be able to attain similarly to their non-disadvantaged peers.</p>	<p>£57.45 per child x 20 = <b>£1149</b></p> <p>17/20 are PP children 3/20 vulnerable families (SEND, literacy limits in the household)</p>	<p>Faye Johnstone - PP leader</p>	<p>Weekly monitoring of access to seesaw app by class teachers.</p>
<p>Provide tailored catch- up interventions and 1:1/group tuition to children who are struggling to close the gap created by school closure</p>	<p>Using in school data of pupil attainment and progress to identify children who have particularly fallen behind and are at risk of not attaining their targets by the end of year.</p> <p>Provide tailored group or 1:1 teaching for these children which tightly targets gaps in learning</p> <p>Teaching will be provided by qualified teachers who will be accountable for outcomes.</p>	<p>Personalized learning and feedback that tackles identified gaps in learning delivered by teachers that they know in school provide best outcomes for pupils.</p>	<p>X4 days of qualified teacher time (May until July)</p> <p><b>£13,414</b></p>	<p>Faye Johnstone (DHT/ Assessment Leader) and Emma Baker (SENDCo) to identify children in need of catch-up support</p>	<p>Weekly recording of impact of teaching.</p>

<p>Provide tailored catch-up interventions and 1:1/group tuition to children who are struggling to close the gap created by school closure</p>	<p>Using in school data of pupil attainment and progress to identify children who have particularly fallen behind and are at risk of not attaining their targets by the end of year. This has been particularly seen in children entering EYFS with lower than usual S&amp;L.</p> <p>Provide tailored group or 1:1 teaching for these children which tightly targets gaps in learning</p> <p>Teaching will be provided by qualified teachers who will be accountable for outcomes.</p>	<p>Personalized learning and feedback that tackles identified gaps in learning delivered by teachers that they know in school provide best outcomes for pupils.</p> <p>Participation in EYFS interventions eg. NELI, Makaton Signing CPD</p>	<p>Targeted TA support to run interventions£ <b>£6352.50</b> <b>(this includes additional funding of £2320)</b></p>	<p>Emma Baker - SENDCo</p>	<p>TA performance management</p> <p>SEND review of impact of interventions - termly</p>
<b>Total budgeted cost:</b>					<b>£20915.50</b>