

LANGDON PRIMARY SCHOOL

COVID CATCH-UP PREMIUM REPORT

Covid Catch Up Premium Spending: Summary



Summary Information			
Total number of pupils	91	Amount of catch up premium received per pupil	£80
Total catch-up premium budget	£7280		

Strategy Summary Statement:

At Langdon Primary School pupils benefit from quality first teaching and targeted intervention that allows them to achieve highly.

During 2020, following the outbreak of coronavirus and the subsequent global pandemic schools were closed or only partially open for considerable periods of time and individuals were required to stay at home to self isolate thus missing out on educational input vital to their academic development, progress and attainment.

Following school closures due to coronavirus/Covid-19 in 2020 staff at Langdon Primary School identified pupils who were vulnerable to underachievement and slower than expected progress due to a number of factors such as:

- Prior attainment
- Rate of progress before the school closure and afterwards
- Engagement with remote learning
- Learning attitudes including confidence to tackle work independently and resilience when faced with difficulties.

Across the school vulnerable pupils were identified in all classes to varying extents, in all three core subjects which are backbone of our curriculum or just some of them. Staff have prioritised some pupils for early support who may require a short periods of intervention to get them back on track and some pupils who may require a longer period of intervention to address larger gaps in their knowledge and learning that need addressing.

It was decided by school leaders and teaching staff that the best way to support our students is to provide them with additional teaching time with their known, familiar class teacher for a time limited period which will be regularly reviewed and assessed. This allows students to be supported immediately, from an informed starting point and enabled to apply their learning in the usual classroom learning situation following intervention. This swift intervention allows our pupils to 'keep up' rather than 'catch up'. Our decision to provide high quality individual or small group teaching is supported by evidence from the

Education Endowment Foundation which cites that the largest gains can be seen in pupil attainment and progress when one to one (or small group) tuition/teaching is employed.

The school will also access mentors from the National Tutoring Programme to support individual students who did not engage well with home learning and who have additional needs such as English as an additional language or Special Educational Needs and as a result have gaps between their attainment expectations and assessed outcomes. This support will be conducted individually and during school time.

Barriers to achievement identified following school closures:

Academic:

- Missed face to face high quality teaching in the core curriculum
- Missed face to face high quality teaching in the wider curriculum allowing for application of knowledge and skills attained in core curriculum teaching
- Lack of engagement with remote learning tasks
- Further school closures

Logistical:

- Lack of access to a quiet, suitably equipped work space
- Lack of support for learning at home because of family work commitments or lack of knowledge or confidence
- Lack of access to IT to access online learning including face to face teaching

Social/emotional:

- Higher than usual levels of anxiety
- Loss of stamina, motivation and resilience in the face of difficulties or challenges
- Relationship issues arising from lack of contact with peers or staff over the period of school closure

Purpose of the Covid Catch-up Premium Funding Stream:

The catch-up grant will be used for additional provision and training that supports us to get back on track and teaching a normal curriculum as quickly as possible.

Strategy aims:

- To raise the attainment of all pupils to close the gap created by Covid-19 school closures

School priorities:

- To address the fact that some pupils have larger gaps in their knowledge of the core curriculum than their peers
- To address the lack of stamina when reading and address weaknesses in inference and deduction that have arisen since schools were closed
- To address writing stamina for longer pieces plus weaker phonics knowledge, spelling, punctuation and grammar
- To address fluency in mathematics specifically in number and number systems, 4 operations (particularly division) and fractions
- To address weaker and less effective learning behaviours that have been identified in many learners eg. lack of stamina, lack of resilience when faced with challenge or difficulty

Core approaches:

- One to one and small group teaching with known, familiar class teacher for up to 2 hours per week, after school hours during Terms 2-6 to address both gaps in learning, learning behaviours and well being
- Mentors from the National Tutoring Programme to support individual pupils

Plan:

Action	Rationale	Success Criteria	Monitoring	Lead	Cost	Review dates
One to one or small group/1-1 tuition from Term 2 with qualified familiar teachers	To support those pupils who, despite quality first teaching are still falling behind individual expectations for attainment and progress in the core curriculum	Pupils attain in line with their age expectation (or teacher expectation if this is higher or lower based on need and ability)	Review progress after six weeks to ascertain improvement in outcomes in work and summative assessments	LPS	£7280	December 2020 February 2021 April 2021 June 2021 July 2021
One to one tuition from Term 3 with National Tutoring Programme mentors	To support those who have additional needs that already impact on attainment and	Pupils attain in line with our expectations for them from the baseline starting point	Review after 6 weeks to ascertain improvement in work and summative	LPS		February 2021 April 2021 June 2021 July 2021

	progress (eg. EAL, SEND) and who have been identified as failing to engage with home learning.	of assessments from the end of Term 2 2019-2020	assessments; observational assessment of engagement in lessons and tasks			
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