

Ladysmith Federation

Ladysmith Infant and Nursery 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:	267	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£21,360	Autumn Payment	£5,340
Proportion of Disadvantaged	30 pupils 11%	Proportion of SEND (excluding EHCP)	24 pupils 9%
Proportion of EHCP	7 pupils 2.6%		

Ambition  Adventure  Achievement

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
Children (who didn't return to school in the summer term) struggling to readjust to being back in school and not able to access learning in class	Small group and individual Social and emotional support from a TA.	Children identified 'ready to learn' and able to access in class teaching	Behavioural Interventions EEF Teaching and Learning Toolkit (+3 months impact) Social and Emotional Learning	Helen Keenor Kelly Hoile	
Lack of social skills following extended period out of school	Small group PE lessons with a focus on social skills of sharing and team work.	Improved learning behavior Improved interactions with peers and adults	EEF Teaching and Learning Toolkit (+4 months impact)	Helen Keenor Jon Radford	
1 x TA full time x 2 terms					£12,000
Jon Radford – all additional hours beyond contracted hours					£5045
Total Budgeted Cost:					£17 045

Targeted Academic Support					
Barrier	Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	Staff Lead	Monitoring and evaluation
Children who had returned in the autumn term had missed phonics input during lockdown.	Additional training for staff. Small group support for Y2 children.	Increased phonics scores.	Phonics EEF Teaching and Learning Toolkit (+4 months impact)	Karen Featherstone Liz Bray	
Karen Featherstone for 3 days training					£630
Liz Bray for an hour every day for the autumn term					£895
Total Budgeted Cost:					£1525

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 LINK action plans	Pupils social, emotional and behavioural needs are supported effectively LINK assessments where appropriate	Behavioural Interventions EEF Teaching and Learning Toolkit (+3 months impact) Social and Emotional Learning EEF Teaching and Learning Toolkit (+4 months impact)	Helen Keenor Lucy Pearce	LINK assessments
1 x TA pms x 38 weeks					Total Budgeted Cost: £7 104