



Leverstock Green CE (VC) Primary School

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Catch Up Strategy 2020-2021

The Government has announced £1 billion of funding to support children and young people to catch up due to the unprecedented disruption to their education as a result of coronavirus (COVID 19). This includes a one off £650 million catch up premium for the 2020-2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time. The amount allocated to Leverstock Green CE Primary School based on eligible children is £16,400 (children aged 4-11 October 19 census) based on £80 a pupil and does not include Nursery children. The spending of this money is down to schools to allocate as they see best. To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a support guide for schools with evidence based approaches to catch up for all students.

The money will come into school in two parts – the first part in the Autumn term of 2020 and the final part in the Summer Term of 2021. This catch up money will only be available for the academic year 2020-2021 and will not be added to schools' baselines in calculating future years' funding allocations.

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 Government guidance. School leaders must be able to account for how this money is being used to achieve getting their pupils back on track with their learning.

The purpose of this report is to share the plan clearly with all stakeholders of the school – including intended outcomes and regular evaluations.



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School Overview

School Name	Leverstock Green (VC) Primary School
Academic year	2020-2021
Number of pupils on role aged 4-11	205 (October census)
Catch up Premium allocation (no of pupils x £80)	£16,400 total – received £9,570 in Autumn term expecting £6,830 in summer term
Publish date	April 2021
Review dates	May 2021, Summer 2021
Statement written by	Victoria Burgess (Headteacher)
Governor lead	Davinia Leggett



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EEF Recommendations

The EEF recommend a three tier approach:

Teaching

- High quality teaching for all
- Effective diagnostic assessment
- Supporting remote learning
- Focussing on professional development

Targeted academic support

- High quality 1:1 and small group tuition
- Teaching Assistants and targeted support
- Academic tutoring
- Planning for pupils with SEN and disabilities

Wider Strategies

- Supporting pupils' social, emotional and behavioural needs
- Planning carefully for a social and emotional curriculum
- Communicating with and supporting parents
- Supporting parents with pupils of different ages
- Successful implementation in challenging times



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Identified impact of lockdown

Maths	<p>Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for Maths and lockdown has not affected their attitudes however they are quite simply, 'behind'.</p> <p>Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments.</p>
Writing	<p>Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practice of writing skills. GPS specific knowledge has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected, however those who evidently didn't write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.</p>
Reading	<p>Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. However, children are less fluent in their reading and the gap between those children that read widely and those children who don't is now increasingly wide. The bottom 20% of readers have been disproportionately affected</p>
Non-core	<p>There are now significant gaps in knowledge – whole units of work have not been taught meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments.</p>
Personal health and mental health	<p>Some children have come through lock down and are very resilient, others have struggled with the change in routines and have limited learning opportunities at home – now they are back in school they are more aware of the gaps in their learning and those of their peers. Children may have missed out on age appropriate personal life learning which needs to be revisited in order to prepare them for life. All children need to get back in to routine and build stamina and resilience in their learning.</p>



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Priorities and planned expenditure

Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)

i. Teaching and whole-school strategies

Desired outcome	Chosen approach and anticipated cost	Review dates	Staff lead	Monitoring	Impact
<p><u>High quality teaching for all</u></p> <p>Lessons will be planned with expert input to ensure children receive quality first teaching – with clear expectations for each year group to ensure more pupils reach ARE at the end of the year.</p> <p>Curriculum reviewed to ensure children have covered the core learning in key subjects.</p>	<p>Staff to review curriculum to ensure coverage of key skills in core subjects and build on embedded skills to ensure greater depth learning</p> <p>Curriculum review – purchase of new reading books to match need and interests of cohort, purchase of phonics resources and books to embed learning</p> <p>Clear plan and progression in place for September to ensure rapid progress is made</p> <p>Cost: time for teachers to review curriculum, Curriculum lead to review curriculum maps and coverage and work with staff to implement changes. (Staff meetings/ INSET) Books £3000</p>	<p>March 2021</p> <p>May 2021</p> <p>July 2021</p>	<p>All staff – Curriculum lead, English and Maths lead, all SLs</p>	<p>Learning Walks</p> <p>Pupil Voice PPMs notes</p> <p>Curriculum leader reports</p>	



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<p><u>Teaching assessment and feedback</u></p> <p>Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.</p>	<p>Use of assessment tasks when children return to school to ascertain gaps and then discuss gaps and strategies moving forward in PPMs after the Easter break to ensure clarity and teacher knowledge.</p> <p>Address gaps in teacher knowledge promptly and efficiently to allow them the skills to address children's gaps</p> <p>Review marking completed by teachers is meaningful to the children and how they respond</p> <p>Review marking and feedback to ensure children know what their next steps are – how are this shared? Review policy in line with this</p> <p>SLs to collate teacher confidence in teaching their subject and organise relevant training and knowledge gathering</p> <p>Costs: photocopying costs for assessment papers, time for marking and analysis, CPD costs (external person as required) and release time in order to complete tasks as required</p>	<p>December 2020 assessments</p> <p>Assessments in March 2021</p> <p>PPMs in April 2021</p> <p>Curriculum review – May 2021</p> <p>SLs collation – May 2021</p> <p>July 2021</p>	<p>HT</p> <p>Class teachers</p> <p>Curriculum lead</p> <p>Subject leaders</p>	<p>Adult voice – improvements in outcomes in children's books</p>	
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<p><u>Supporting remote learning</u></p> <p>Children who are not able to be in school have access to high quality input and can progress in their learning.</p>	<p>Develop class pages of the website to update parents about what is on offer and where they can get further information, links to video clips, virtual tours, audio books</p>	October 2020	Class staff	<p>Class staff to have logs of who and has engaged and who has not – telephone calls/ visits to check up</p>	
	<p>Update curriculum maps on website to ensure parents are aware of learning</p>	May 2021	Curriculum lead		
	<p>Provide paper copies of work set for those children who are unable to get online.</p> <p>Purchase of CGP books for all children</p> <p>Have weekly online catch up sessions to check in with children and get feedback</p> <p>Ensure school staff have appropriate training to deliver and support online.</p> <p>Purchase TTRS and Bug Club to allow children to access times-tables and a wide variety of reading materials to enhance their reading and subject knowledge</p>	July 2021	Admin team		
			DHT		
			HT		
			Maths and English lead		



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	Costs: Purchase of Bug Club £551.72 Purchase of CGP books £1975.25 Purchase of TTRS £95 Purchase of Teacher Subject knowledge books (GPS) £85 Copying costs Training for staff as needed				
Total budgeted cost				£ 5611.97	



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ii. Targeted approaches					
Desired outcome	Chosen action/approach	Review dates	Staff lead	Monitoring	Impact
<p><u>Small group tuition</u></p> <p>Identified children will have significantly increased rates of learning in RWM. Specific gaps to be targeted for short periods of time to allow catch up to occur.</p> <p>Additional qualified staff to be deployed across the school to enhance provision – targeting pupils with specific gaps</p>	<p>Children selected based on assessment gaps – some after school groups – Maths and English, targeted groups in school based on need.</p> <p>Costs:</p> <p>Staffing costs</p> <p>Autumn term - £1276.03</p> <p>Summer term costs -£3687.94 + £4226.50+£1157.52+£1141.92 = £10,213.88</p>	<p>October 2020</p> <p>Dec 2020</p> <p>March 2021</p> <p>PPMs – April 2021</p>	DHT	Gaps coverage monitored – book look - application	



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		May 2021			
		June 2021			
		July 2021			
<u>Planning for pupils with SEN and disabilities</u>					
Identified gaps plugged daily using known adults	See above for costs		DHT		
Total budgeted cost				£11,489.91	



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iii. Wider Strategies					
Desired outcome	Chosen action/approach	Review dates	Staff lead	Monitoring	Impact
<p><u>Supporting parents and carers</u></p> <p>Children will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home-learning.</p> <p>Children have access to appropriate stationery and paper-based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning.</p>	<p>Enhance provision and links on website to support home learning</p> <p>Online libraries – book reviews and suggestions</p> <p>Home learning packs printed as necessary</p> <p>Apply for Vodafone scheme for free dongles to ensure access to the internet for all.</p> <p>Costs:</p> <p>Bug Club (see above)</p>		DHT/class teachers	SLT to visit families raising concern – monitor engagement	



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<p><u>Access to technology</u></p> <p>Staff to have access to laptops that allow clear pictures and videos and sound to be seen by the children</p>	<p>Teachers have laptops that are equipped with webcams and allow the teachers to access school-based resources from home. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children</p>				
<p><u>Supporting pupils social, emotion and mental health</u></p>	<p>On return to school, focus on well-being and mental health for children – focus on being in school, expectation and routines</p> <p>Introduction of “Zones of Regulation” – trialled in one class with potential to roll out across school</p> <p>Increased access to therapists in school for children who may need it.</p> <p>Talk time for targeted children with specific adult in school</p> <p>Nurture Group</p> <p>Costs:</p> <p>Zones of regulation resources: £65</p> <p>Therapists (free)</p>				



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	Talk time £208				
Total budgeted cost				£ 273	
		Cost paid through Covid Catch-Up		16400	
		Cost paid through school budget		1069.88	
		Total cost for year		17469.88	