

Catch up premium: Coronavirus (COVID19) strategy statement

Version 1 | May 2021

Academy name: Lindfield Primary Academy

What is the catch-up funding for?

- In June 2020 the government announced £1 billion of funding to support children and young people to catch up on missed learning caused by coronavirus (COVID19). This is especially important for the most vulnerable pupils and pupils from disadvantaged backgrounds who we know have been most affected.

How will we use the catch-up premium?

- Because we know our pupils well, we will use this funding in a way that suits them and their circumstances, but we will use it for specific activities to help them catch up on missed learning.
- We will particularly focus on disadvantaged and vulnerable pupils as we know that they have been most affected.

How do we ensure that our spending is effective?

- By ensuring that our spending is in line with our catch-up priorities
- Through regular monitoring of student data
- By evaluating and reviewing our strategy

C19 Catch up premium – academic year 2020/21

1. How we intend to spend the grant

Lindfield Primary Academy has been granted close to £50,000 through the Catch Up Premium. We have sought to use this money wisely and efficiently to ensure pupil outcomes are the best they can possibly be following the disruption of lockdowns and 'closures'. The funding spend links closely to our academy and trust-wide key targets around developing our curriculum and reading offers as well as the key components of our Recovery Curriculum which has been in place since September.

- 1) £24,000 is being spent on providing experienced and academy-known teachers to provide in-school tutoring for individuals and small groups, supporting the delivery of learning sequences to 'catch-up' children on key core subject objectives. These teachers are also supporting the progress of children in phonic development. The children in these groups have been identified through teacher conversations, data analysis, well-being pupil questionnaires, parent engagement and consideration of need, including those children with SEN and/or identified as disadvantaged.
- 2) £7,500 is being spent on enhancing our reading resources to support those children who have been identified as not quite working at the expected level for their age. This fund is pooled alongside other earmarked academy budget money to provide resources for all children across the academy so that reading remains a key focus across every class at Lindfield. The two resources the Catch Up Premium has funded are Bug Club, an online reading programme which supports children to read texts that challenge but are appropriate for their age, supporting eagerness, enjoyment and fluency as well as comprehension skills, and Lexia, a targeted online resource for children with SEN who are working below the expected age.
- 3) £6,500 is being spent on enhancing our provision of outdoor space onsite to support learning across all subjects. This links closely to one of the 5 Key Levers of our Recovery Curriculum – Space. Through research, we understand that the provision of space is vital for children, not only in terms of their academic attainment but also their mental well-being. We have earmarked money from the Catch Up Premium to provide additional benches and work spaces outside of classrooms where small groups of children can learn, explore and free up classroom space for others to learn too. Money has also been spent to develop additional space for our Early Years children to play on at lunchtimes so they have an area where they can explore and be active away from the larger pupils.
- 4) Around another £3,000 has been spent on a range of smaller resources and initiatives to ensure pupil progress and Community engagement, another of the 5 Levers of Recovery. For example, money has been spent to upgrade our parents evening systems so that meetings have been able to continue during the pandemic online, as well as release time provided for Early Years teachers to virtually engage with the parent body as these parents had suffered most from the lack of face-to-face contact with school. Alongside this, money has been spent to supplement maths resources (such as White Rose additional video resources) and English (including a subscription to Vocabulary Ninja). Finally, some funding has been spent on subscribing all teachers and teaching assistants to The National College so that education staff have continued access to CPD despite the pandemic.

This spend amounts to around £41,000, leaving us a surplus of £9,000 yet to be earmarked for specific projects. This funding can be carried over to next year if we deem it suitable, where further additional in-school support could be offered to pupils by one of our experienced tutoring teachers based on future data analysis and teacher feedback. Our approach to recovery is based around sustainability with long-term benefits for pupils, rather than attempted quick fixes.

2. How the effect of this expenditure on the educational attainment of our pupils will be assessed

Throughout all decision making around the spend of the Catch Up Premium, positive educational and emotional outcomes for our pupils have been paramount. This links to the dual aims of our Recovery Curriculum: to support our children's emotional well-being and to support our children's academic progress. Detailed below are the ways we are ensuring we are assessing the impact of the initiatives and projects we have chosen to spend the premium on.

- 1) A significant chunk of our Catch Up Premium is being spent on providing additional experienced and well-known teachers as tutors during the school day. We have chosen to work with these teachers as we know their strengths and they are familiar with our academy, children and locality, rather than use the National Tutoring Programme. The impact of these additional teaching opportunities will be assessed through careful tracking of progress and attainment data, professional discussions with class teachers at Progress Reviews, outcomes of progress shared with parents via end of year reports and pupil voice on their termly strengths and areas for development sheets.
- 2) We know that Reading is the key to unlocking the curriculum and have made the further strengthening of reading skills a key target for the school. The impact of the money being spent on enhancing reading resources across the academy will be assessed in similar ways to above. Careful data tracking of progress for specific children working with the Lexia resource will show the impact this is having on those children with SEN or at most risk of gaps widening further. Class teachers will be able to report progress through the Bug Club online resource which automatically adjusts to the abilities of each child, as well as through regular reading opportunities within the class setting. Parent and pupil voice will also give a judgement on the success of these programmes at the end of the academic year.
- 3) The allocation of funds towards developing our outdoor spaces is intended to support our pupils' emotional well-being as well as their academic attainment, in line with our Recovery Curriculum approach. Therefore, the impact of providing these additional spaces for exploration, learning and reflection will be measured through pupil well-being questionnaire results (in comparison to a base line taken in September and again after the school re-opening in March), pupil voice and through the findings of a research project being led across the academy by our Outdoor Learning coordinator. This project write up will outline a range of quantitative and qualitative outcomes, showing how this additional spend is having a positive impact on pupil development.
- 4) The use of funding to support the use of additional maths and English resources in classrooms will be evidenced through the end of year data capture and analysis, alongside professional conversations with teachers at Progress Review meetings. These resources were particularly useful during the period of remote learning and the best practice from these has been added to daily classroom input as a tool to further support pupil progress. Money spent on staff CPD will impact positively on subject knowledge and curriculum development. Pupil progress outcomes in the wider curriculum areas will be evidenced through an academy key target around our curriculum. This drive towards a knowledge-rich curriculum is part of the academy and trust-wide core objective. Finally, money spent on enhancing parent communication during the period of covid restrictions has allowed a joined up approach to learning so that children get a consistent approach to their work. Parent feedback and the quality of homework produced will be indicators for the success of this part of the spend.