



Lynch Hill School Primary Academy

We Aim High, Work Hard, Care Deeply

Catch-up Premium and Tutoring Report

Catch-up premium spending: summary

SUMMARY INFORMATION

Total catch-up premium budget:

£29,580 and £22,275 (Covid catch up and National Tutoring Funding) plus school's own contribution. Total = £69,378. No funding to carry over into 2022-23

STRATEGY STATEMENT

The DfE allocated £650 million to be spent on ensuring all pupils have the chance to catch up on the lost learning as a result of COVID and is continuing to support schools to enable our pupils to do so. Whilst school leaders can decide how the money is spent, the Education Endowment Foundation has published guidance on effective interventions to support schools. For pupils with complex needs, schools should spend this funding on catch-up support to address their individual needs. There is also an allocation of £350 million for a National Tutoring Programme, intended to deliver proven and successful tuition to the most disadvantaged and vulnerable young people.

The DfE also set out the following **Curriculum Expectations**, to ensure that all pupils – particularly disadvantaged, SEND and vulnerable pupils – are given the catch-up support needed to make substantial progress by the end of the academic year 2020/2021 and 2021/2022.

At Lynch Hill, we believe we know our pupils and are therefore very well placed to make informed decisions regarding the support and interventions required to ensure maximum progress is made.

STRATEGY PRIORITIES

Our main school priorities for the catch-up premium strategy are:

- To further develop our curriculum to impact on lost learning resulting in raised standards of attainment and accelerated progress in Reading, including early reading, Writing and Mathematics by the end of the academic year.
- To support the emotional well-being and resilience of the whole school community in response to the impact of the pandemic

The overall aims of our catch-up premium strategy are:

- To raise the attainment of all pupils, through quality first teaching and targeted interventions, to close the gap created by COVID-19 school closures as identified in Autumn term baseline data.
- To embed high quality remote learning that fully supports effective teaching and learning and provides effective marking and feedback for pupils who are at home or isolating.
- To identify pupils who require additional emotional support and provide a personalised nurture programme

To support the catch up of missed learning, we have allocated funding to a series of in-school support programmes and interventions, as well as after school tuition and booster sessions for identified pupils in KS2. Booster sessions will be led by LHSPA teaching staff and supports the EEF statement that 'Tuition delivered by qualified teachers is likely to have the highest impact.'

Bespoke therapy or nurture sessions have been planned with pupils that have been identified in school or through parental concerns.

Barriers to Learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Autumn baseline data has shown a high percentage of regression in basic skills, Mathematics and English Reading and Writing due to lockdown.
B	Further closure of bubbles or whole school is likely to impact further on standards.
C	Where parents are working from home or lack confidence, a number of pupils have received no or minimal support with home learning.

ADDITIONAL BARRIERS

External barriers:

D	Emotional and social wellbeing of a large number of pupils has been adversely affected by lockdown and there is a need to build resilience.
E.	Not all pupils have access to a device for home learning or insufficient devices in a larger family unit
F.	Reduced staffing as a result of having to self-isolate
G.	Pupil attendance as a result of self-isolation or due to parental anxiety regarding Covid

Expenditure for Current Academic Year (2021-2022)

Quality of teaching for all					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	Specific actions to ensure greatest impact	Staff lead	When will you review this?
Quality first teaching using PiXL as a key support source in KS1 and KS2	Bridge the gaps in learning caused as a result of school closure	As a result of lockdown summer data cannot be verified.	PiXL champions identified for KS1 and for KS2 Planning recovery curriculum using PiXL transition cohort checklist Scaffolded support to enable effective mixed ability teaching X Table Rockstars PiXL Apps Daily handwriting, fine motor and gross motor exercises Developing oracy Developing active listening	Year Leaders	End of spring and end of summer updates

<p>Quality first teaching focusing on promoting wellbeing and resiliency using Jigsaw and offering ongoing support across the year group</p>	<p>To build greater engagement and resilience to enable learners to access the curriculum and make good or better progress and to be better prepared to work independently in the event of future lockdowns</p>	<p>REST scale data from September along with Life Satisfaction surveys show that children's wellbeing and resilience have been impacted by lockdown Parental concerns raised</p>	<p>Use of Jigsaw REST scales and in-class REST intervention programme Following Jigsaw PSHE PiXL Wellbeing package Worry Boxes Development of LHSPA Wellbeing and Resiliency Graduated Response Training for 2 x Wellbeing Mentors. Bereavement training for one staff member in each year group. Training for a second Nurture practitioner.</p>	<p>SLT & SMSC Lead</p>	<p>End of spring and end of summer updates</p>
<p>Continuous Provision Offered for Y1 pupils</p>	<p>Bridge the gaps between EYFS</p>	<p>Y1 pupils missed key months of Reception and the necessary transition to KS1</p>	<p>Planning with EYFS champions Regular learning walks and use of external support</p>	<p>Y1 and EYFS Leads</p>	<p>End of Autumn</p>
<p>Daily high-quality phonics teaching for EYFS and KS1</p>	<p>Autumn Y2 PSC to be at least in line with national data Y1 2021 PSC data to be above national</p>	<p>Reception and Y1 Autumn baseline data showed that only 15% of pupils were at ARE</p>	<p>Use of RWI Development Bundle with ongoing external advice and support Purchase of Online Training and support materials which staff will fully utilise to ensure high quality delivery and expertise and parents can have access to as well</p>	<p>Phonics Leader RWI external advisor</p>	<p>Every 6 weeks</p>

Effective diagnostic and impact assessment	To identify individual pupil gaps across all core areas and implement the correct measures and therapies to address them	Results of early diagnostics indicated gaps in learning and now need to be addressed and reviewed regularly	DTTR approach for all pupils to identify gaps in learning. Use of PiXL programme and resources as well as NC assessment materials	Year group teams PiXL leads PiXL external advisor	Every 6 weeks
Access to and training for Office 365 for all pupils to further support remote learning	All pupils are able to access lessons from home on a laptop, tablet or mobile device	Number of families were struggling to open work documents during first lockdown	Liaise with the trust to secure set-up of Office 365 Use of IT sessions to ensure all pupils have an understanding of how to access 365 Preparation of help/troubleshooting advice sheets	IT Lead	Ongoing
Targeted support					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	Specific actions to ensure greatest impact	Staff lead	When will you review this?
Small group intervention and tutoring for phonics and for reading fluency	To increase reading speed and recognition of sight words	Diagnostic assessments and Autumn baseline data shows that reading attainment is significantly lower than recorded in previous years	1:1 tutoring addressing individual RWI targets DTTR Approach Pre-teaching using TAs and teachers Precision Teaching Echo reading Paired reading	Year Leaders SENDCO	Every 6 weeks

<p>Targeted support and intervention for developing reading comprehension</p>	<p>To develop retrieval and inference skills that are at least age appropriate by summer 2021</p>	<p>Diagnostic assessments and Autumn baseline data shows that reading attainment is significantly lower than recorded in previous years</p>	<p>Pre-teaching for comprehension Wasp & Hornet intervention Active Literacy Kit Booster groups in KS2 ABC to Read Year 2 to complete RWI-based comprehension sessions (according to need) to ensure KS1 pupils receive the missed phonics-led comprehension skills from Year 1 Prioritising staff to run daily small groups Regular guided reading After school tuition</p>	<p>Year Leaders SENDSCO</p>	<p>Every 6 weeks</p>
<p>Small group interventions and tutoring for writing skill development including spelling, grammar and vocabulary acquisition</p>	<p>To develop writing skills so that the majority of pupils in any given year group are at ARE by summer 2022</p>	<p>Diagnostic assessments and Autumn baseline data shows that reading attainment is significantly lower than recorded in previous years</p>	<p>DTTR Approach Pre-teaching PiXL Cued spelling Precision teaching PiXL writing therapies Prioritising staff to run daily small groups Developing oracy After school tuition</p>	<p>Year Leaders SENDSCO</p>	<p>Every 6 weeks</p>
<p>Small group interventions and tutoring for Maths</p>	<p>To develop arithmetic and reasoning skills so that the majority of pupils in any given year group are at ARE by summer 2022</p>	<p>Diagnostic assessments and Autumn baseline data shows that reading attainment is significantly lower than recorded in previous years, although the data does suggest that maths has not been as adversely affected as reading and writing</p>	<p>DTTR Approach Pre-teaching and consolidation Maths boosters PiXL therapies Prioritising staff to run daily small groups After school tuition</p>	<p>Year Leaders SENDSCO</p>	<p>Every 6 weeks</p>

<p>Social, emotional, mental health interventions</p>	<p>To offer continuous support for our vulnerable pupils To build greater engagement and resilience to enable these learners to cope with daily challenges</p>	<p>Results of diagnostic assessments and recognition of significant loss of social interactions during lockdown Safeguarding alerts identifying pupils in need Results of parental and pupil surveys and return to school observations</p>	<p>Lego Therapy Daisy's Dream ELSA support Bucket: Attention and Listening Talk About Circle of Friends Mentoring Groups Self-esteem 1:1 behaviour support Dramatherapy Counselling Psychology Cognitive Behaviour Therapy The Homunculi Approach</p>	<p>Year Leaders SENDCO</p>	<p>Every 6 weeks</p>
<p>Physical and sensory support interventions</p>	<p>For identified pupils to have the techniques and stamina to access the year group curriculum To be able to cope with the daily routines and expectations</p>	<p>Returning to school in Autumn term has shown that a great many children do not have the fine motor skills to record work at an age appropriate standard. Whilst many pupils may have accessed online learning, physical writing opportunities were limited during lockdown</p>	<p>Sensory Group Dough Disco Handwriting support Scheduled ½ class handwriting lessons Fine Motor Skill following OT recommendations Sport club provision to support balance, co-ordination, catching</p>	<p>Year Leaders SENDCO PE Team</p>	<p>Every 6 weeks</p>

Other Approaches					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	Specific actions to ensure greatest impact	Staff lead	When will you review this?
To provide bespoke Nurture for those pupils that lockdown has had a negative impact on. (10week programmes)	For identified pupils to be able to demonstrate the resilience to cope with school life	Parents have reported concerns to school regarding their child's mental health as a result of lockdown. Work carried out in school has identified a number of children whose mental health and wellbeing have been adversely affected due to the impact of lockdown	Regular planning and review sessions using the Boxhall Profile Daily nurture sessions each afternoon led by trained nurture staff Half termly supervision provided by Educational Psychologist.	SENDCO	Weekly review
To provide targeted speech and language support for pupils who have perhaps not had language role modelled or have a specific speech and language need	Improved confidence of pupils Clarity of speech in interaction	Staff have identified pupils who do not have the language acquisition or the speech to enable progress	1:1 speech and language programme Speech Links Speech links support for home NELI early language support interventions for Reception (20 weeks)	SENDCo and Speech Links TA NELI trained staff	Every 6 weeks
Purchase of resources to support successful return to school	Minimised risk of infection Improved confidence of pupils accessing wide range of age-appropriate resources	Need to minimise risk of spread of infection as a result of shared resources	Purchase of: Reading texts Handwriting pens for all of KS2 Continuous provision resources for Y1 to plug gaps from EYFS and aid transition Stationery packs for individual pupils	Year Leaders	Review termly and re-stock as required

Specific CPD to support staff in the return to school	Staff are confident in delivery of the recovery curriculum and implementation of an effective contingency plan	Recognition of the levels of anxiety around the new school year and the lockdown recovery. Feedback highlighting 'we don't know what we don't know yet'	TLR training for subject leads to ensure successful development of recovery curriculum and truly understand gap analysis and DTTR Webinars IT training to ensure contingency plan can be effectively implemented Parent meeting system to support home school partnerships	SLT	Termly record of CPD and priorities
Total cost during 2021-22:				£69,378	