

Langley Park Primary School



Catch Up Strategy

Written by: D Walton Head Teacher

Updated: .6.9.20

Review: 11.1.21

Funding allocation

(Mainstream Schools)

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11.

Langley park primary Primary School will be allocated £12,640

Payments

This funding will be provided in 3 tranches. Schools will be provided schools with an initial part payment in autumn 2020, based on the latest available data on pupils. A second grant payment will be paid in early 2021, based on updated pupil and place data. For mainstream schools, the 4 to 15 pupil headcount from the October 2020 census will be used.

The second grant payment will also take account of the initial part payment made in autumn 2020 so that schools will receive a total of **£46.67** per pupil. A further £33.33 per pupil will be paid during the summer term 2021.

Though funding has been calculated on a per pupil basis, schools should use the sum available to them as a single total from which to prioritise support for pupils according to their need.

As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

Langley Park Primary School will receive:

£4001 paid in the autumn term (based on 150 pupils)

£3240 paid n the spring term (based on 162 pupils)

£5399 paid in the summer term (based on 162 pupils)

Use of funds

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 guidance on [curriculum expectations for the next academic year](#). (See also [EEF - School Planning Guide 2020-21](#))

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

Accountability and monitoring

As with all government funding, school leaders must be able to account for how this money is being used to achieve our central goal of schools getting back on track and teaching a normal curriculum as quickly as possible.

Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors and trustees should scrutinise schools' approaches to catch-up from September, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities, and ensuring appropriate transparency for parents. **(DfE guidance - Coronavirus (COVID-19) catch-up premium - updated 24/08/2020)**

School Overview

Number of pupils in school YR – Y6	162
Proportion of Pupil Premium children	53%
Catch-up Premium allocation (No. of pupils x £80)	£15,200
Publish Date	6.9.20
Review Dates	11.12.20 9.4.21 10.7.21
Statement created by	DanWalton (Head Teacher)
Governor Lead	Claire Copestake (Chair)

Context of the school and rationale for the strategy

'Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

We know that we have the professional knowledge and expertise in the education system to ensure that children and young people recover and get back on track. Returning to normal educational routines as quickly as possible will be critical to our national recovery, and the government intends for schools and colleges to fully open in September.

The government has announced £1 billion of funding to support children and young people to catch up. This includes a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time.'

Rationale – DfE (2020)

Langley Park Primary School is a smaller than average sized primary school in the heart of the community.

Our village is hugely varied and we welcome members of our school from all contexts which means our classes have a rich variety of experiences and circumstances. These variations in home circumstances were acutely high lighted during the national lock down as well as over the summer break. These findings have aided the development and priorities our school has and what was required to help those children requiring academic and mental well-being support.

Barriers to future attainment

	Barrier	Desired outcome	
Teaching priorities	A	Staff require a clear over sight of children’s knowledge and attainment on entry to school following the lead up from March to September.	Staff are further informed and have greater clarity about the gaps in children’s knowledge and can clearly adapt the curriculum or plan interventions for pupils
	B	Home learning was varied depending on home circumstances, our school aims to provided a mirrored approach to home learning moving forward..	A strong remote learning offer is in place..
	C	Traditional CPD is no longer possible due to COVID restrictions	Staff to access high quality CPD focussing on improving and refining teaching and learning using an evidence based approach.

	D	COVID restrictions require resources to be shared much less frequently than would be the norm.	Children will have the same access to reading books and resources as was the case before restrictions were put into place.
Targeted academic support	E	Phonics provision accessed during National lockdown was very varied	Pupils continue their phonics learning whether in school or at home and make good progress in this key area.
	F	Insufficient access to IT equipment.	Our curriculum offer will be accessible to all, in school or those accessing home learning.
	G	Many pupils enter school with speech and language skills well below what is expected for their age, this was compounded with the national lockdown.	School to use 'Launchpad for literacy' to boost pupil's skills. School to access Nuffield Early Language Programme
Wider Strategies	H	Some pupils are struggling to settle back into class routines and have a limited attention span linked to difficulties experienced due to COVID 19 and lack of school learning experiences since March 2020.	All pupils are able to focus on their learning during lessons.
	I	Staff as well as pupils have been affected in a variety of ways through the pandemic and support is required to maintain a highly effective teaching team.	Staff to be well supported throughout the academic year and beyond.
	J	Limited access to sport and outdoor activities	Children are given regular opportunities to learn and exercise outdoors in order to improve health and wellbeing

Teaching priorities for current academic year

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)
A	Robust assessment of children's on entry attainment	All classes to conduct a rapid and thorough assessment of pupil's on entry attainment	NTS assessments provide a standardised score which can be used to track progress made by individual pupils.	£650	Determined from on entry data	All Teaching staff	Autumn term
B	Home learning offer to be improved and mirror learning offer in school.	Better engagement with home learning offer. Resources to be accessible to all.	Effective parental engagement supports learning (EEF)	£2000 for supplementing resources such as supplementary Power Maths books, exercise books and stationery	Determined from parent and pupil surveys Determined from engagement in online homework during lockdown	DW (HT) LB (DHT) ES (English Lead) CT (Foundation Subject Lead)	Autumn term

C	Engage in high quality CPD	Ensure teaching and learning CPD is accessed and makes an impact in all classrooms		£1000 Teacher walk thru's, National Online Safety Hub	Initial observations of classroom practise, work scrutinies.	DW (HT) AA (Office Admin)	
D	Purchase/Source extra resources for Reading	Restock areas of library to support reading in school and at home.		£TBC	Accelerated Reader Coverage shows some levels of books are used very frequently.	DW (HT) ES (English Lead)	Autumn

Targeted academic support

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)
E	Evolve Phonic provision to ensure all pupils can access the required sessions and material.	Progress is accelerated termly to ensure pupils are able to access phonics provision .	Education Endowment Fund Teaching and Learning Toolkit:	RWINC £1200	Determined from assessments made at the start of the autumn term	ES (English Lead)	Autumn 2020

F	Ensure home learning is accessible to all	All pupils to be able to access home learning, IT access not to be a barrier.	Education Endowment Fund Teaching and Learning Toolkit:	£1,000 for printed resources, Vodafone SIMs available for parents	Parent surveys, pupil voice	DW (HT) LB (DHT)	Autumn 2020
G	Interventions and adaptations to the curriculum in place to improve pupil's communication and language skills	Pupil's knowledge and skills in this are to improve.		Launchpad for Literacy (paid for by Pupil Premium) Nuffield Early Language Intervention	See Autumn term an spring data	DW (HT) GR (early Years Lead)	

Wider strategies

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)
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H	All staff to understand and be able to identify issues with pupil mental well being, pupil well being to be given a high priority.	Positive impact on identified SEMH pupils' emotional wellbeing.	Education Endowment Fund Teaching and Learning Toolkit: Behaviour Interventions (+3) Social and Emotional Learning (+4) Metacognition and Self-Regulation (+7)		Pupil Questionnaire, staff questionnaire	DW (HT) CT	Autumn 2020
I	Staff to be supported and their well being given a high priority	Positive workforce who feel valued, safe and secure in school		£TBC Est £200	Coaching sessions for staff	DW (HT) SC (Coach)	Autumn 2020
J	Plan opportunities for outdoor sports and learning throughout the year	Children's fitness levels and mental health and wellbeing will improve	Outdoor learning has huge benefits for pupils and teachers LOTC (2020)	£600 Scout Ed	Pupil Wellbeing Questionnaires and reverse Parents' Evening interviews	SLT	Spring 2020

Additional funding supporting provision

There are obvious links between Catch Up funding and Pupil Premium Funding

Our Local Community have contributed massively to our school, as have the Co-Op, Greggs Foundation and our fabulous Friends of the School.

Governance – monitoring the effectiveness of the Pupil Premium Strategy

As with all school funding, governors need to be aware of what it is to be spent on and why. It may be a good idea to involve the same governors who are involved in monitoring the use of pupil premium funding, as they should be used to the format used.

Governors involved:

Mrs Claire Copestake – Chair of Governors

Mr Tom Huscroft – Chair of Resources Committee

Committee meeting dates**Autumn:****Spring:****Summer:****Autumn summary****Spring summary****Summer summary**