

COVID CATCH UP STRATEGY STATEMENT

2021/22

Summary information					
School	Long Mead Community Primary School				
Governor	Lesley Broom				
Key Senior Leader	Elizabeth Alexander				
Academic Year	2021/22	Covid-19 tuition funding (Years 7 to 11)	£9,000	Date agreed	October 2021

Barriers to future attainment and personal wellbeing	
In-school barriers	
A	Pupil have missed a significant amount of time from their education since March 2020. Many families have struggled with learning at home and supporting their children with the set work. There are now many gaps to support. Taking children out during core lesson time also hinders their learning due to missing input with their teachers and ideas/learning conversations with the rest of their peers.
B.	The Deep Dive process identifies Teaching and Learning strength and development areas across every curriculum area. The school has subject leaders that can work with teachers and classes to help support improvement. However, resources have historically limited the amount of time that staff can work collaboratively to improve outcomes and develop resources which limits the pace of improvement and the overall quality of teaching. This will help pupils in all years catch up most effectively over time.

C.	The school is aware of a significant number of pupils for whom lockdown has badly affected their mental wellbeing. Some pupils are finding attending school, and coping with its basic routines, very challenging. This results in some challenging behaviour and low attendance in some of our most disadvantaged learners.
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Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	Targeted disadvantaged pupils in reading, writing and maths are provided with every opportunity to achieve the outcomes required to making progress with their identified gaps.	<ul style="list-style-type: none"> • All targeted children will achieve their targeted interventions by the end of the year. This is to be monitored through pupil intervention forms. • Progress will be seen for all targeted children. Year 2: Progress will increase for middle ability pupil premium children. Currently 67% Year 3: Progress will increase for middle ability pupil premium children. Currently 67% Year 3: Tracking of SEND children attainment will be in place, as well as use of the Engagement Model. Year 4,5 and 6: To ensure progress within writing improves for pupil premium children based on prior attainment
B.	The quality of teaching and learning improves across the whole school ensuring all pupils make progress.	<ul style="list-style-type: none"> • Through Deep Dive Monitoring, areas for teaching and learning improvement are being addressed in all departments. • Through Deep Dive Monitoring, areas for teaching and learning strengths (related to the Pillars of Excellence) are increasingly being observed.

C.	<p>Wider strategies</p> <ul style="list-style-type: none"> • Attendance of pupil premium children will improve and strategies to improve individual attendance will be put in place quickly. • All children will be ready for school • Children's wellbeing will be supported to achieve their potential 	<ul style="list-style-type: none"> • Behaviour incidents will reduce. • Attendance for disadvantages pupils will improve. Last year 89.1% pupil premium in comparison to 95.4% non pupil premium. • All children will have the correct uniform, equipment and have had/offered breakfast. • Children will have support to achieve in school by focusing on their immediate needs.

Academic year						
Desired outcome	Chosen action / approach	Review Feb 22	Review May 22	Review June 22	Allocated budget?	When will you review implementation?
<p>Targeted disadvantaged pupils in reading, writing and maths are provided with every opportunity to achieve the outcomes required to making progress with their identified gaps.</p>	<p>Targeted 1:1 support and small group interventions are to take place to support areas across the curriculum and address gaps. To take place during times that do not disturb their core class learning.</p> <p>School led tutoring funding to be used alongside this.</p>	<p>In place through school led tutoring and reviewed termly with intervention teacher. Some children have had more than 15 hours but seeing good progress with most children. Some children not making expected progress due to not attending sessions, absence or change in target. See evaluation sheet for this.</p>	<p>Focus this term have been on those that have fallen behind due to Covid in Year 6, Year 2, phonics and multiplication and those will be the children sitting tests this month/next. Most children's confidence has grown and progress is being seen in test scores. Those where improvement has not been made is affected by attendance for the sessions.</p>	<p>Good progress has been seen for children targeted in Year 2, phonics and the multiplication test. Year 6 had further to come and were not as consistent in attending these sessions.</p>	<p>£4000</p>	<p>End of T2.</p> <p>July 2021 – final tests.</p>

<p>The quality of teaching and learning improves across the whole school ensuring all pupils make progress.</p>	<p>The school has a set of teaching principles, based on Rosenshine's Principles, called the Pillars of Excellence. Emending these across the school should have a significant impact on outcomes (as supported by the EEF evidence). Funding will be used to accelerate this process across the school:</p>	<p>These have been a focus across the school, with a focus on what this looks like in individual subjects. Literacy and maths leads going into classes more but need to be planned further in advance for next term.</p> <p>Reading books have been purchased for our KS2 children and</p>	<p>Maths has taken place with support for use of manipulatives, stem sentences, pace and planning.</p> <p>Literacy support has been in place for the introduction of new schemes and planning. Also for assessment and moderation. Further support with modelling and marking to progress is to take place. As well as taking part in the phonics and early reading project</p>	<p>Deep dives show good improvement in subject knowledge for teachers, especially confidence in teaching through the use of new schemes purchased. Progress has been stronger in maths through the support of the maths lead, TRG project, Maths scheme, arithmetic tests weekly and Number Sense.</p> <p>Literacy leads have had less time out of class to work with teachers in class so</p>	<p>Literacy - £1,460 – 2 mornings sessions for 5 classes across the school.</p> <p>Maths - £724.50 - 3 hours per class. (cover from yr6 job share teacher £241.50 per day)</p> <p>£1,000</p>	<p>Subject based Deep Dives in every subject. These are calendared throughout the academic year.</p>

	<p>Providing funding for school based lead practioners to spend more time within classes/teacher to observe teaching and provide one to one coaching. (</p> <p>Reading resources for lower KS2 to ensure they are challenged and reading appropriate books for their age.</p>	<p>reading with our lowest 20% has taken place to ensure they are on the correct levelled books. This will be looked at again during our literacy deep dive. Further resources for reading sessions have been purchased.</p>	<p>with the English Hub.</p>	<p>this is a focus for next year. New reading resources have been purchased to support reading for pleasure, reciprocal reading and comprehension. These have improved progress in class but not necessarily in tests yet. A lot of work has taken place for the new phonics scheme – organising resources, testing children for grouping and whole school training.</p>		
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<p>Wider strategies</p> <ul style="list-style-type: none"> Attendance of pupil premium children will improve and strategies to improve individual attendance will be put in place quickly. All children will be ready for school Children's wellbeing will be supported to achieve their potential 	<p>Counselling to take place for individual children on a weekly basis.</p> <p>Breakfast club and the use of the school minibus are to be used to support families with difficulties getting their children to school.</p> <p>Nurture room to be open from 8am to invite children into school early to support morning routines and success when entering the classroom for 8.30am. 8.30-9.15 in place</p> <p>Early Bird Learning education relief to be engaged in throughout</p>	<p>Taking place this year for about 8 children. Stopping at the end of T3. More children would really benefit of this. In place and uptake is increasing. Children and staff have given positive feedback about the bagel breakfast scheme.</p> <p>This has not been in place from 8am due to no need. But open from 8.30 when children enter with breakfast and table top activities.</p> <p>Relief boxes received and</p>	<p>Counselling will be restarting in term 6 and will continue into T1. They will be able to see 4 children.</p> <p>Breakfast club numbers increasing</p> <p>Relief boxes can be requested when needed.</p>	<p>Counselling has been hugely beneficial and something essential to continue with next year.</p> <p>National Breakfast Scheme ensures all children have breakfast and also a snack if needed in the afternoon if hungry.</p> <p>Nurture room and other areas in the school developed – supporting many children and also liked by parents/carers and general upkeep of the school.</p> <p>Relief boxes sent out but we were offered a lot more than actually received.</p>	<p>£1,235 - LSA from 8am-8.30am</p>	<p>Review termly and through monitoring of behaviour</p>
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the school.
Activity packs
for individual
children,
Breakfast bars
for nutrition in
the mornings,
relief boxes for
holidays, food
relief and
community
events.

Contacted and
explained
needs. Awaiting
a call back from
the area
manager

sent out. Still
awaiting when
the
community
event will take
place. To try
and tie this in
with the
summer fete.