

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	<p>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.</p>
B.	<p>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.</p>

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. <p>Year 2: Progress will increase for middle ability pupil premium children. Currently 67%</p> <p>Year 3: Progress will increase for middle ability pupil premium children. Currently 67%</p> <p>Year 3: Tracking of SEND children attainment will be in place, as well as use of the Engagement Model.</p> <p>Year 4,5 and 6: To ensure progress within writing improves for pupil premium children based on prior attainment</p>

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	Allocated budget?	When will you review implementation?
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.	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.	£4000	End of T2. July 2021 – final tests.

<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: Providing funding for school based lead practioners to spend more time within classes/teacher to observe teaching and provide one to one coaching. (Karen Follows/Sian Collison)</p>	<p>Literacy - £2,460 – 4 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>Subject based Deep Dives in every subject. These are calendared throughout the academic year.</p>
<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.</p> <p>Early Bird Learning education relief to be engaged in throughout the school. Activity packs for individual children, Breakfast bars for nutrition in the mornings, relief boxes for holidays, food relief and community events.</p>	<p>£1,235 - LSA from 8am-8.30am</p>	<p>Review termly and through monitoring of behaviour</p>