



# Longmeadow Primary School

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## LONGMEADOW PRIMARY & NURSERY SCHOOL SUMMARY OF CATCH-UP STRATEGY

SUMMARY INFORMATION			
Total number of pupils:	291	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£23,280		

## STRATEGY STATEMENT

In June 2020, a £1 billion fund for education was announced by the government. The catch-up premium is funded on a per pupil basis at £80 per pupil. This is based on the previous year's census and will not include Nursery children, meaning Longmeadow Primary School will be in receipt of £23,280.00. The spending of this money will be down to schools to allocate as they see best. To support schools to make the best use of this funding, the Education Endowment Foundation has published a support guide for schools, with evidence-based approaches to catch up for all pupils. This report found that whilst all pupils are likely to be impacted by the National lockdown and school closures, this will have likely have had the greatest impact on disadvantaged pupils:

*“Children from disadvantaged backgrounds are likely to have been more affected particularly severely by closures and may need more support to return to school and settle back into school life. Whilst all pupils will benefit from the EEF recommendations, it is likely that some forms of support will be particularly beneficial to disadvantaged.” (Covid-19 Support Guide for Schools – June 2020)*

### **Longmeadow's core school priorities for use of catch-up premium are:**

- To provide well sequenced lessons, based on focussed assessments - that support pupils with the consolidation of basic skills
- Focus on mental health and well-being activities, supporting the development of character and re-establishing positive school experiences for children
- Provide effective resources to re-engage pupils and their parents in learning

### **The core approaches we are implementing are:**

- Training and coaching for staff to improve their pedagogy of learning, subject knowledge relating to tracking back learning and practice in the classroom
- Effective training for staff and investment in counselling as necessary for key pupils
- Investment in IT, appropriate resources and online books for pupils and families to use to support remote learning and the implementation of the learning offer at Longmeadow
- 1:1 and small group tuition in the summer term for those children who, despite quality first teaching, are still falling behind
- Embed digital resources for communication and language across Early Years, this will also support with early reading and writing skills
- Curriculum resources and materials that support pupils to get “back on track”. These include the Herts For Learning Back on Track Maths and English resources and the Maths fluency programme.
- Additional Teaching and Learning Advisor time to support with the implementation of the ‘Back on Track’ planning.
- Resources to support pupil mental wellbeing
- High quality resources to promote the development of communication and language and early Literacy skills in the Early Years Foundation Stage.
- Closely matched phonics books for pupils in Early Years Foundation Stage and Key Stage One.
- Big Maths textbooks to enhance the scheme
- Remote learning resources, including headphones, webcams and dongles

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

- To meet the basic needs of all pupils to ensure they are in an appropriate place to learn (Maslow before Bloom)
- To raise the attainment of all pupils to close the gap created by COVID-19 school closures
- To reduce the attainment gap between our disadvantaged pupils and their peers and SEND pupils and their peers

## STRATEGY STATEMENT

### Summary of Expected Outcomes

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|----|---|
| A. | Children to enjoy the return to school, settling back into new routines and following behavioural expectations with immediate effect. Early years children will settle quickly into their new setting.  |
| B. | By end of Autumn term children should, with quality first teaching and support where required, have regained academic confidence to resume their learning at their expected key stage/level. Any children identified as not meeting this expectation are further targeted for intervention.             |
| C. | Children have the support to close any gaps that have occurred to ensure they are back on track to make at least good Key Stage progress. The school expects, over the course of the year, to be able to guide the children to a point where outcomes are at least broadly in line with previous years. |

### Summary of Key Priorities (related to overcoming challenges for pupils catching up on lost learning)

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|----|---|
| A. | Ensure that all children are thoroughly, appropriately and accurately baseline assessed to identify gaps/learning needs and any support required for mental health. Provision to be mapped from this point and regularly reviewed to enable progress to be tracked. |
| B. | Use approaches to learning which both champion the need to return to a regular pattern of work but take into account the emotional barriers and potential mental health impacts that home schooling may have had.   |
| C. | Ensure rapid and sustained catch up that allows all children to swiftly access the curriculum for their new key stage/year group or whatever the appropriate curriculum for individuals with additional needs may be  |
| D. | Ensure equitable access to remote learning in the event of self-isolations and potential future lockdowns as a result of Covid-19   |
| E. | Work to increase levels of parental engagement, to match those prior to National Lockdown, for all children   |

## BARRIERS TO FUTURE ATTAINMENT

### Academic barriers:

- |   |  |
|---|--|
| A | High proportion of White British children, with limited communication and language skills – including low attainment on entry in the Early Years |
| B | Proportion of pupils did not access remote learning at all or produced work that was of very low quality or heavily supported by an adult.       |

C	Writing levels were previously an area for development across the school. Some children have spent no time writing during the National lock down. Their writing attainment therefore, may be lower than expected at the beginning of the autumn term 2020.
D	The correlation between special educational needs and disadvantage within our school context, including speech & language difficulties & delay
<b>Additional barriers:</b>	
E	The challenge of improving parental engagement for our disadvantaged pupils
F	High proportions of pupils showing anxiety since returning to school
G	Deprivation in term of cultural capital. Pupils do not have a wide range of experiences beyond the school day and exposure to high quality texts. Some parents do not have high enough aspirations for their pupils.

**To provide well sequenced lessons, based on focussed assessments - that support pupils with the consolidation of basic skills**

<b>Action</b>	<b>Intended outcome and success criteria</b>	<b>What's the evidence and rationale for this choice?</b>	<b>Monitoring of impact</b>	<b>Staff lead / cost</b>	<b>When will you review this?</b>
<ul style="list-style-type: none"> <li><b>Create a 'Curriculum Deficit Document' based on formative assessment of deficits in learning</b></li> </ul>	All children will have the deficit in education caused by the pandemic mapped and actioned	Quality first teaching will concentrate on core skills and knowledge and 'missed learning' to adequately prepare children for their next stage in education	<ul style="list-style-type: none"> <li>Curriculum Deficit Document</li> <li>Book Looks</li> <li>End of year Data</li> </ul>	CB / EH  PDM time SLT time	Weekly through planning meetings  Monthly though book looks and through the PAMs cycle
<ul style="list-style-type: none"> <li><b>Engage in the 'Back on Track' curriculum from HfL</b></li> </ul>	The curriculum is designed to get children 'back on track' and addresses key points of the National Curriculum missed due to national lock downs	<p>Teachers are best placed to know children's gaps in provision and put in place specific actions to support them</p> <p>A strategy that improves the quality of teaching across the whole school will have wide ranging impact on teaching and learning beyond Covid-19</p>	<ul style="list-style-type: none"> <li>Lesson observation and drop ins – recorded Book looks</li> <li>Discussions with pupils and staff</li> <li>TLA (HfL) Reports</li> <li>HIP / SIP reports</li> </ul>	LG (maths) / MF (English and EYs)  £1,235 (English)  £1,235 (Maths)	Weekly through planning meetings  Monthly though book looks and through the PAMs cycle

				£188 (Early Years)	
<ul style="list-style-type: none"> <li><b>Access Additional Training for teaching staff relating to the HfL 'Back on Track' curriculum including schools visits from HfL teaching and learning advisors (TLAs)</b></li> </ul>	Staff subject knowledge and pedagogy addresses key points of the National Curriculum missed due to national lock downs, supporting children to get back on track	<p>Teachers are best placed to know children's gaps in provision and put in place specific actions to support them</p> <p>A strategy that improves the quality of teaching across the whole school will have wide ranging impact on teaching and learning beyond Covid-19</p>	<ul style="list-style-type: none"> <li>TLA reports</li> <li>Book looks</li> <li>Lesson observations and drop ins</li> <li>Discussions with pupils</li> </ul>	<p>MF £650 English</p> <p>LG £650 Maths</p> <p>MF 0.5 of EYs Advisor allocated time</p>	<p>Monthly though book looks and through the PAMs cycle</p>
				<b>Total: £3, 958</b>	

**Focus on mental health and well-being activities, supporting the development of character and re-establishing positive school experiences for children**

<b>Action</b>	<b>Intended outcome and success criteria</b>	<b>What's the evidence and rationale for this choice?</b>	<b>Monitoring of impact</b>	<b>Staff lead / cost</b>	<b>When will you review this?</b>
<ul style="list-style-type: none"> <li><b>Key pupils to access therapy who find the school environment challenging post lock down</b></li> </ul> <p><i>12 x art therapy sessions funded for 8 pupils by Stevenage Community Trust following bid application</i></p>	Children are supported to process the impact of the pandemic and build positive school experiences	<p>The school had a number of children who were rated red or amber on the school's safeguarding map across lockdown</p> <p>Key children have found settling to school life difficult. School aims to meet their basic needs (Maslow before Bloom)</p>	<ul style="list-style-type: none"> <li>Discussions with therapists</li> <li>Behaviour logs</li> <li>Exclusion monitoring</li> </ul>	<p>BJ</p> <p>£5,760 (funded approved from Stevenage Community Trust)</p>	Weekly at inclusion team meetings
<ul style="list-style-type: none"> <li><b>Set up the 'Longmeadow Lodge'</b></li> </ul> <p><i>Resources for the Longmeadow Lodge approved and funded by Dunelm stores, Asda and Wickes.</i></p>	To reintegrate pupils positively, reducing the need for exclusion	For some pupils, ability to integrate into a classroom environment has been impacted by the national school closures, alongside social skills	<ul style="list-style-type: none"> <li>Pupil voice</li> <li>Behaviour logs</li> <li>Exclusion monitoring</li> </ul>	<p>LG</p> <p>£1000 - funding approved by Dunelm stores,</p>	Weekly at inclusion team meetings

				Asda and Wickes	
				<b>£6,760 all approved through bid funding</b>	

**Provide effective resources to re-engage pupils and their parents in learning**

<b>Action</b>	<b>Intended outcome and success criteria</b>	<b>What's the evidence and rationale for this choice?</b>	<b>Monitoring of impact</b>	<b>Staff lead / cost</b>	<b>When will you review this?</b>
<b>Provide effective equipment for pupils to access remote learning when self-isolating</b>	Children can access remote learning set by their class teacher	<p>The school worked hard to ensure that remote learning is high-quality</p> <p>There were significant barriers for some children to access remote learning due to deprivation</p>	<ul style="list-style-type: none"> <li>• Remote learning monitoring</li> <li>• Work scrutiny of remote learning</li> <li>• Teacher / parent / pupil voice</li> </ul>	<p>CB / EH</p> <p>£200 - 20 Web cams</p> <p>£200 20 Headphones -with microphones</p> <p>Devices x 37 (funded by Department for Education)</p> <p>30 cards preloaded with data for internet access - funded by Vodafone</p>	<p>Weekly during school closures</p> <p>Weekly for individual pupils self-isolating</p>
<b>Purchase of Core Texts to support the HfL 'Back on Track' curriculum</b>	Staff will be able deliver the HfL 'back on track' curriculum in full, using researched high quality core texts (as recommended by the HfL TLA advisors)	<p>The school has to work hard to promote a love of reading. Using high quality texts will support this.</p> <p>Core texts can be used as a springboard across learning and support pupil engagement</p>	<ul style="list-style-type: none"> <li>• Pupil voice</li> <li>• School displays</li> <li>• Book looks</li> <li>• Lesson Observations and drop ins</li> <li>• Planning</li> </ul>	<p>MF</p> <p>£500 - books</p>	<p>Weekly through planning meetings</p> <p>Monthly through work</p>

					scrutiny with pupil voice
<b>Resources for the Early Years Learning Environment</b>	The Early Years learning environment will be a rich and stimulating environment that adequately addresses gaps in children's knowledge and skills	Children's data on entry in significantly below national for the school  Communication and language, literacy and maths have been negatively impacted by national school closures	<ul style="list-style-type: none"> <li>• Learning environment walks</li> <li>• Pupil voice</li> <li>• Lesson observations / drop ins</li> </ul>	MF  £1500 - see planning to address gaps in provision document	Monthly through planning and learning journals
<b>Addition of new technologies across the school</b>  <i>30 iPads donated by Barclays Bank through Governors</i>	Pupils (particularly those identified as disadvantaged) are confident using New Technologies under all circumstances	Whilst we do not know if there will be another lockdown for schools or how many classes will be required to self-isolate, devices can be used to enhance the learning within school and pupils can develop their knowledge and skills using new technologies resulting in increased confidence.  In the event of remote learning being used, pupils who have immediate access to devices and are confident using New Technologies, are more likely to access work	<ul style="list-style-type: none"> <li>• Monitoring data and engagement for those pupils who are allocated devices</li> <li>• Pupil voice</li> <li>• Pupil's work</li> </ul>	EH / PF / CB  £15,000 1 x 16 laptops and trolley  £4,000 - 30 iPads (donated) and 2 x trolleys plus setting up a lightening server for Apple	Termly
				<b>Total: £19,500</b>	

<b>Total Funding allocated:</b>	£29,218	<b>Total from COVID Catch up grant:</b>	£23,458	<b>Accessed through school bid writing:</b>	£6,760 - Stevenage Community Trust, Asda, Dunelm Stores and Wickes  <u>Resources:</u> 30 iPads (Barclays Bank)
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					37 laptops (DfE) 30 data cards (Vodafone)
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#### **ADDITIONAL INFORMATION:**

When producing this report, the school consulted the following things to inform decisions:

- Evidence from the EEF
- Results of staff and pupil consultation regarding engagement with remote learning and access to devices
- School context data
- Analysis of attendance records
- The Sutton Report

ADDITIONAL INFORMATION