

COVID-19 catch-up premium report

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	1246 (7-11)	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£99,860		

STRATEGY STATEMENT

Lunesdale Learning Trust's priority is to provide a broad and balanced curriculum with quality first teaching at the centre of our recovery strategy.

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

- To support the health and wellbeing of our students and staff.
- To reduce the attainment gap between your disadvantaged pupils and their peers.
- To raise the attainment of all pupils to close the gap created by COVID-19 school closures.

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Low reading and literacy levels in some students and accessibility to online learning.
B	Learning habits and motivation following extended time away from school.
C	Metacognitive barriers with lack of regular retrieval. Schemas and 'forgotten' knowledge need to be developed rapidly.

ADDITIONAL BARRIERS

External barriers:

D	Mental health and wellbeing of students and families in our community.
E	Adequate ICT access and provision for all students along with a quality working environment.
F	Attendance to face to face and online sessions.

Planned expenditure for current academic year

Quality of teaching for all					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
TEAMS work – staff development and staff time (improving remote learning offer)	Staff trained on Microsoft Teams and SharePoint with weekly continued professional development.	Guidance taken from Ofsted's Remote Learning Guidance and: <ul style="list-style-type: none"> • DfE's catch-up premium guidance • EEF's COVID-19 support guide for schools 	Quality assurance of the online provision. Sharing good practice across subject areas. Responding to student and parent feedback.	HG	Weekly (Taken from staff INSET hours and directed time – equivalent of £188,773.64)
IT support for students and zones	All students can access adequate IT in school and at home	Equality for all with students on the Pupil Premium and SEND registers prioritised first with laptops.	Ensured devices were given out as soon as possible with engagement tracking and liaison with HOYs on priority students.	CIC	Weekly
Total budgeted cost:					£1,241.55
Targeted support					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Staffing of extra literacy/transition groups from the English department	Accelerated progress due to bespoke curriculum for key students.	EEF's SEND Review document. Students to follow bespoke literacy transition curriculum to assist with low reading and writing levels.	Head of English to monitor formative and summative data with responsible class teachers.	RWO/CIC	Termly

Learning managers/LSA input in preparing resources for pupils without access to IT	To ensure that all students had access to work in Term 1 prior to DFE ICT support.	Students needed to access work without adequate devices whilst self isolating. Due to numbers at home, LSAs supported the preparation and distribution of work packs.	Staff were responsive immediately and work packs delivered as soon as possible.	CIC/RJC	Termly
Social butterfly project (Year 10 girls with NSD)	Improve confidence and wellbeing in identified students.	Art project as a vehicle for social and emotional learning to promote resilience, thus raising attendance and engagement with learning	Evidence that this was successful with the selected students.	NSD/JMA	Termly
Lunchtime sessions for individual catch up-staffed	To assist students in their learning loss through self isolation.	Pupils in 10 and 11 affected by self-isolations and needing support to complete work	Daily supported catch up room for students with specialist staff on supervision.	Leadership Team	Daily
English and Maths leaders taking small groups out of English and Maths for catch up / small group support	To assist students in their learning loss through self isolation.	Pupils in 10 and 11 affected by self-isolations this term and / or learning loss during lock down – small group tuition. EEF Guidance on small group tuition.	Experienced staff to monitor and mentor students progress.	English and Math leaders	Weekly
Some after school study sessions in Term 3 for identified KS4 students	To assist students in their learning loss through self isolation.	Pupils in 10 and 11 identified through attendance and engagement for core subject catch up. Small group tuition after school.	After school tutors to liaise with subject leads and HOYs to monitor engagement and progress in these sessions.	AW/CH/Teaching Staff	(On hold until Term 3) CH to cost
				Total budgeted cost:	£24,520

Other approaches					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Pastoral/SEN support with Teams for students self-isolating	For students and families to receive additional pastoral support whilst at home.	Supporting health and wellbeing of students and families so they are confident to access online learning and prepared for their return to school.	Pastoral Assistant Headteachers in daily liaison with HOYs and pastoral team. Weekly meetings to review and discuss strategies. Additional hours of phone calls and contact with families.	Leadership and Pastoral Team	Weekly
Pastoral support for vulnerable students—HB, HoYs, MJ, CH, NSD, AR	To further support our most vulnerable students and ensure progress is still achieved and students are happy and well.	Bespoke package with increased contact for vulnerable students to support them pastorally and academically.	Pastoral Assistant Headteachers and SENCO in daily liaison with HOYs and SEND/pastoral team. Weekly meetings to review and discuss strategies. Additional hours of phone calls and contact with families.	Leadership/Pastoral /SEND team.	Weekly
Self-Care September	To support students with the transition of returning to school after absence in 19-20 academic year.	All year groups 7-13 Communication to students and parents throughout Sept 2020 focussing on self-care: <ul style="list-style-type: none"> • Sleep Hygiene • Social Jetlag • Healthy Habits • Acts of Kindness 	Pastoral leads to monitor student engagement and any safeguarding or welfare concerns to be identified and dealt with rapidly.	Pastoral Leads	Weekly
Total budgeted cost:					£76,736.39

Total Spent:	£99,497.94
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ADDITIONAL INFORMATION

To support the sections above we have relied on:

- Internal assessment and reporting
- Evidence from the EEF [families of schools database](#)
- Results of staff and pupil consultation
- Analysis of attendance records
- Recent school Ofsted report
- Guidance from experts
- ■ Case studies