



Marches Academy Trust:

School: Lower Heath CE Primary School

COVID catch-up premium spending: summary

| SUMMARY INFORMATION | | | |
|---------------------------------------|--------------|--|----|
| Total number of pupils: | 97 | Amount of catch-up premium received per pupil: | 80 |
| Total catch-up premium budget: | £8000 | | |

STRATEGY STATEMENT

The priority areas that we are aiming to address as a school are reading (including phonics), writing and maths, due to the gaps in learning which pupils have as a result of the Covid lockdown school closures. In addition to this, we aim to provide further additional support for pupils with SEND, and those who are disadvantages, as these are the pupils who have been most adversely affected by the closures. We have a 3 tiered approach to closing the gaps in the areas of maths and literacy, as follows:

Maths:

Tier 1: While teaching (ensure quality first teaching for all):

- Do they need to alter the starting point (use some lessons from the previous year) and or length of the unit for the whole class?
- Do specific children need more direct tailored support?
- Introduction of morning maths during arrival slots for fluency practice

Tier 1: Resources that could be added to units:

- White Rose have recap lessons
- Power Maths strengthening and deepening activities from the previous year
- Classroom Secrets mastery resources linked to White Rose
- Bitesize videos linked to Power Maths
- Numicon support packages
- Schofield & Sims morning maths arithmetic packs

Tier 2: Address needs of children who need tailored support to catch up (small group, during school day):

- Teachers can allocate text/practice book pages from the previous year to pupil's intervention programmes, to be used as pre-teach for units where have missed teaching.
- Use White Rose video and worksheets from year below as pre teach for identified children
- Power Maths summer catch up book could be purchased for target children and used as part of an intervention or booster club.
- Use interventions based on the Numicon support packages.

Tier 3: Address needs of children who need tailored support to catch up (1:1, additional to school day):

- Tier 2 resources may be used or adapted for additional targeted 1:1 support, or specific intervention packages may be created for a personalised catch-up programme.

Literacy:

Tier 1: While teaching (ensure quality first teaching for all):

- Letters & Sounds Phonics – After initial assessment, group children accordingly
- Reading – create groups to focus on key skills and reading strategies through guided
- Reading (using VIPERS as a structure)
- Starting points for phonics and writing may be different according to gap analysis data
- Ensure children are appropriately challenged or supported/scaffolded
- Greater depth children to access additional challenge through Pathways to Write tasks
- Vocab support – whole class approach using Pathways to Write tiered vocabulary

Tier 2: Address needs of children who need tailored support to catch up (small group, during school day):

- Guided Writing – Focus groups to be identified through gap analysis and supported through Pathways to Write by differentiating the 'keys'
- Class Interventions – using Read, Write, Inc *Fresh Start* resource for KS2 intervention
- Inference intervention – for those who can decode but not infer (using VIPERS)
- 1:1 Daily Readers
- Sentence making focus groups (KS1)
- Additional vocabulary input using Word Aware
- Use Nesy Reading & Spelling for children in Year 2 and above who require additional phonics input
- Kinetic Letters booster sessions for children who start to fall behind the pace of the class

Tier 3: Address needs of children who need tailored support to catch up (1:1, additional to school day):

- Tier 2 resources may be used or adapted for additional targeted 1:1 support, or specific intervention packages may be created for a personalised catch-up programme. Additional 1:1 resources such as *Toe by Toe*, or precision teaching programmes, may be used for pupils with specific difficulties.

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

| | |
|---|---|
| A | Poor language skills in EYFS |
| B | Poor social and emotional skills, which have been exacerbated by lockdown |
| C | Literacy and numeracy gaps (due to Covid closure) requiring effective interventions as well as quality first teaching |

ADDITIONAL BARRIERS

External barriers:

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|---|--|
| D | Poor home learning |
| E | Children are ill-equipped for learning, for example, they have a poor diet and do not have the required equipment/clothing for all educational activities, or are not enabled to participate in all opportunities due to financial constraints |
| F | Irregular attendance patterns caused by periods of self-isolation due to contact with Covid cases/awaiting Covid test results |

Planned expenditure for current academic year

| Quality of teaching for all | | | | | |
|--|---|--|--|------------|--|
| Action | Intended outcome | What's the evidence and rationale for this choice? | How will you make sure it's implemented well? | Staff lead | Impact expected |
| Implement morning maths using Schofield & Schofield arithmetic scheme (£1000) | Improve maths fluency for all pupils, which has stalled due to lack of teaching and practice | Structured scheme - in line with DfE and EEF recommendations | Half-termly monitoring of progress in 99 Club, Numbots/TTR | JHW | Improved mathematical fluency |
| Raise maths attainment in Year 2 by following the Target Your Maths programme to supplement the White Rose maths teaching (£120) | Improve maths standards for Year 2 pupils, where 0% of pupils have started this academic year secure in Y1 objectives | Structured scheme - in line with DfE and EEF recommendations | Half-termly monitoring of maths books and maths planning for Year 2. Termly testing and monitoring of standardized scores, prioritising children as required through Pupil Progress Meetings | JHW | Improved mathematical fluency – increase in % of Y2 pupils at ARE in maths |

Total budgeted cost: £1120

Targeted support

| Action | Intended outcome | What's the evidence and rationale for this choice? | How will you make sure it's implemented well? | Staff lead | Impact expected |
|---|--|--|--|-------------------|---|
| Reading and phonics support for the lowest 20% in KS2 – Purchase <i>Read, Write, Inc Fresh Start</i> programme (£550) | Close attainment gaps in reading and phonics between KS2 SEND/PP pupils and other children | <i>Read, Write, Inc</i> resources provide a structured approach and are evidence-based | SENCO to monitor impact of intervention on small steps every two weeks Literacy lead to check literacy books each half term, and standardised scores termly, for impact | HH CW | Improved reading ages and phonics scores for lowest 20% of KS2 pupils |

| | | | | | |
|--|---|--|--|----------|--|
| Close gaps in phonics attainment in KS1 using the <i>Nessy</i> programme – purchase 5 Dell laptops to enable this (£1800) | Close attainment gaps in phonics between KS1 SEND/PP pupils and other children | Targeted intervention programme which is evidence-based | SENCO to monitor impact of intervention on small steps every two weeks Literacy lead to check literacy books each half term, and standardised scores termly, for impact | HH CW | Improved reading ages and phonics scores for lowest 20% of KS1 pupils |
| Close gaps in writing using the Pathways to Progress writing intervention programme (£500) | Close attainment gaps in writing between SEND/PP pupils and other children | In line with DfE and EEF recommendations | SENCO to monitor impact of intervention on small steps every two weeks Literacy lead to check literacy books each half term, and standardised scores termly, for impact | HH CW | Attainment of SEND and PP pupils to increase to close the attainment gap |
| Introduce specialist catch-up tuition (especially for Y2, Y5, Y6 disadvantaged/SEND pupils) before/after the normal school day (£3500 – approx. 175 hours at £20 per hour) | Close attainment gaps in writing between SEND/PP pupils and other children and ensure that children are secure in the objectives from their key stage before moving onto the next stage of their learning | Catch Up Numeracy (recommended by the EEF) can be used. EEF National Tutoring Programme evidence of impact of tutoring for disadvantaged pupils | DS to monitor the planning and impact of after/before school sessions informally every three weeks, and formally each half term through Pupil Progress Meetings | DS | Reading, writing and maths attainment for target children improves |
| Total budgeted cost: | | | | | £6350 |
| Other approaches | | | | | |

| Action | Intended outcome | What's the evidence and rationale for this choice? | How will you make sure it's implemented well? | Staff lead | Impact expected |
|---|--|--|--|----------------|--|
| Implement <i>Zones of Regulation</i> for social/emotional skills development across the school (£100 for resources and training time) | To provide all children with the tools to manage their own emotions and actions effectively | Effectiveness seen in other schools in the trust, with similar needs and catchment to ours | Weekly monitoring of behavioural incidents Twice weekly summaries of pupils causing concern in SLT meetings | DS | Reduction in behaviour incidents Fewer referrals for additional support for individual pupils |
| Implement <i>No Worries</i> for children requiring personalised support for social/emotional difficulties (£280 training and resources) | To provide tailored support to those who are still struggling with behaviour, relationships or emotions | Recommended programme by Shropshire Educational Psychology Service – supported by TaMHS | Weekly monitoring of behavioural incidents Twice weekly summaries of pupils causing concern in SLT meetings Regular pupil and parent voice to measure impact on families | DS | School is able to provide the 1:1 support needed for those pupils who require more than the daily offer of <i>Zones of Regulation</i> and <i>Rest Easy</i> |
| Pathways to Home Learning purchased to support quality home-learning set for absent pupils (£150) | To provide high quality home-learning which is in line with the curriculum planning in school, and supports parents to deliver the sessions remotely | In line with our writing curriculum to ensure progression for pupils at home, in line with pupils learning in school | Class teachers to monitor weekly where the resources have been set for home-learning | Class teachers | Home-learning is well-planned and as a result, pupils complete high quality work and meet objectives being covered by the rest of the class |
| Total budgeted cost: | | | | | £530 |