



POST COVID-19 PUPIL 'CATCH-UP' STRATEGY 2020-2023

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| School Name | Lyng Primary School |
| Total number of pupils | 520 |
| Proportion of pupil premium children | 22% (113) |
| Proportion of pupils with SEND | 12% (60) |
| Proportion of pupils who have EAL | 37% (194) |
| Catch up allocation amount £80 per a child from FS2 to Y6 (20-21) | £36,000 |
| Catch Up allocation 2021-22 | £20,735 |
| Catch Up allocation 2022-23 | £24,596 |
| Date written | December 2020 |
| Review date | February 2021/ April 2021/May 2021/ July 2021 |
| Written by | Mia Wallace (Pupil Premium Lead) |
| Chair of Governors | Lynn Howard |
| Known impact of COVID school closure | <ul style="list-style-type: none"> • Increased gaps in reading, writing and maths for those pupils who were unable to engage fully with home learning during lockdown • Social, emotional and mental health needs of children exacerbated by the circumstances of Lockdown (including specific instances of bereavement). • Decrease in physical speed, strength and agility due to lockdown circumstances and development of excessive periods of immobility and increased screen time as a result of lockdown. |

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| Key Priorities | <ol style="list-style-type: none"> 1. Ensure all children are attending school regularly 2. Ensure children are emotionally ready for returning to formal learning 3. Ensure consistent high-quality teaching and learning across the school 4. Ensure identified children have access to necessary 'catch up' interventions 5. Ensure all children have an increase in physical exercise 6. Ensure all children are motivated to engage with home and school learning through a new incentive system. 7. Ensure all children's home learning is not inhibited due to the lack of technology available to them at home. |
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Priority 1: Ensure all children are attending school regularly

| Implementation | By whom | By when | Costs | Impact |
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| Liaise with DfE, LA and Unions in order to ensure all children return to school safely after lockdown (regular updates to parents, staggered start and finish times, before and after school provision for siblings) | HT and SLT | September 2020 | none | <input type="checkbox"/> Our school attendance is 97% (not including COVID related absences) |
| Monitor attendance daily and liaise with parents/carers | Office | daily | none | |
| Log COVID related absences separately and closely track return to school dates | Office | As and when necessary | none | <input type="checkbox"/> Children are not absent from school for longer than is necessary (i.e. enforced self-isolation) |

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| Attendance awards to continue for 100% attenders each term to motivate and encourage children to come to school (DUE TO SPRING TERM LOCKDOWN AND SHORTER SP2/S1 – this will be rolled out across school in Sept 21/22) | DHT/ PPG Lead | December 2020 (bronze) April 2021 (silver) July 2021 (gold) This will continue each academic year | £0.71 per child who has 100% attendance each term. https://www.badgesplus.co.uk/gold_100unique-badge_224.htm £720 (400 badges per term) | <input type="checkbox"/> Children are motivated to come to school. Our school attendance is 97% (not including COVID related absences) |
| As needed When a COVID vaccine is being widely used, update and redistribute attendance policy to all stakeholders | HT and Attendance Officer | Spring/ Summer 2021 | none | <input type="checkbox"/> Our school attendance is 97% (not including COVID related absences) |
| **AMENDMENT FOR SPRING LOCKDOWN** Weekly analysis of home-learning to be completed and sent to Phase Leaders, DHT and DSL | DHT, Phase Lead, DSL and Class Teachers | On-going for the during of lockdown | none | <input type="checkbox"/> All children non engaging in home-learning can be logged. <input type="checkbox"/> Intervention can be made in the form of contact with families, distributing of internet enabled devices etc. |

Priority 2: Ensure children are emotionally ready for returning to formal learning

| Implementation | By whom | By when | Costs | Impact |
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| Start the new academic year with a 'well-being' unit as the English Learning journey | All teaching staff | By September 21 | £29.98 (weighted blankets for emotional support intervention) | <input type="checkbox"/> All the children have settled into their new classes and have adapted back into school life and the expectations. <input type="checkbox"/> All children have had opportunity to reflect on the pandemic and express their concerns. |
| Conduct a 'SDQ' with the children and analyse the results (Formally with KS2 and informally with FS/KS1) | SW/ TB/ CM | By October Half term annually | None | <input type="checkbox"/> We have a better understanding of how the children feel about their return to school and what any worries are regarding COVID. |

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| | | | | <input type="checkbox"/> Interventions for SEMH can be mapped out and implemented. |
| Move away for PHSE prescribed 'Me and My World' unit for Autumn Term. Instead focus on emotional literacy, mental well-being and managing emotions. | OB All Teaching Staff | Autumn 1 each year | None | <input type="checkbox"/> Children are comfortable discussing the impact the pandemic has had on them. Children are settled back into the routine of school. <input type="checkbox"/> Vulnerable children are identified through discussions. |
| Regular phone calls and conversations to happen with SEND and vulnerable families by the DSL or SENCO | SENCO & DSL (and class teachers in the event of lockdown) | On-going | None | <input type="checkbox"/> Our vulnerable families feel supported by the school and their child's attendance is 97% (not including Covid related absences) |
| School Pet 'Lola the Rabbit' for emotional support/ therapy with children identified by mentoring team | TB/ SW/ LaB | On-going | £40 per month for food £40 per annum for injections. £10 a night at 'bunny hotel' for school holidays. | <input type="checkbox"/> Children feel they can talk openly about their emotions and experiences. <input type="checkbox"/> Children feel empathy and compassion <input type="checkbox"/> Children take on responsibility for the world around them (caring for another living thing). |
| *AMENDMENT SPRING LOCKDOWN* Implement a more robust homelearning policy for the whole school including weekly welfare calls | AF/ PS/ SW/ AB All teaching staff | 04.01.2021 | None | <input type="checkbox"/> Remote learning mirrors class based learning so children have consistency in their education. <input type="checkbox"/> Children/ parents have regular opportunities for contact with school |

- ☐ Vulnerable children can be identified quick and the appropriate intervention put in place.

Priority 3: Ensure consistent high-quality teaching and learning across the school

| Implementation | By whom | By when | Costs | Impact |
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| <p>All children have access to a broad and balanced curriculum through:</p> <ul style="list-style-type: none"> • Creative curriculum to engage learners (Hywel Roberts approach) • White Rose Maths planning (The Mastery approach) • Rising Star Reading Planet Online • High quality text to steer the reading curriculum (Pie Corbett Reading Spine) • Ashley Booth comprehension • Write Stuff approach | <p>Subject Leads</p> <p>All teaching staff</p> | <p>On-going</p> | <p>Cost of White Rose Planning - £139</p> <p>Cost of Write Stuff training for teaching staff - £128.99</p> <p>Rising Stars Reading Planet Trial – free KS2 - £299 KS1 - £399</p> <p>Reading Spine Texts sourced through reading budget</p> | <ul style="list-style-type: none"> • Children are fully engaged in their learning. Children are making at least expected progress from their September 2020 baselines. • Best practice is shared and modelled to staff. |
| <ul style="list-style-type: none"> • Monitor closely the quality of teaching and learning across the school to ensure high standards | <p>AF/PS</p> <p>Subject Leads</p> | <p>On-going</p> | <p>None</p> | <ul style="list-style-type: none"> ☐ All staff are aware of the need to enable catch up for pupils identified through ongoing assessments for learning to identify gaps |
| <ul style="list-style-type: none"> • All children to take baseline assessments at the end of Autumn Term. Identify which children need 'catch up' support | <p>MW</p> <p>Class Teachers</p> | <p>Autumn Term</p> | <p>None</p> | <ul style="list-style-type: none"> • At least 70% of children in each class are on track for ARE by Summer 2. • At least 10% (KS1) and 15% (KS2) of children are on track for GDS by Summer 2 • Data analysis reveals 'Catch Up' intervention group within each year group and for each core subject. |

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| <p>Ensure wave 2 interventions happen:</p> <ul style="list-style-type: none"> Targeted intervention within the classroom by the class teacher or the support assistant Effective differentiation | Everyone | On-going | None | <ul style="list-style-type: none"> Early intervention strategies within the classroom are used effectively to support children's progress from their September |
| <ul style="list-style-type: none"> Use of weekly pupil premium teacher time (in Y6 and Y2) to support the catch up of pupil premium children. | | | | <ul style="list-style-type: none"> Increased use of LIVE marking reveals rapid progress in books. |
| <p>Ensure wave 3 interventions happen:</p> <ul style="list-style-type: none"> Year 2/4/6 to be priority year groups from October to February half term. (AP(Y4), MP(Y2), LHa & DD (Y6) Year Rec/1/3/5 to be priority year groups from February half term to July. This is to ensure that 'catch up' programmes have maximum impact. | SLT, LH and MW | <p>LHa and MP from Spetember</p> <p>DD from October Half term</p> <p>Reviewed for all other Year Groups in Feb.</p> | <p>DD - £190/day</p> <p>After school Catch Up Interventions: 6 week programme</p> <p>M6 - £1691.04/week UPS</p> <p>- £1908.30/week</p> <p>HLTA - £654.08/week</p> | <ul style="list-style-type: none"> Targeted additional support is being effectively used in the priority year groups. Progress of individuals is carefully monitored and viewed. |
| <p>**AMENDMENT FOR SPRING LOCKDOWN**</p> <p>SLT and Subject Leads to monitor the delivery of a remote broad and balanced curriculum.</p> <p>Work should:</p> <ul style="list-style-type: none"> Mirror that of the school-based curriculum. Challenge children at all levels Be appropriate differentiated Be lead by either Live or prerecorded teacher modelling. Receive constructive feedback to extend learning. | All teaching Staff | For the duration of the Spring Lockdown | None | <ul style="list-style-type: none"> ALL children are receiving an engaging, challenging remote curriculum. Progress is evident in all subjects. |

| Priority 4: Ensure identified children have access to necessary 'catch up' interventions | | | | |
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| Implementation | By whom | By when | Costs | Impact |
| Ensure wave 2 interventions happen: <ul style="list-style-type: none"> Targeted intervention within the classroom by the class teacher or the support assistant Effective differentiation Use of weekly pupil premium teacher time (in Y6 and Y2) to support the catch up of pupil premium children. | Everyone | On-going | None | <ul style="list-style-type: none"> Early intervention strategies within the classroom are used effectively to support children's progress from their September Increased use of LIVE marking reveals rapid progress in books. |
| <ul style="list-style-type: none"> All children to take baseline assessments at the end of Autumn Term. Identify which children need 'catch up' support | MW Class Teachers | Autumn Term | None | <ul style="list-style-type: none"> At least 70% of children in each class are on track for ARE by Summer 2. At least 10% (KS1) and 15% (KS2) of children are on track for GDS by Summer 2 Data analysis reveals 'Catch Up' intervention group within each year group and for each core subject. |

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| with DSL to ensure all PPG children have access to the full remote learning curriculum | | | | |
| <ul style="list-style-type: none"> Each year group will have a weekly morning/afternoon booster club lead by teachers, HLTAs, PPG Lead to cover gaps that have been revealed in assessments. | MW/ LH Class Teachers | From February Half Term | After school Catch Up Interventions: 6 week programme M6 - £1691.04/week UPS - £1908.30/week HLTA - £654.08/week | <ul style="list-style-type: none"> Target 'Catch-up' group will receive tailored interventions in addition to their school day. Target groups have access to broad and balanced curriculum as well as intervention. Spring Assessments show 100% of catch-up groups have made accelerated progress towards ARE expectation. |
| <ul style="list-style-type: none"> More Able PPG are not left behind. They will receive a challenging programme of study delivered by PPG lead and the Scholars Club | MW | Autumn Term | £1920 (12 children) | <ul style="list-style-type: none"> More Able PPG children achieve combined GDS. More Able PPG children have raised motivation and inspiration to attend highly selective Universities in the future. More Able PPG children have increased aspirations for their career paths. |
| <p>**AMENDMENT SPRING LOCKDOWN** Pupil Premium Lead to regularly monitor the quality of work produced remotely by the PPG cohort and those identified as 'Catch -Up' intervention children. Work in collaboration</p> | MW/ SW | Duration of Spring Lockdown | None DfE issued devices for the PPG children. | <ul style="list-style-type: none"> ALL PPG children engage with the remote learning curriculum ALL PPG children complete work that is of a high standard ALL PPG children receive developmental marking from class teachers. |

| Priority 5: Ensure all children have an increase in physical exercise | | | | |
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| Implementation | By whom | By when | Costs | Impact |
| Prioritise 'Living Streets' to encourage children to walk to school. Class Teachers monitor walking to school daily and children receive badges monthly as a reward for their success | Class Teacher DHT | On-going | Living Streets Subscription - | <ul style="list-style-type: none"> Children and families motivated to walk to school. The number of children receiving badges increases in ALL classes each month. |

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| LOTG is embedded within the curriculum with children taking part in a physical activity at least once per week in addition to their P.E curriculum. | Class Teachers | On-going | None | <input type="checkbox"/> Teachers are ensuring that the children are being physically active in lessons. |
| P.E teacher to deliver sessions in weekly 'creative' afternoons so that children apply their physical skills in ways that are more adventurous. E.g orienteering. | DD/ PS | On-going | None | <ul style="list-style-type: none"> • Children become more physically active. • Apply their core subjects skills during physical activity. |
| Commando Joe sessions to be delivered at least twice per term in addition to timetabled Commando Joe lessons. | Class Teachers | On-going | Cost – Commando Joe Equipment and Scheme £4000 | <input type="checkbox"/> Children have more opportunities to become more physically active in their learning. |
| Integrate the daily mile into the timetable. https://thedailymile.co.uk/school-signup/ | LH/ MW/ LL/ DD | From Spring 1 | None | <input type="checkbox"/> All children have improved their physical fitness. |
| <p>**AMENDMENT FOR SPRING LOCKDOWN**</p> <p>P.E lead to implement a weekly fitness challenge for KS1 and KS2. Children complete Bronze, Silver or Gold level challenges depending on their levels of fitness and then log their achievement with the class teacher.</p> | LL/DD | For the duration of Spring Lockdown | None | <input type="checkbox"/> All children have improved their physical fitness. |
| Multi-sports after school clubs to begin (in class bubbles) from Summer 1. Led by DD | DD | From Summer 1 | DD hourly rate - £27/ h x 4 days £108 per week | <input type="checkbox"/> Children engage in regular physical activity in addition to timetabled P.E lessons and daily mile. |

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| Commando Joe before and afterschool club for Leadership, resilience, team-work to re-start. | CJ in negotiation with PS/MW/OB | From Summer 1 | CJ hourly rate £42/ h x 8hrs £336 | <input type="checkbox"/> Children (including PPG) who staff have identified as socially vulnerable develop confidence and communication skills. |
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Priority 6: Ensure all children are motivated to engage with home and school learning through a new incentive system

| Implementation | By whom | By when | Costs | Impact |
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| <p>Set up a merit reward system for learning and engagement. Children earn merits for:</p> <ul style="list-style-type: none"> • Completing school work to a high standard. • Producing a good standard of homework. • Completing all remote activities to a high standard | MW/ LH | From Spring 1 | <p>400 stickers - £4.35 https://schoolmeritstickers.com/buy/blue-merit-sticker-19mm/</p> | <ul style="list-style-type: none"> <input type="checkbox"/> ALL children motivated to improve their quality of work. <input type="checkbox"/> Book looks and assessment data indicates an increase in children working at ARE and GDS. <input type="checkbox"/> Analysis of homework submissions shows an increase in engagement. <input type="checkbox"/> Children receive relatable and purposeful 'financial education' in that they can budget their merits and 'cash in' for a reward. |
| <p>Establish a prize cabinet where children, over time, can trade their merits for a prize. (DUE TO SPRING TERM LOCKDOWN AND SHORTER SP2/S1 – this will be rolled out across school in Sept 21/22)</p> | MW/LH | <p>From Spring 1 (DUE TO SPRING TERM LOCKDOWN AND SHORTER SP2/S1 – this will be rolled out across school in Sept 21/22)</p> | <p>School named stationery: Pencil, Ruler, Rubber, Sharpener, Pencil Case. £938</p> <p>Smyths toys voucher @£10 each (large prize) £500</p> <p>Display Board: £111</p> | |

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| <p>**AMENDMENT FOR SPRING LOCKDOWN**</p> <p>Star of the week awards given weekly by class teachers for the children who demonstrated high levels of engagement/ quality of work produced.</p> | <p>Class Teachers</p> | <p>For the duration of Spring Lockdown</p> | <p>None</p> | <ul style="list-style-type: none"> <input type="checkbox"/> All children are motivated to complete and engage with remote learning <input type="checkbox"/> Children are praised for their efforts and encouraged to keep going. |
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Priority 7: Ensure all children's home learning is not inhibited due to the lack of technology available to them at home.

| Implementation | By whom | By when | Costs | Impact |
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| <p>Conduct a parent survey to find out which children do not have access to an electronic device at home for learning purposes or access to a printer etc</p> | <p>HT None We have an accurate understanding of how a lack of technology impacts learning.</p> | <p>End of Autumn 1</p> | <p>None</p> | <p>We have an accurate understanding of how a lack of technology impacts learning.</p> |
| <p>Following on from the DfE laptops that we received during the school closure we contacted Purple Bricks estate agency who through their remote working restructure were able to donate 7 laptops for use with identified children. Apply for more grants to enable the school to have a set of laptops that we can loan to families for when children are absent for a length of time due to Covid.</p> | <p>Business manager/ SW</p> | <p>On-going</p> | <p>None</p> | <p>Children who do not have access to technology at home are able to continue their learning when not in school due to a Covid related absence.</p> |

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| <p>As a school, invest in ICT equipment (laptops, iPads, PCs) etc. To ensure that we have the provision to use technology to help with intervention when all children are back in school</p> | <p>LH/ AB/ Business Manager</p> | <p>End of Spring Term</p> | <p>54 iPads at £13,664. 2 trolleys total £1,774.50 Licences £300.24 Total ICT - £15,738.74</p> | <ul style="list-style-type: none"> • Children are able to use technology to aid their progress. • Staff can provide effective interventions using our school subscriptions more effectively and frequently: <ul style="list-style-type: none"> - Timestable Rockstars -White Rose - Reading Planet |
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