

Covid catch-up premium strategy statement

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. In order to support children in 'catching-up' the government has introduced a 'Catch-up premium'. Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in year's reception through to Year 6.

At Ling Moor, the adults who know our children best are those that are part of our Ling Moor Family and those who work with the children each and every day. They are the best placed to identify barriers, gaps in learning and support the children in making the best progress. This will be the key pillar of all of our work in response to covid-19.

The curriculum is carefully designed and sequenced to ensure the children make positive progress. Our covid catch up funding will be used to ensure all children attain in line with their peers and meet or exceed the expected standard.

As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020/21 academic year. It will not be added to schools' baseline in calculating future years' funding allocations.

Use of Funds	EEF Recommendations
<p>Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a coronavirus (COVID-19) support guide for schools with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> <input type="checkbox"/> Supporting great teaching <input type="checkbox"/> Pupil assessment and feedback <input type="checkbox"/> Transition support <p>Targeted approaches</p> <ul style="list-style-type: none"> <input type="checkbox"/> One to one and small group tuition <input type="checkbox"/> Intervention programmes <input type="checkbox"/> Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> <input type="checkbox"/> Supporting parent and carers <input type="checkbox"/> Access to technology <input type="checkbox"/> Summer support

School overview

Metric	Data
School name	Ling Moor Primary Academy
Pupils in school	405
Proportion of disadvantaged pupils	8.6%
Covid catch-up premium allocation this academic year	£32,560
Academic year or years covered by statement	2020 - 2021
Publish date	20/11/2020
Review date	September 2021
Statement authorised by	John Sisman
Covid catch-up premium lead	John Sisman

Governor lead	Nancy Squires
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Identified impact of lockdown	
Maths	Whilst some specific content has been missed, leading to gaps in learning and stalled sequencing of journeys, the Ling Moor maths curriculum is well-structured and resilient to challenge. Children still have an appetite for maths and lockdown has not affected their attitudes however some children are behind. There are some instances where recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments.
Writing	Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. Gaps specific knowledge has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected, however those who evidently didn't write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write. In Year 1 and Year 2, writing fluency has suffered the most significant impact.
Reading	Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. However, children are less fluent in their reading and the gap between those children that read widely and those children who don't is now increasingly wide. Missed phonics learning is clearly evident but this is already being addressed through a clear focus on phonics and fidelity of the use of the Read Write Inc scheme.
Non-core	There are now clear gaps in knowledge – whole units of work have not been taught meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments.

Strategy aims for pupils

Measure	Activity	Budget
Priority 1	Mapping current attainment and impact of covid closure: Ensure that assessment identifies gaps in learning and key areas of focus for quality first teaching.	£500
Priority 2	Quality first teaching: Ensure that quality first teaching is appropriately planned and sequenced to address gaps.	£1000
Priority 3	Targeted intervention: Specific intervention delivered through small group teaching.	£17,000
Priority 4	Tutoring: Specific one to one or small group tutoring outside of school hours.	£14,960
Priority 5	Mental health and well-being support: appropriately trained staff in place and with capacity to address	£1000
Priority 6	Parental support: uniform, access to food	£1000
Barriers to learning these priorities address	Missed learning Insecurity in concepts Basic skills reinforcement High expectations of accuracy Anxiety and other covid related well-being barriers	

Projected spending		£31,250
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