



## Catch UP Premium (COVID-19)

### Summary Information

Total number of pupils:	391	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£31280		

### Strategy Statement

*Nationally, our children have experienced serious disruption to their education as a result of the COVID- 19 pandemic. Children who come from vulnerable and disadvantaged backgrounds are, unfortunately, the most effected. The impact of lost time in education is substantial and as a school, we must make a concerted effort to close the gap for all children in our school – academically, emotionally and socially.*

*We are implementing the following strategies to support pupils catching up due to the deficit caused by COVID-19*

#### Teaching and whole school strategies

- *Enhancing Quality first teaching and support for pupils most impacted by the pandemic*
- *Pupil assessment and feedback*
- *Transition support*
- *Staff development for changing educational offer*

#### Targeted approaches

- *One to one and small group tuition*
- *Intervention programmes*
- *Focused support for vulnerable children*

#### Wider strategies

- *Supporting parents, carers and the school community*
- *Access to, and application of, technology*
- *After school tuition, boosters and clubs*
- *Wide horizons projects to support wellbeing*
- *Increased home access to reading material*

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The overall aims of our catch-up premium strategy is as follows:

- To reduce the attainment gap between our disadvantaged pupils and their peers
- To raise the attainment of all pupils to close the gap created by COVID-19 school closures
- To address the academic, social and emotional needs of pupils most affected by COVID-19
- To ensure the curriculum offer remains broad and balanced for all pupils
- To ensure that all pupils, especially disadvantaged and SEND have access and equity to high quality education
- To support our staff to adapt to ensure that opportunities are taken to maximise all children potential
- To ensure resource (financial, human and physical) reach pupils who most need it.

### Barriers to Future Attainment

#### Academic Barriers:

A	Staff need to develop a greater understanding of children's mental health needs in order to be able to help and support children who may have been affected adversely by closures and Covid 19.
B	Ascertaining where all children are in relation to their age-related learning in Reading, Writing and Mathematics due to disruption caused by COVID-19.
C	Determining strategies and support which develop greater resilience and self confidence in children impacted by COVID-19.
D	Continued disruption due to 'bubble' closures and interrupted classroom learning.

### Additional Barriers

#### External Barriers:

D	Home learning access to be developed further during this academic year to improve access to learning at home for all pupils.
E	Pupils may struggle to settle back into school and class routines due to COVID 19 and lack of structured learning experiences since school closures in March 2020.
F	Families struggling to support child's learning at home due to language barriers of environment.

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### Planned expenditure for current academic year

Quality of teaching for all pupils					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice? (Including EEF/DfE Recommendations)	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>Implement appropriate reading/writing/maths/arts/sports learning virtually and through signposting 100 active learning activities during Summer term 2020 and the current academic year. Address lower than expected reading/writing/maths attainment. Progress within the arts and sports curriculum promoted equally.</p>	<p>Gaps in learning and access to materials rapidly identified and planned for.</p> <ul style="list-style-type: none"> <li>Established KPIs promoted to teaching staff</li> <li>Focused recovery curriculum planned missed curriculum content taught alongside and as part of a broad, balanced, engaging curriculum</li> <li>Continuous assessment and moderation ensures confidence and accuracy from teachers and informs planning.</li> <li>Replenishment of physical resources used in Maths, P.E, English and Music ensure children have resources to access a full</li> </ul>	<ul style="list-style-type: none"> <li>Quality teaching key driver in improving pupil outcomes</li> <li>Pupil Assessment and feedback</li> <li>Setting aside time to enable teachers to assess pupils' wellbeing and learning needs ensures high impact of support</li> <li>Review of accessible applications to enable pupil engagement</li> </ul>	<ul style="list-style-type: none"> <li>Regular moderation and assessment will inform data.</li> <li>Analysis of data will evidence progress made as well as identify future targets.</li> <li>Moderation and assessment enables successes to be shared, development areas to be addressed</li> <li>Lessons learned observation software program supports triangulation of teaching quality</li> </ul>	NW	Half Termly



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	<p>curriculum despite the restrictions on the sharing of resources.</p> <ul style="list-style-type: none"> <li>• Moderation and support to teachers ensures dynamic improvements and adjustments to Park Lane's teaching</li> </ul>				
<p>All staff to receive ongoing CPD in relation to recovery curriculum and broadened platforms for educational offer. These include CPD on the Arts, Sports, IT and Core subject areas. Additional CPD provided underpinning wellbeing of pupils and families.</p>	<p>All staff to have the opportunity to engage in CPD which develops teaching practice promoting high quality provision in varied circumstances, seeing challenge as opportunity for development. Trust schools and specific hub collegiate working enriches the school curriculum regardless of current limitations.</p> <ul style="list-style-type: none"> <li>• Shared expertise and experience create positive support networks for teachers and empowers their development.</li> <li>• Best practice shared to ensure highest quality teaching is available to pupils.</li> <li>• PE lead promotes high quality physical activities to underpin wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>• Quality teaching greatest factor in improving children's outcomes</li> <li>• Providing opportunities for professional development based on dynamic review of need</li> <li>• Providing opportunities for mentoring and support</li> <li>• Providing opportunities for IT specific training and development pertinent to quality teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Critical element of CPD opportunities is reflection on impacts on gap closure and further improvements.</li> <li>• Moderation, assessments and lessons show impact of CPD in children's learning.</li> <li>• Outward facing review of available resources to meet needs of Park Lane community</li> </ul>	NW	Half Termly



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<p>Strategic staff deployment. SLT supporting the planning and delivery of lessons throughout the school.</p> <p>HLTAs to support teaching throughout with a focus on targeted group teaching.</p> <p>Nurture team focus on supporting children and families with high need at this time.</p>	<p>Leaders continuously support teaching staff in the planning and delivery of lessons to support targeted teaching and assessment.</p> <ul style="list-style-type: none"> <li>Leadership strategic planning leads to dynamic consideration of staffing to meet need based on regular review</li> <li>Supportive coaching and collaborative dialogue ensures development areas are addressed</li> <li>Higher adult to child ratio provides opportunities to close gaps for specific pupils.</li> </ul>	<ul style="list-style-type: none"> <li>Quality teaching greatest factor in improving children's outcomes</li> <li>Providing opportunities for professional development</li> <li>Providing opportunities for mentoring and support</li> </ul>	<ul style="list-style-type: none"> <li>Moderation, assessments, AFL and observations of teaching provide opportunities for curriculum development and evidence progress of children.</li> <li>Senior leader with specific responsibility to support staff development to support recovery curriculum</li> <li>Appointment of ICT ambassador to maintain highest standard of staff knowledge</li> </ul>	<p>NW</p>	<p>Half Termly</p>
Total budgeted cost:					£10 280

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Targeted support for specific groups of pupils					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice? (Including EEF and DfE recommendations)	How will you make sure it's implemented well?	Staff lead	When will you review this?
Daily interventions for identified pupils – core academic skills, nurturing, wellbeing and broad development	<ul style="list-style-type: none"> <li>Support staff utilising catch up strategies and programs. Interventions planned by teacher to support well-being of vulnerable children and support their emotional and academic development.</li> <li>Nurture team deployment to ensure children are given positive support</li> <li>Remote support for families during lockdown</li> <li>Access to tutor support obtained and focused on children with greatest need</li> </ul>	<p>Children from disadvantaged backgrounds are likely to have been affected particularly severely by school closures and may need more support to return to school and settle back into school life.</p> <p>Small group and one to one tuition can be effective catchup approaches.</p> <p>Support for whole child needs ensures that academic learning is positioned positively.</p>	<ul style="list-style-type: none"> <li>Observations of children, both socially, emotionally and academically show increased communication skills. Improved emotional intelligence as well as improved coping mechanisms.</li> <li>Attainment gap is closed as a result of strategies</li> <li>Assessments show that gaps are closed for all groups of Park Lane children</li> </ul>	EC	Half Termly
Wellbeing sessions available to children who have been identified as vulnerable on return to school in September 2020, reviewed regularly.	<ul style="list-style-type: none"> <li>Families, teachers and students are aware of high -quality support on offer to families and children who were impacted greatly by the school closures.</li> </ul>	<p>Children from disadvantaged backgrounds are likely to have been affected particularly severely by school closures and may need more support to return to school and settle back into school life.</p>	<ul style="list-style-type: none"> <li>Reports from Child counsellor feeds support plan</li> <li>Therapist, outside agency and internal expertise provides holistic information and</li> </ul>	KT	Half Termly



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	<ul style="list-style-type: none"> <li>• Counsellor identified to support specific children.</li> <li>• Staff given training in identifying signs of wellbeing concerns</li> <li>• SLT / Nurture team collaboration leads to regular review of those who need support.</li> </ul>	<p>Repeated cycle of lockdown has increased impact on families with more limited resources and home environment constraints.</p>	<p>professional advice on how best to support individual children holistically.</p>		
<p>Nurture sessions provided for pupils whose social and emotional needs had been negatively affected by the school closures. Learning Mentors support increased need for Social and Emotional interventions. A particular focus on those with SEND.</p>	<ul style="list-style-type: none"> <li>• Increased amount of children able to access the expert provision in school due to more knowledgeable and extra Learning Mentors working alongside the SENCO &amp; Pastoral Manager.</li> <li>• Nurture team is key part of CPD to increase expertise within school</li> <li>• Continuous cycle of wellbeing contacts for those not accessing education on site.</li> <li>• Families given bespoke support on how to support their child's development at home.</li> </ul>	<p>There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy</p> <p>Children from disadvantaged backgrounds are likely to have been affected particularly severely by school closures and may need more support to return to school and settle back into school life.</p>	<ul style="list-style-type: none"> <li>• Regular meetings with SENDCO, Therapists and families provides families, teachers and children with strategies to support learning and emotional well-being both in school and at home.</li> <li>• Class teachers direct input to nurture team to highlight children showing signs of support needs</li> </ul>	<p>EC</p>	<p>Half Termly</p>

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<p>Afternoon core learning interventions and support with identified pupils</p>	<ul style="list-style-type: none"> <li>Identified children will have significantly increased rates of progress in core subject areas.</li> <li>Moderation and assessment shows interventions attribute to closure of gaps</li> <li>Teachers and learning support assistants are coached to ensure intervention delivery has high impact</li> <li>Resources provided are of high quality and are allocated on the basis of children's specific needs</li> </ul>	<p>Small group and one to one tuition can be effective catchup approaches.</p> <p>In order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary. A particular focus for interventions is likely to be on literacy and numeracy.</p>	<p>Moderation, assessments, AFL and observations of teaching provide opportunities for curriculum development and evidence progress of children.</p> <p>Outward research ascertains highest quality resources to support development.</p> <p>Timetable of staff and resources ensures maximum support for children who are highlighted as showing gaps in attainment levels.</p>	<p>CS</p>	<p>Half Termly</p>
<p>Intervention Programmes purchased to support home learning and interventions in school Timetable Rockstar's, Third Space, RWI, Lexia, MyOn.</p>	<ul style="list-style-type: none"> <li>Identified children will have significantly increased rates of progress in core subject areas.</li> <li>Park Lane families will have high quality resources to access from home in key learning areas.</li> <li>Myon program provides broad access to fiction and non - fiction material; supporting key reading skills.</li> </ul>	<p>In order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary.</p> <p>A particular focus for interventions is likely to be on literacy and numeracy.</p> <p>In areas of high deprivation economic issues in home environment has impact on reading materials availability.</p>	<ul style="list-style-type: none"> <li>Teachers can track and monitor pupils engagement and achievements on activities completed in school as well as those completed at home.</li> <li>Park Lane responds to needs of families by providing access to high quality materials</li> <li>Wellbeing calls ensure that families and children provide feedback on programs</li> <li>Series of videos created guiding families through programs.</li> </ul>	<p>NW</p>	<p>Half Termly</p>

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Saturday School for Year 6 pupils	<p>Minimise gaps in learning as a result of COVID-19</p> <p>Prepare pupils for life beyond Primary school</p> <p>Increase confidence in children as they look to move to Secondary education</p>	<p>There is some evidence to suggest that extended hours can increase children's attainment.</p> <p>Smaller group working has impact on progress.</p> <p>Children have the opportunity to have additional core curriculum teaching</p>	<ul style="list-style-type: none"> <li>Teachers can track progress and engagement and target teach gaps for the children who attend</li> <li>Reduced numbers in attendance ensure increased adult focus and more bespoke teaching.</li> </ul>	LB	
Total budgeted cost: <b>£10,310</b>					

### Other approaches to address COVID deficit

Action	Intended outcome and success criteria	What's the evidence and rationale for this choice? (Including DFE/EEF Recommendations)	How will you make sure it's implemented well?	Staff lead	When will you review this?
To offer ongoing pastoral support to families	<ul style="list-style-type: none"> <li>Families to be secure in the fact that the school community is there to discreetly support them as well as their children.</li> <li>Increased links with class teachers through regular contacts ensures positive communication to promote support.</li> </ul>	<p>Increased number of families contacting school for help and support since Covid 19 pandemic</p> <p>Social Media footfall significantly increased including responses to signposting of support.</p> <p>All families including new to Park Lane, September 2021, have registered for online platform enabling regular contact with school staff.</p>	<ul style="list-style-type: none"> <li>Ongoing support set up by the Nurture Team which provides all aspects of support including signposting to housing, emotional and governmental support.</li> <li>Staff are open to breadth of family issues which impart on educational engagement</li> <li>SLT ongoing meetings with Pastoral team to review families and support given.</li> </ul>	KT	SLT Meeting cycle

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<ul style="list-style-type: none"> <li>To strengthen home school relationships and the community through the development of a School Community</li> </ul>	<ul style="list-style-type: none"> <li>Regular Zoom meetings with parents to share plans around curriculum and to invite feedback</li> <li>Frequent parent/teacher phone calls to maintain relationships and communication.</li> <li>Seesaw acts as high - level engagement platform for children and family interactions.</li> <li>Regular videos posted onto our Home Learning Site to share children's experiences with parents.</li> <li>All families signed up for Seesaw platform ensuring community relationships</li> <li>Social media captured to increase communication</li> <li>Social media footfall illustrates high engagement</li> </ul>	<p>Parents have played a key role in supporting children to learn at home and it will be essential that schools and families continue to work together as pupils return to school.</p> <p>Schools have provided extensive pastoral support to pupils and families throughout the pandemic.</p> <p>Continuing to build on positive relationship with community that has grown out of adversity – SLT member appointed to support and develop further.</p>	<ul style="list-style-type: none"> <li>Increased number of families attending Zoom sessions with teachers and engaging with live remote learning sessions during bubble closures.</li> <li>High levels of traffic on Home Learning Site</li> <li>Letters of support and thanks from families to staff.</li> <li>SLT appointment ensures high profile given to community engagement</li> <li>Regular parent voice surveys carried out to quality control offer</li> </ul>	AL	Half Termly
<ul style="list-style-type: none"> <li>Access to technology</li> </ul>	<ul style="list-style-type: none"> <li>Amazon fires to lend to families in need of devices</li> <li>Ensure all families have data/ internet connection</li> <li>Ipads purchased to increase access within school to support</li> </ul>	<p>As all pupils return to schools, technology could also be valuable; for example, by facilitating access to online tuition or support.</p> <p>Some schools might find it helpful to invest in additional technology, either by providing pupils with devices or improving</p>	<ul style="list-style-type: none"> <li>Appointment of ICT ambassador ensures staff are developed to respond to queries.</li> <li>ICT ambassador develops personal knowledge in providing quality provision.</li> </ul>	SG	



## Catch UP Premium (COVID-19)

	<p>recovery curriculum</p> <ul style="list-style-type: none"> <li>• Purchase of software programs to increase quality of teaching toolkit</li> <li>• DFE/LA laptops obtained and distributed.</li> </ul>	<p>the facilities available in school.</p> <p>Families within highly deprived areas have barriers with regard to shared/no devices and data limitations.</p>	<ul style="list-style-type: none"> <li>• Hardware co-ordination of distribution is efficiently and effectively actioned.</li> <li>• Regular reminders sent to families to access device loans.</li> <li>• Purchase of additional technology is based on full awareness of need of community</li> </ul>		
Total budgeted cost:					£10 690