

COVID-19 catch-up premium report

Lancastrian Infants School



COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	69	Amount of catch-up premium received per pupil:	£80 This will be based on the previous year's census
Total catch-up premium budget:	£5,840		

Teaching Priorities- professional development and support

Action/ strategies	Intended outcome and success criteria	Evidence	Person responsible	Cost	Desired impact
All staff to receive CPD September 20 , to support understanding of the mental health and wellbeing of pupils as they return to school	All staff are equipped for early recognition of children's mental health needs.	<ul style="list-style-type: none">• Attendance is at national percentage or above• Pupils positively engage with each other in various situations.• Pupils coming into school with a positive outlook• General overall Improvement, for those pupils who struggle to be in school, in their levels of emotional and mental well being	All staff	Nil	Positive learning behaviours are seen across the school

<p>CPD provided for staff on the effective use of the new online learning platform : Google Classroom</p>	<p>The new platform is in place and staff, pupils are able to use it effectively by beginning of Autumn 1</p>	<ul style="list-style-type: none"> All pupils in Year 1 and Year 2 have passwords and logins for Google Classroom. These have been shared with parents and carers . All pupils have access to and are confident to use 	<p>HT monitoring and Evaluation by: LGB</p>	<p>£500</p>	<p>High percentage of pupils engage with the learning platform Positive feedback from parents and careers</p>
<p>Reading writing and maths assessment in September 2020 to identify gaps in pupils learning .</p>	<p>Gaps in pupils reading, writing and maths has been identified. Discussions of individual pupils in every class has taken place at Pupil progress meeting with Senior leadership team and class teacher .</p>	<ul style="list-style-type: none"> All KS1 pupils have completed reading and maths assessments EYFS completed baseline assessment 	<p>Class teachers monitoring and Evaluation by: Headteacher</p>	<p>Nil cost</p>	<p>The impact shows that the interventions have supported pupils catch-up and there is evidence of accelerated learning</p>
<p>IDL introduced for use as a catch-up programme for all pupils, which targets specific need</p>	<p>All pupils are given a login and access to IDL All pupils are using IDL outside of class time All teachers have attended CPD training on using IDL (planned for T4)</p>	<ul style="list-style-type: none"> Planning and timetabling evidences pupils allotted time to use IDL Pupils have access to devices in order logon to IDL in the classroom and work in small groups with adult support 	<p>Class teachers Monitoring and Evaluating by Inclusion Lead</p>	<p>Nil- Central Academy have the license and the Lancastrian pupils have been added</p>	<p>All pupils are able to use IDL confidently and can access this resources from home if isolating</p>

Targeted Academic support: structured interventions.small group tuition. 1:1 support

Action	Intended outcome and success criteria	Evidence	Person responsible	Cost	Desired Impact
Targeted support to be put in place for identified pupils	Maths interventions are put in place immediately, for 6 weeks with impact measured from pupils starting point to their finishing point after the 6 weeks .	<ul style="list-style-type: none"> • Times and days are set for pupils intervention groups • These interventions happen consistently and address areas in reading and maths identified and planned for by the teacher 	<p>Class teachers SF- Intervention lead</p> <p>Senior Leadership team</p>	<p>3hr weekly Support Staff (additional time)</p> <p>Costing to be determined as we progress into 2020/2021</p>	Support can begin immediately to address pupils gaps following assessment and thorough analysis of tests by class teachers
Pupil premium and SEND children are a focus at teacher meetings relating to pupils gaps and catch-up,	<p>Clear targets are set for SEND pupils and individual learning plans are reviewed</p> <p>PPG pupils are grouped by need and have additional time/support small group or 1;1 to fill gaps</p>	<ul style="list-style-type: none"> • The gap between disadvantaged and non-disadvantaged pupils is narrowed • SEN pupils have targeted intervention to support meeting gaps, this may be social and emotional 	HT SENCO	To be determined as we progress into 2020/2021	
Purchase of 9 tablets 3 per class	Pupils are able to access IDL In the classroom or in small groups	<ul style="list-style-type: none"> • Pupils have made progress from their starting point. Impact is measured after 6 weeks 	Class teacher	£2842.00	All classes have 3 static tablets that can be used for IDL

Other approaches

Action	Intended outcome and success criteria	Evidence	Person responsible	cost	Desired Impact
The school ELSA to be available before school to support pupils coming in to school who may be feeling vulnerable or have worries or emotional trauma	Children to feel that they have a supportive and approachable point of contact if they are feeling any mental anxiety or are in need of emotional support.	Evidence to be ongoing by observing our children in and around school	School ELSA -JS	Additional INA hours TBC	Pupils come in to school ready for learning, feeling they are supported and adults in school understand their worries and fears