

# Lightwoods Primary Catch Up Premium Funding Strategy Statement 2020 -2021

## Education Endowment Foundation statement:

Considering a tiered planning model for the academic year ahead can help schools balance approaches to improving teaching, targeted academic support and wider strategies. It is recommended in the EEF's Guide to the Pupil Premium as a way to help schools focus on a small number of strategies that are likely to make the biggest difference. The tiered approach is a helpful heuristic that can supplement school leader decisions regarding the allocation of funding, energy, training and time.

1. Summary information			
<b>Academic Year</b>	2020/21	<b>Total catch up funding</b>	£28,560
<b>Total number of pupils</b>	357	<b>Number of pupils eligible for PP</b>	44

2. Barriers to future attainment		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	Some children have returned to school below the academic trajectory they were on before the pandemic, particularly disadvantaged children.	
<b>B.</b>	Children's wellbeing and readiness to learn has been affected due to time away from school and lack of structured learning routines	
<b>C.</b>	Lack of devices to support learning in school	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Lack of devices to support learning at home	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Targeted children's progress is accelerated and the gap between disadvantaged and non-disadvantaged is narrowed.	Improved attainment data for specific children
<b>B.</b>	Children's emotional needs are met and therefore, they are ready to learn	Observations of children Pupil voice Restorative intervention outcomes
<b>C.</b>	Children and staff will become highly skilled with using technology to support learning	Staff will use technology to enhance teaching and learning when delivering the curriculum.

4. Planned expenditure	
Outlined below are ways the catch-up funding can help to improve classroom pedagogy, provide targeted support and support whole school strategies.	
<b>i.</b>	<b>Teaching</b>

Desired outcome	Chosen action/approach	What is the evidence and rationale for the choice?	How will it be ensured that it is implemented well?	Lead staff	When will implementation be reviewed?
Teaching staff will show developed skills in terms of using technology (blended learning) to support in the delivery of quality first teaching.	Learning is supported by technology in an out of lessons. Additional iPads and educational platforms purchased.	Evidence and research show that access to high quality technology is essential to improve learning experiences and educational outcomes. (Education Endowment Foundation research +5)	Training for staff by ICT technician/ Blended Learning Lead. Observations and staff/pupil feedback	ICT Lead Curriculum Lead Blended Learning Lead SLT	July 2021
Children's SEMH needs are met and children are ready to access the National Curriculum.	Recovery Curriculum implemented for when children return to school to address their SEMH needs.	Education Endowment Foundation research on social and emotional learning (+4)	Quality assured through Recovery Curriculum Lead. Training for staff prior to children returning to school from Recovery Curriculum Lead. Training for staff from Wellbeing Team.	Recovery Curriculum Lead Wellbeing Team SLT	October 2020
Children catch up on core skills and make accelerated progress.	Adjustments to the curriculum to focus on interconnectedness and knowledge retrieval to address gaps in skills and knowledge that have arisen from learning at home. All teachers to use the principles of responsive teaching. The curriculum lead has ensured that the core knowledge required is prioritised and explored how this will be developed for children to meet age related expectations.	Responsive teaching (+5)	Missed content core skills grids provided for staff. Book looks Pupil conversations Observations Pupil attainment	Curriculum Lead SLT	July 2021
<b>Total budget cost:</b>					£16,230
<b>ii. Targeted academic support</b>					

Desired outcome	Chosen action/approach	What is the evidence and rationale for the choice?	How will it be ensured that it is implemented well?	Lead staff	When will implementation be reviewed?
Improved outcomes across the curriculum	Integration of technology to adopt a blended learning approach	Digital technology – Education Endowment Foundation research (+4)	Monitoring by SLT Classroom observations Attainment data analysis Online platform observations	ICT Lead Blended Learning Lead SLT	July 2021
Improved outcomes and greater levels of engagement with reading	Accelerated Reader to improve the love of reading and outcomes	Education Endowment Foundation research (+3)	Attendance of training Led and monitored by the English Team Attainment data analysis Improved levels of engagement for reading	SLT English Lead	July 2021
<b>Total budget cost:</b>					£8,632
<b>iii. Wider strategies</b>					
Desired outcome	Chosen action/approach	What is the evidence and rationale for the choice?	How will it be ensured that it is implemented well?	Lead staff	When will implementation be reviewed?
Improved home-school relationship. Parents/carers have a greater awareness of their child's learning. Access to quality education platforms which are used in school.	A blended learning approach allows children to learn both at home and at school and platforms used allow for greater home-school relationship and targeted support.	The Education Endowment Foundation have conducted research which shows that the integrated use of technology improves outcomes for children (+5).	Education platforms are well researched and staff have been trained with how to use them  Staff, parent and student guides given  Parent and student questionnaires for feedback	Blended Learning Lead ICT Lead SLT	Termly  Final review – July 2021
Children's SEMH needs are met	Wellbeing therapies and support from specialist staff	Education Endowment Foundation research on social and emotional learning (+4)	Appropriate training for specialist staff	SEMH Lead SLT	July 2021
Access to devices for disadvantaged families	iPads/laptops provided for disadvantaged families, should they need it, if working remotely	Evidence and research show that disadvantaged children are less likely to have access to digital	Training for pupils and parents Guidance documents	ICT Lead SLT Blended Learning Lead	Termly Final review – July 2021

		devices at home. Also shown in school survey to parents.			
<b>Total budget cost:</b>					£3,700

Review of expenditure				
Desired outcome	Chosen action/approach	Estimated impact	Lessons learned	Cost