

COVID-19 Catch-up Premium Strategy



**Larkrise Primary School
2020-2021**

Curriculum Delivery Strategy (catch-up funding and recovery strategy) [Updated May 2021]

Our Approach to Excellent Progress

A substantial amount of in-school learning time was lost last year and earlier this year. Children now need to make excellent progress to ensure they are working at or above age-related expectations and are fully prepared for the next stage of their learning at the end of primary school.

At Larkrise Primary School, we understand that **excellent progress** can involve:

- **Catching up**
- **Filling gaps**
- **Deepening understanding**
- **Overcoming barriers**

Our approach needs to be tailored to every child. Our tailored and tiered offer:

1. Universal – the wide offer to all children to enable excellent progress

- Quality first teaching
- Personalised Class Progress Plans to enable every child to master core competencies and personal development
- Regular and robust formative and summative assessment systems with pupil progress meetings and on-going professional dialogue around progress and data
- Clear and consistent expectations for behaviour that is followed and promoted by all
- Well-resourced class bubbles to enable quality first teaching and learning
- A comprehensive curriculum that meets the needs of all children
- Increased purposeful opportunities for reading and writing across the curriculum, including explicit rigorous teaching of phonics with phonically decodable books. Early Reading Lead to oversee whole school phonics assessment, teaching and learning to ensure phonics scheme is taught with fidelity for maximum impact. Phonics strategies for spelling to be consistent throughout the school, into KS2.
- Increased opportunities for mathematics across the curriculum, including morning maths. Dedicated Maths Mastery Lead to implement half-termly mental arithmetic quizzes and responsive action, including time to deliver KS2 interventions in number and the four rules.
- Online learning platforms and signposting of multi-modal texts so children can choose to engage in learning at any time or place
- A comprehensive remote learning strategy, including emergency work packs and online platform(s) to journal learning, provide feedback and communication for positive wellbeing
- Extra-curricular clubs and societies (as government guidance allows), to promote wellbeing (mental, physical and social wellbeing) that support children to be ready for learning
- A focus on personal development (including Habits of Happiness) to promote a good level of wellbeing (mental, physical and social) that will support children to engage in their learning
- Meta-learning approaches that encourage responsible learners who are proactive and have the strategies to ensure they are ready for learning and embrace challenge
- Breakfast offer and lunch time family dining experience – children learn better with full tummies!

2. Targeted – action beyond the universal offer, that is taken to assist the progress of individuals and groups:

- Time for the most qualified professional to lead and deliver interventions
- Dedicated intervention sessions beyond the school day, led by an LSA or Teacher
- Intervention and class support delivered by internal progress team (Early Reading Lead, Maths Mastery Lead, Personal Development Lead and Child and Family Support Worker, focusing on positive behaviour and attitudes)
- Interventions delivered by external teacher from the trust for pupils working at Greater Depth in KS2.
- Increased adults in EYFS to ensure all children make a bold beginning to their primary education, with support from EYFS Trust Lead.
- Nuffield Early Language and Talk Boost intervention groups throughout the school, LSAs trained to deliver to a high standard.

3. Support – personalised provision beyond the universal and targeted offer, that supports the progress of individuals:

- SEND provision and interventions with external support and additional funding as appropriate.
- Child and Family Support Worker for safety and wellbeing
- Play therapy
- Access to bereavement counselling and relevant external local area services.

Pupil progress meetings will take place termly. The purpose of a pupil progress meeting is for class teachers and leaders to review the progress of all children together and define the offer in all three areas – universal, targeted and support.

Current Catch-up Spend

Available Funding: £14480		
Initiative/Resource	Spend (£)	Continuous Review and Impact.
Universal Offer		
English - Phonetically decodable books and replenished reading scheme for whole school, including subscription to online library.	2365.12	Delayed phonics screening result increased from 21% to 76% throughout autumn term. Years 1-6 made above average progress in reading throughout the autumn term with 4.2 steps progress.
English - Whole school phonics scheme	1028	Delayed phonics screening result increased from 21% to 76% throughout autumn term. Years 1-6 made above average progress in reading throughout the autumn term with 4.2 steps progress.
English – core curriculum books to support development of new curriculum (EYFS –year 6)	651	Progress in reading in years 1-6 was above average at 4.2 throughout autumn term. It

		was also above average in writing, at 4.4 steps progress.
English – Power of Reading subscription (EYFS-year6)	350	Progress in reading in years 1-6 was above average at 4.2 throughout autumn term.
Maths - Whole school arithmetic resource to enable regular and deliberate practice	135.70	Progress in maths in years 1-6 was above average at 4.0 throughout autumn term.
Maths – whole class concrete materials and additional maths resources	935.07	Progress in maths in years 1-6 was above average at 4.0 throughout autumn term.
Maths - Subscription to Times Table Rock stars (years 2-6)	131.40	Progress in maths in years 1-6 was above average at 4.0 throughout autumn term. Children in Year 4 are prepared to take optional multiplication check.
EYFS Curriculum - resources for continuous provision and literacy scheme to support literacy, including oracy.	256.37	82.1% of children in EYFS have made expected or accelerated progress so far this academic year.
Wider Curriculum – Science, History and Geography scheme to support increased opportunities for literacy throughout the wider curriculum	900	Increased opportunities for reading and writing across the wider curriculum from summer 2 onwards.
Targeted/Support Offer		
English and maths - Supply cover teacher to enable the most qualified professional (class teacher) to be released to lead and deliver interventions.	7098	This was in place throughout the autumn term. On average children in Years 1-6 made above average progress at 4.2 steps progress in reading, writing and maths combined.
English – phonics resources, including flash cards for targeted interventions	68.14	Delayed phonics screening result increased from 21% to 76% throughout autumn term.
Maths – Number stacks 7 minute maths intervention	210	To be implemented in summer 2.
Total spend	14128.80	
Total left to spend	351.20	

Throughout this academic additional funding to support children's progress and readiness for learning has been secured for:

- Microsoft Teams to support remote learning for all children.
- Nuffield Early Language intervention
- Maths mastery resources (£600)
- Phonics scheme (£3000)
- Resources to develop a sensory area (Amount TBC)
- National Lottery Funding for Parent Hub to increase parent engagement with learning (£8000)

This strategy is shared with all stakeholders on our school website. It is critically reviewed by school governors in conjunction with whole school assessment data to measure impact.