

Coronavirus Catch-Up Premium Report

This report details our school's use of the coronavirus catch-up premium funding for the 2020 to 2021 and 2021-22 academic years to support our pupil's education recovery, and how the effect of this expenditure on the educational attainment of those pupils at the school will be assessed.

The catch-up premium is funded on a per pupil basis at £80 per pupil. This is based on the previous year's census and does not include Nursery numbers. The spending of this money is down to schools to allocate as they see best. To support schools to make the best use of this funding, the Education Endowment Foundation has published a support guide for schools with evidence-based approaches to catch up for all pupils.

School overview

Detail	Data
School name	Luddenden CE School
Number of pupils in school (not including Nursery)	122
Proportion (%) of pupil premium eligible pupils	48%
Academic year/years that this report covers	2020-22
Date this statement was published	27.09.21
Date on which it will be reviewed	01.10.22
Statement authorised by	Lisa Hoyle
Coronavirus catch up lead	Lisa Hoyle

Funding overview

Detail	Amount
Catch up premium funding allocation 2020-21	£6540
Catch-up premium funding allocation 2021-22	£4660

Statement of intent

At Luddenden CE School is strongly committed to inclusivity, well-being and achieving the very best for all our pupils. We recognise and understand the personal, social and academic impact the pandemic has had on our pupils and families, and all staff and governors share a collective drive to address the issues raised and make up for missed learning, especially for our disadvantaged and vulnerable learners. At Luddenden CE School, catch-up premium funding will be used to;

- Fund additional teaching and support staff to develop the outcomes of children who have been identified as needing "catch up" in their learning
- Fund additional Early Years/KS1 staff to ensure pupils get off to the best start possible

- Purchase curriculum resources and materials to support pupils getting back on track and accelerate progress through the learning journey
- Purchase additional digital resources to support effective remote and home learning

Aims and assessment of the effect of this expenditure

The broad aims for catch up at Luddenden CE school are;

- The mental health needs of pupils that have arisen as a result of the pandemic are met and supported by the school.
- All pupils experience a successful transition back into school and demonstrate readiness for learning.
- Pupils positive learning behaviour contributes to positive outcomes.
- Attainment outcomes at end of 2020-21 for all year groups will be at least in line with those at the point of lockdown in March. This means that if a child was working at an age-related expectation in a subject in March they are working at least to an age-related expectation in that same subject by the end of the year.
- By the end of the 2021-22 year, attainment outcomes for all year groups will be at least in line with those at the end of the 2019-20 year.

Catch Up Actions

At Luddenden CE School, these include (but are not restricted to) the following;

KEY ACTIONS	Details
Working through well sequenced, purposeful learning schemes.	<p>School created reading and writing schemes have been adapted to focus on missed objectives.</p> <p>Use of catch-up premium to buy additional Power of Reading texts to address issues raised by the pandemic.</p> <p>Release time for subject leadership to work on subject action plans and for teachers to adapt plans.</p> <p>Use of WRMH schemes and resources.</p> <p>Making optimum use of cross-curricular learning.</p>
Focus on consolidation of basic skills	<p>The core skills which enable successful learning will require increased curriculum time across all year groups. These include: handwriting, spelling of high frequency words, basic sentence punctuation, times tables recall, basic addition & subtraction fact recall and reading skills relevant to age.</p> <p>Additional support for individuals and groups of pupils identified in need.</p> <p>Additional resources purchased to increase practical activities.</p>

	Purchase of TT Rockstars subscription to promote learning timestables.
Additional lesson time on core teaching	Reading, writing and maths teaching will require increased teaching time in order to cover missed learning – particularly in the autumn term. In order to keep a broad and balanced curriculum, some subject areas may be taught as blocked days rather than weekly lessons in the autumn term.
Particular focus on early reading and phonics.	This is always a focus in the school and will continue to be so in order to develop children’s reading ability and vocabulary. Additional staffing to support reading and phonics. Purchase of digital resources to ensure pupils can access reading and phonics materials at home. Delivery of NELI programme. Purchase of further reading books that match the phonics scheme.
Assessment of learning and of basic skills to identify major gaps.	Teachers work to identify gaps in learning and adapt teaching accordingly, for all subjects. Subjects leader support and training.
Time spent on mental health, wellbeing and social skills development.	This will be at the core of all catch up work as many children will have not been in formal school setting for a number of months. Purchase of resources for whole school re-integration & recovery projects (‘Here we are’, ‘What we’ll build’, ‘Growing Our Future’) Purchase of additional sensory resources. Additional PE and outdoor equipment to increase pupils’ activity levels. Release for staff to fully engage with and respond to development work with partner school. Providing additional free nursery hours to target pupils

EVIDENCE THAT SUPPORTS THESE APPROACHES

[The reading framework: teaching the foundations of literacy - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/reading-framework-teaching-the-foundations-of-literacy)
[Reading Research | Centre for Literacy in Primary Education \(clpe.org.uk\)](https://clpe.org.uk/)
<https://clpe.org.uk/books/book/here-we-are>
<https://clpe.org.uk/books/book/what-well-build-plans-our-together-future>
[Evidence and programme development | Nuffield Early Language Intervention \(NELI\) \(teachneli.org\)](https://teachneli.org/)
[Teaching Assistant Interventions | EEF \(educationendowmentfoundation.org.uk\)](https://educationendowmentfoundation.org.uk/teaching-assistant-interventions/)
[Behaviour interventions | EEF \(educationendowmentfoundation.org.uk\)](https://educationendowmentfoundation.org.uk/behaviour-interventions/)
[Teaching Assistant Interventions | EEF \(educationendowmentfoundation.org.uk\)](https://educationendowmentfoundation.org.uk/teaching-assistant-interventions/)
[Oral language interventions | EEF \(educationendowmentfoundation.org.uk\)](https://educationendowmentfoundation.org.uk/oral-language-interventions/)
[Social and emotional learning | EEF \(educationendowmentfoundation.org.uk\)](https://educationendowmentfoundation.org.uk/social-and-emotional-learning/)
[Touchbase](https://www.touchbase.org.uk/)
[Circle of Security International – Early Intervention Program for Parents and Children](https://www.circleofsecurityinternational.com/early-intervention-program-for-parents-and-children/)
[Behaviour interventions | EEF \(educationendowmentfoundation.org.uk\)](https://educationendowmentfoundation.org.uk/behaviour-interventions/)
https://educationendowmentfoundation.org.uk/guidance-for-teachers/covid-19-resources
[Mental health resources for schools – Place2Be](https://www.place2be.org.uk/)
[Openminds in Calderdale \(openmindscalderdale.org.uk\)](https://openmindscalderdale.org.uk/)

[Circle of Security International – Early Intervention Program for Parents and Children](#)

[Yorkshire Sport | Connect, influence, provide](#)



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