



Everyone is equal, everyone is different
and everyone is welcome

LINTHORPE COMMUNITY
PRIMARY SCHOOL

Catch Up Premium Monitoring
Report 2020-21

Catch Up Premium Lead: Richard Lee

At Linthorpe Community Primary School we believe strongly in high achievement for all. We recognise findings from research including the EEF's COVID-19 support guide for schools and understand that compensating for the negative effect of school closures will require a sustained response using more than one approach.

Our pupils have been affected by a range of experiences throughout the pandemic. Two extended periods of national school closure have caused many pupils to miss out on in-school teaching for a significant period of time. Many of these pupils accessed our online learning offer while other pupils remained in school. During the periods that school was open for all pupils, many year groups experienced bubble closures due to positive cases of COVID-19. These pupils received a comprehensive online learning offer.

While our pupils continued to receive high-quality teaching and learning remotely, we recognise that it is no replacement for face-to-face teaching in school. We also recognise that pupils from disadvantaged backgrounds are likely to have been particularly affected by the periods of school closure.

Ensuring pupils are not adversely affected by the pandemic in the long term is a commitment all staff make at LCPS, through quality first teaching and high expectations for all. Nevertheless, some children need more than others in order to achieve, we therefore adopt a model of equity in the provision we offer. Research from the Sutton Trust identifies that strong teaching is more impactful for disadvantaged pupils than non-disadvantaged and we therefore ensure that teachers at LCPS are highly trained and skilled and also strategically directed and timetabled in order to have the maximum impact on all pupils.

To provide all pupils with the best chance of success, we have ensured that our curriculum has been adapted to focus on the most essential skills for reading, writing and maths. Our bridging curriculum for these subjects has been delivered to all pupils alongside accompanying professional learning for all staff. This has been complemented with our wider curriculum offer which has been revised and refocused for this academic year to make the best use of available time.

Our curriculum has been enhanced with additional provision for pupils identified as needing more support. Improving access to technology allows more pupils to receive personalised provision whilst providing opportunities for teaching staff to work 1:1 with the pupils requiring the most support.

School leaders carefully track all pupils and direct appropriate provision; provision is reviewed termly and each academic year, to ensure funding is spent strategically and most cost effective strategies are in place. Some aspects of provision are difficult to assign an exact cost, although the report does try to detail the input (cost) versus the output (impact).

The potential barriers faced by our pupils as a result of the pandemic are:

- Poor attendance
- Significant gaps in learning
- Language deficit in the home environment
- Difficulty in completing remote learning and homework due to lack of support, resources and space
- Poor mental and emotional health
- Lack of wider experiences
- Lack of social interaction with peers
- Decline in attitude and behaviours for learning

Our catch-up premium spend is broken down into the following categories:

- Staffing, curriculum and Professional Learning
- Intervention and associated technology
- National Tutoring Programme
- National Curriculum Plus
- Strong Remote Learning Provision

Number of pupils and catch up premium (CUP) funding received	
Total number on roll (R-Y6) Oct 19	625
£80 per pupil	£50,000

Impact of catch-up premium spending on outcomes**Autumn 2020 Baseline Data in-school assessment; no statutory data for 2020 to Summer end 2021**

Percentage of pupils achieving age-related expectations in Reading		
Year	Aut baseline	Summer end
1	-	21%
2	21%	54%
3	27%	63%
4	38%	68%
5	35%	82%
6	37%	86%

Percentage of pupils achieving age-related expectations in Maths		
Year	Aut baseline	Summer end
1	0%	45%
2	16%	57%
3	30%	74%
4	23%	86%
5	36%	74%
6	13%	79%

Percentage of pupils achieving age-related expectations in Writing	
Year	Summer end
1	77%
2	49%
3	65%
4	56%
5	55%
6	75%

Nature of support and spending for 2020-21																																						
Input (Resource and cost)	Desired Outcome	Impact/Evaluation																																				
Staffing, Curriculum and Professional Learning £39174																																						
<p>Quality-first teaching to focus on key skills by designing and implementing a Bridging Curriculum for:</p> <ul style="list-style-type: none"> • Reading • Writing • Maths 	<p>Pupils to make accelerated progress from baseline, moving closer to National Standards by the end of summer 2021 in reading, writing and maths.</p> <p>Specific focus on achieving securing Age Related expectations.</p>	<p>A Bridging Curriculum in Writing was put in place which aimed to ensure children became proficient at sentences (at all levels) before moving on to paragraphs, building a solid foundation for writing.</p> <p>A tightly structured programme ensured effective teaching of phonics and reading fluency.</p> <p>Due to COVID pandemic there was no statutory data for 2021.</p> <p>School Summer data shows:</p> <table border="1"> <thead> <tr> <th colspan="3">KS2 Reading Summer 2021</th> </tr> <tr> <th></th> <th>School</th> <th>National (2019)</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>78</td> <td>64</td> </tr> <tr> <td>Non-PP</td> <td>91</td> <td>80</td> </tr> </tbody> </table> <p>Pupil Premium pupils perform above national.</p> <table border="1"> <thead> <tr> <th colspan="3">KS2 Writing Summer 2021</th> </tr> <tr> <th></th> <th>School</th> <th>National (2019)</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>65</td> <td>67</td> </tr> <tr> <td>Non-PP</td> <td>83</td> <td>83</td> </tr> </tbody> </table> <p>A diagnostic approach was used to determine the Maths Bridging Curriculum. This framework enabled teaching to focus on missed learning and identify new starting points. Pupils made clear and visible progress in place value, calculation and number objectives, demonstrated by the gain in their post-diagnostic tests. The impact went further as attainment in summative testing showed that children were able to use their number knowledge across the breadth of the curriculum.</p> <table border="1"> <thead> <tr> <th colspan="3">KS2 Maths Summer 2021</th> </tr> <tr> <th></th> <th>School</th> <th>National 2019</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>76</td> <td>64</td> </tr> <tr> <td>Non-PP</td> <td>81</td> <td>84</td> </tr> </tbody> </table> <p>Pupil Premium pupils perform above national.</p>	KS2 Reading Summer 2021				School	National (2019)	PP	78	64	Non-PP	91	80	KS2 Writing Summer 2021				School	National (2019)	PP	65	67	Non-PP	83	83	KS2 Maths Summer 2021				School	National 2019	PP	76	64	Non-PP	81	84
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<p>Appoint Recovery Lead for whole school on a Fixed term TLR project</p>	<p>Strong leadership, reporting, monitoring and evaluation of whole school strategies</p>	<p>All interventions delivered by school were evaluated using SIMS and Edukey. Additional support and online licenses were able to be timetabled efficiently and effectively. Staff delivering interventions attended CPD sessions to improve the quality of the offer.</p>																
<p>Intervention and Associated Technology £27251</p>																		
<p>Overcoming the language deficit through the delivery of the following programmes targeted at pupils in need:</p> <ul style="list-style-type: none"> Reading Plus RWI Phonics Lexia 	<p>Pupils to make accelerated progress from baseline, moving closer to National Standards by the end of summer 2021 in reading, writing and maths.</p>	<p>The oxford language screen was used to provide an accurate assessment of pupils' oral language skills.</p> <p>Average Oxford language screen standardised score Summer 21 (Progress from Spring):</p>																

<ul style="list-style-type: none"> • Digital devices • Nuffield Early Language intervention • Additional books in EYFS 	<p>Specific focus on achieving securing Age Related expectations.</p> <p>Aim to match national data in communication and language for EYFS pupils.</p>	<table border="1"> <thead> <tr> <th>Year group</th> <th>Intervention group</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>91.5 (+12)</td> </tr> <tr> <td>Y1</td> <td>85 (+11)</td> </tr> <tr> <td>Y2</td> <td>86.4 (+9)</td> </tr> </tbody> </table>	Year group	Intervention group	R	91.5 (+12)	Y1	85 (+11)	Y2	86.4 (+9)																																					
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<p>Narrowing gaps in key areas of learning by providing and evaluating targeted intervention</p> <ul style="list-style-type: none"> • Additional ipads and accompanying equipment to allow more pupils to access • Lexia • Reading Plus • Fast track phonics • Numbots • Times Tables Rockstars • Fantastic Fluency • Edukey 	<p>Pupils accessing targeted interventions match or exceed progress of those who are not.</p>	<p>Average phonics screen raw score Summer 21 (progress from Spring)</p> <table border="1"> <thead> <tr> <th>Year group</th> <th>Intervention group</th> <th>Rest of cohort</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>30 (+10)</td> <td>38 (+3)</td> </tr> </tbody> </table> <p>Average NFER reading std score Summer 21 (progress from Spring)</p> <table border="1"> <thead> <tr> <th>Year group</th> <th>Intervention group</th> <th>Rest of cohort</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>97 (+11)</td> <td>105(+0)</td> </tr> <tr> <td>3</td> <td>92 (+9)</td> <td>110 (+5)</td> </tr> <tr> <td>4</td> <td>97 (+10)</td> <td>112 (+4)</td> </tr> <tr> <td>5</td> <td>100(+19)</td> <td>118 (+11)</td> </tr> <tr> <td>6 (SATS)</td> <td>99 (+5)</td> <td>110 (+3)</td> </tr> </tbody> </table> <p>Average NFER maths std score Summer 21 (progress from Autumn end)</p> <table border="1"> <thead> <tr> <th>Year group</th> <th>Intervention group</th> <th>Rest of cohort</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>101 (+10)</td> <td>98 (+7)</td> </tr> <tr> <td>2</td> <td>97 (+5)</td> <td>106(-1)</td> </tr> <tr> <td>3</td> <td>101 (+3)</td> <td>112 (+3)</td> </tr> <tr> <td>4</td> <td>105 (+7)</td> <td>110 (+3)</td> </tr> <tr> <td>5</td> <td>104 (+9)</td> <td>109 (+1)</td> </tr> <tr> <td>6 (SATS)</td> <td>99 (+2)</td> <td>104 (+4)</td> </tr> </tbody> </table> <p>A full suite of analysis by intervention was conducted by the recovery lead. See intervention evaluation form.</p> <p>All interventions showed significant gains for intervention groups compared to the rest of the cohort.</p> <p>The most significant gains were made with Fantastic Fluency, Reading Plus and Numbots. These interventions will continue in appropriate year groups next year.</p>	Year group	Intervention group	Rest of cohort	1	30 (+10)	38 (+3)	Year group	Intervention group	Rest of cohort	2	97 (+11)	105(+0)	3	92 (+9)	110 (+5)	4	97 (+10)	112 (+4)	5	100(+19)	118 (+11)	6 (SATS)	99 (+5)	110 (+3)	Year group	Intervention group	Rest of cohort	1	101 (+10)	98 (+7)	2	97 (+5)	106(-1)	3	101 (+3)	112 (+3)	4	105 (+7)	110 (+3)	5	104 (+9)	109 (+1)	6 (SATS)	99 (+2)	104 (+4)
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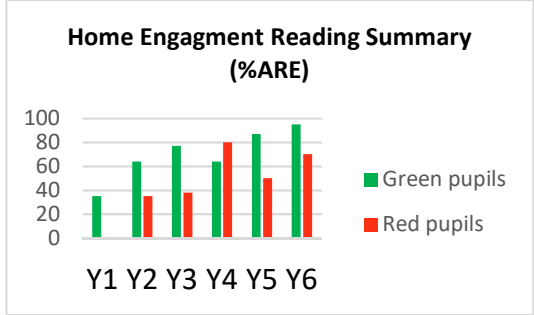
Support with home learning to reduce the impact of the COVID pandemic

- Seesaw
- Revision guides for all Y6 pupils to support home learning
- Numbots/Rock stars
- Lexia
- Reading Plus
- Digital devices
- Home internet access
- Oxford Owl Digital Reading Scheme

All children completing home learning tasks on Seesaw to maintain attainment and progress during lockdown or bubble closures.

AHT appointed as Remote Learning Lead. Remote Education plan provided clear structure for provision of high-quality delivery of remote learning. Digital devices provided, usage tracked and alternative arrangements made where required.

Systems in place to monitor the impact of remote education. Engagement tracking shows:



Where engagement with home learning is strong end of year outcomes are mostly better than for pupils with poor engagement.

Ensuring awareness of pupils most affected by school closure.

- Care team and teachers to monitor home learning for unengaged children and contact parents to ensure engagement
- Phase Leaders release time to monitor standards, conduct pupil progress meetings and hold teachers to account for progress and attainment of pupils against their mini action plans.

Leaders at all levels are able to hold themselves and their teams to account for performance of pupils.

Monitoring systems for checking engagement effectively identified levels of concern. Parents informed where engagement was a concern. All communication tracked in detail on class trackers. Pupils rated (RAG).

Phone calls and home visits made where pupils were rated red for engagement. A red rating was used as a vulnerability measure for targeting provision on return to school.

Home learning engagement summary:

	Average rating for pupil engagement			No. of devices provided	No. of home visits
	Green	Amber	Red		
Reception	55%	18%	27%	17	9
Year 1	53%	34%	13%	9	5
Year 2	46%	30%	24%	10	5
Year 3	60%	21%	19%	18	5
Year 4	57%	19%	24%	19	2
Year 5	51%	13%	37%	18	11
Year 6	50%	25%	25%	19	7

Design and implement of a whole school offer, to ensure personal development of all pupils through access to a wide set of experiences and opportunities, to strengthen usual curriculum offer.

Impact seen through writing standards, cultural capital, wider curriculum understanding, language and communication, attitude and behaviour through improved wellbeing and love of learning.

All pupils were provided with access to a wide range of rich experiences during the Summer Term. DHT led the development of a full programme of enrichment opportunities to ensure every pupil benefitted from the national Curriculum + offer.

Opportunities offered included:

	Sport club	Non-sport club	Enrichment experience	Trip out of school
Pre-school			✓	
Reception	✓	✓	✓	
Year 1	✓	✓	✓	
Year 2	✓	✓	✓	✓
Year 3	✓	✓	✓	✓
Year 4	✓	✓	✓	✓
Year 5	✓	✓	✓	✓
Year 6	✓	✓	✓	✓

Pupil conferences used to provide targeted additional enrichment opportunities for the most vulnerable pupils.

Longer term impact measures needed.

National Tutoring Programme; (£5,000 provisional allocation, tbc following diagnostic assessment and parent comms)

Maximise the use of the National Offer for reduced cost, small group teaching across KS2

Specific gaps in learning addressed in Reading and Maths to support long term attainment for targeted pupils including but not limited to SEND

Target pupils identified in years 3, 4 and 5 given access to White Rose maths tuition. Significant reduction in gaps for all pupils with many pupils now working at age related expectation.

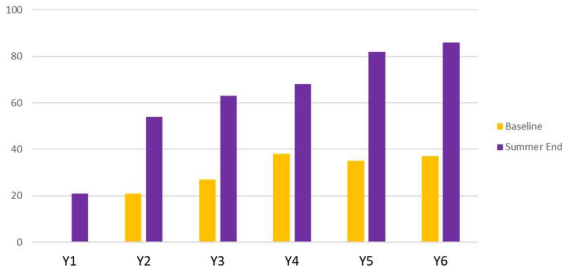
Percentage of target pupils working at age related expectation:

	Recovery Baseline	Summer End
Year 3	4%	56%
Year 4	0%	91%
Year 5	7%	31%

National reading tuition offer was not viable due to limited access. School developed own research driven initiative to develop reading fluency. Internal data shows:

Reading Autumn (%ARE)

Progress from Baseline



Rapid progress in reading across all year groups.

Total Spend: £78425 Supplemented by £28425 from other areas of the school budget