



Summary information					
School	Lostock Hall				
Total number of pupils	144	Amount of Catch up funding per pupil	£80.00	Overall amount of Catch up funding	£11520.00
Rationale Statement					
<p>Lostock Hall Primary School is committed to ensuring catch up funding is used effectively to make the greatest difference to children's outcomes after the Covid 19 lock down. School recognises that inevitably there will have been an impact on all of our pupils regardless of age, academic ability or social background. During the national closures all pupils had access to online learning through our Google classrooms platform. In addition, some of our families who had no access to technology received paper packs of lessons and activities suitable for their age group. Despite the hard work from staff, there were varying levels of engagement from pupils throughout this time and it is important to recognise that our pupils will not have received the same quality of education, consistently and as thoroughly, as if they had been taught in school during this time.</p> <p>Hence, the main aim of the catch up strategy at Lostock Hall is to raise the attainment of all pupils to close the gap created by COVID 19 school closure.</p> <p>Since the re-opening in September significant barriers to learning have been identified across the school, as well as in specific year groups, some of which are identified below. The school's curriculum contingency planning will ensure all pupils are taught any missed content from previous units of work from the last academic year. However, staff will continue to deliver age related content and make provisions for missed learning naturally through current units of work wherever possible.</p> <p>Primarily, using the Catch up funding available, school will be accessing approved tuition partners from the national tutoring program to target identified children across all year groups. This will be enhanced through additional programs being delivered with planned CPD for staff to ensure a sustained response and making a difference long term. Some money will also be used for developing children's resilience and well-being so that they can be successful learners' long term. Ten additional Notebook computers have been purchased in support of home learning. CGP workbooks in English, Mathematics and Science have been purchased for each child Reception to Year 6. These have been used to identify gaps and support practice in key areas and key concepts.</p> <p>Furthermore, school has used some of its Sport Premium to pay for inclusion in the <b>Achievement for All</b> programme which uses an external coach to mentor structured conversations between teachers and the children they teach in order to identify barriers to achievement and identify ways in which these can be overcome. This too forms part of Lostock Hall's Catch up planned response.</p> <ul style="list-style-type: none"> <li>• School has considered many factors carefully in deciding how to allocate and spend the Catch-Up Premium. We have also used the government recommended '<i>Covid-19 Support Guide for Schools</i>', published by the Education Endowment Foundation (EEF), to help identify the best strategies, based on long-term research, that will enable us to achieve the most positive outcomes for our pupils. The overall aims of your catch-up premium strategy, for example:             <ul style="list-style-type: none"> <li>○ To raise the attainment of all pupils to close the gap created by COVID-19 school closures</li> </ul> </li> </ul>					



Barriers to future attainment	
<b>Academic barriers</b>	
<b>A.</b>	Securing basic skills in writing particularly with grammar, sentence composition, handwriting and spelling.
<b>B.</b>	Gaps in early reading, phonics, writing and maths.
<b>C.</b>	A Need for explicit teaching of metacognitive strategies which will support rapid progress.
<b>Additional barriers (<i>issues which also require action outside school</i>)</b>	
<b>D.</b>	Only one computer with a keyboard available in some family homes where parents are Home working.
<b>E.</b>	Engagement of children within families over multiple households.
<b>Intended outcomes</b>	
<b>A.</b>	All pupils meet ARE in writing, reading and maths, to continue to be at least in line with national figures.
<b>B.</b>	Maintain the high standards achieved in reading and maths at the end of KS2 and increase the proportions of pupils achieving GDS in writing.
<b>C.</b>	Percentage of pupils meeting expected standard in phonic screen check to be at least in line with national after impact of closure for Covid.
<b>D.</b>	Attainment for all children is at least in line with national data for GLD.



Success Criteria				
Criteria	Evidence	Autumn evaluation	Spring Evaluation	Summer Evaluation
All teachers continue to deliver the school's intent for reading, writing and maths and implement relevant interventions to support disadvantaged pupils to meet ARE in reading, writing and maths.				
All teachers to use termly assessment to target children for intervention to ensure % of pupils achieving higher standards in reading and maths across school is maintained. Increase the proportions of children achieving higher standard in writing across KS2.				
Assessment data shows percentage of pupils meeting expected standard in phonic screen check is at least in line with national figures after impact of closure for Covid.				
Monitoring evidence shows all children have the opportunity to revisit and embed skills across all seven areas of learning, within a coherent and ambitious EYFS curriculum so that attainment for all children is at least in line with national data for GLD.				



Quality of teaching for all

Planned expenditure			Total budgeted cost:		£
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Purchase of CGP Workbooks resource for R-Yr6 to address any gaps in reading, writing, maths and science. Immediate feedback available for pupils.  <p style="text-align: right;"><b>(£1623)</b></p>	Gaps identified. Workbooks support learning in school and at home during isolation.	Survey of parents indicated around half of households struggled to enable uninterrupted sole access to a computer/tablet. Workbooks support identification of Gaps in learning.		JC	March 21  June 21
Purchase of Headstart Science testing and assessments.  <p style="text-align: right;"><b>(£234)</b></p>	To identify and address gaps	Workbooks support identification of Gaps in learning.		HT	March/June 21
Purchase of White Rose Maths resources.  <p style="text-align: right;"><b>(£120)</b></p>	Identify gaps. Workbooks support learning in school and at home during isolation.	Workbooks support identification of Gaps in learning.		JC	March/June 21
Purchase of 10 Netbooks alongside 4 provided by DoFE.  <p style="text-align: right;"><b>(£2880)</b></p>	Support learning in school and at home during isolation.				
Tuition Partners from the NTP to deliver interventions to groups of pupils across all year groups. Pupil progress meetings after autumn term assessment to evaluate.  <p style="text-align: right;"><b>(£4410)</b></p>	Attainment for pupils in line with national for reading, writing and maths.	Through Tuition Partners, delivered by the Education Endowment Foundation (EEF), schools will be able to access tutoring from an accredited tutoring provider which has passed a set of rigorous quality benchmarks. Small group tuition can give up to 4 months impact. (EEF Toolkit)		JM	March 21  June 21
Tracking tool within FFT Curriculum Tracker to analyse percentage of children on track to be ARE in foundation subjects. Interventions delivered to ensure all children have the essential knowledge and skills for foundation topics taught, including vocabulary acquisition.  <p style="text-align: right;"><b>(approx. £500)</b></p>	Attainment in foundation subjects in line with reading, writing and maths.			Subject leads	March 21  June 21



Targeted Academic Support	Planned expenditure			Total budgeted £		
	Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
	Invest in a range of CPD opportunities, including ECM's online and live courses for all staff to give all leaders and teachers to respond to pupils' needs across year groups and in individual classes.  <b>(approx. £995)</b>	Teachers have the necessary skills and knowledge to respond to children's needs.			GH/ED	March 21  June 21
	Nuffield Early Language Intervention (NELI). Staff in EYFS to take part in training and using given resources undertake interventions as required.		EEF study of the NELI programme found that the program increased the language skills of 4-5 year olds by an additional 3 months.  Oral language interventions can give up to 5 months impact. (EEF Toolkit)		ED	Jun 21
	Staff to deliver additional phonic teaching for children in EYFS and KS1 to enable pupils to catch up quickly and stay on track to meet the phonic screen check at the end of Autumn term in Year 2 and Summer term Year 1.	Phonic screen checks in Year 2 and Year 1 to be comparable to national outcomes.	Phonic teaching can give up to 4 months impact (EEF Toolkit)		ED/SW	March 21  June 21



Planned expenditure			Total budgeted cost: £10763.00		
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Wider Strategies	Teachers to lead on online learning for all pupils across the school. Ensure engagement with school from all children isolating is high. Staff to contact pupils and their families more regularly for non-access to the online learning platform.	All children are able to access education remotely when isolating so that outcomes for pupils are comparable to national.		All teachers	March 21  June 21
	To develop a health and well-being policy and action plan for the school.	Highlight and support the Well-being of Staff in order to make sure their ability to deliver Quality first Teaching is maintained.	Support given focusing on social and emotional learning can give moderate impact with moderate costs with +4 months progress (EEF Toolkit).	GH	March 21  June 21