

COVID CATCH UP FUNDS- Longwood Primary

Funding Allocation

Schools' allocations are calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years' Reception through to Y6. We have 143 pupils on role. Longwood Primary school will receive approx. **£11, 440**

Strategy Statement

To re-engage our pupils in their learning, address gaps in knowledge and support their mental well-being through our adapted curriculum which will close any gaps that have occurred due to the pandemic.

Hurdles to learning

For many pupils at Longwood the coronavirus pandemic has caused a lack of routine, structure, friendship, opportunity and freedom. Longwood's adapted Curriculum aims to transition pupils back into school successfully. At Longwood we worry that the emotional state of our pupils could trigger the emergence of anxiety or trauma. At Longwood we believe that the most important aspect of recovery is wellbeing and secure positive development of our pupils. Many of our pupils returned to school disengaged. At Longwood we will continue our journey of learning with all pupils through a process of re-engagement.

School Priorities (Closing the gap)

Ensure effective teaching of Phonics in Reception, KS1 and into KS2 as appropriate, to ensure it is an effective prerequisite for reading

Improve pupil understanding and awareness of vocabulary through a language-rich curriculum including reading.

Embed the progression of writing skills to ensure that teaching builds on prior learning

Embed the key principals of White Rose Maths into daily maths lessons across the school to ensure that pupils have a secure mathematical understanding

Identifying the gaps

Pre assessments (PIRA and PUMA)

Letters and Sound Phonic assessments

Salford assessments (Reading age/Comprehension Age)

Writing assessment tasks

Baseline assessments

Identifying bottom 20% of readers from the most recent data

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EEF evidence and rationale for our choice of interventions

Phonics – Longwood is currently working with the English Hub to ensure the effective teaching of phonics through the letters and sounds program has a positive impact upon our pupils. Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.

One to one interventions - Evidence indicates that one to one interventions can be effective, delivering approximately five additional months' progress on average. Evidence indicates that one to one interventions can be effective. Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but linked with, normal teaching and that our teachers will monitor progress to ensure the tutoring is beneficial. Structured programmes are delivered by familiar adults (Teaching Assistants) to ensure progress and pace matches the pupils and delivery is of an exceptional high quality.

Reading comprehension approaches- Reading comprehension that are best matched to pupils' reading capabilities and involve activities and texts that provide an effective but not overwhelming, challenge and most effective. On average, reading comprehension approaches deliver an additional six months' progress. There are some indications that comprehension strategies can be successful in improving reading comprehension when they focus on the development of strategies and self-questioning skills.

Small group interventions- Evidence shows that small group intervention is effective and the smaller the group the better. Interventions matched to our pupils needs, positive feedback from the staff and sustained engagement in small groups has a positive impact upon the progress our pupils make. For example, during guided reading interventions it is paramount that all our pupils within the small group fully engage through a range of strategies. It is also important to monitor the progress of pupils regularly to assess this impact. Should a pupil not be making the expected progress a one to one intervention will be actioned.

Class sizes/Adult ratios- Our small classes result in approximately a three months' additional progress for pupils compared to a class of 30+ pupils with one adult. This is mainly due to the delivery of high quality of teaching and learning, quality feedback and the staff being able to provide more effective one to one attention. The evidence shows that class size one adult per 15 pupils is the most effective. At Longwood this enables the adults to focus upon the learning behaviours of all our pupils and support their learning styles/needs effectively. At Longwood we take the professional development of all our staff seriously and provide frequent training/development through The National College.

NELI - The attainment gap between disadvantaged children and their more affluent peers opens early and continues throughout schooling. There is a wealth of evidence to show that early intervention has great potential to narrow the gap, but few nursery and reception year programmes have been rigorously tested for impact. This is why the EEF funded the Nuffield Early Language Intervention. Children receiving the 30-week version (beginning in Nursery, and continuing in early Reception) made about four months of additional progress in language skills compared to children receiving standard provision. The impact of the 20-week version (delivered solely in Reception) was smaller. These impacts on language skills were still seen 6 months after the intervention.

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Planned Expenditure for the academic year 2020-21					
Intervention	Group	Duration	Description	Outcome	Cost
One to one Delivery of phonics Reception-Y2	Small groups (6 pupils)	30 minute whole class teaching 5-10 minutes daily 1:1	Daily one-to-one support is in place for the slowest progress readers. Children who need extra practice receive one-to-one interventions daily for 5-10 minutes. Pupils are selected through assessments and discussion with staff.	For pupils to catch up and progress through the letters and sound program to reach their age related expectations. Assessments will indicate the impact of these interventions.	£3,200.00
Reading recovery teacher for Key Stage 2	Group sizes between 2-3 pupils per session	Group will receive 2 x 20 minute sessions each week	All pupils are working towards developing their reading fluency and comprehension. The interventions use a range of reading materials and strategies to enable pupils to make progress. All our pupils have a class reader and a home reading book matched to their ability. Our pupils are encouraged to practice any unknown high frequency words and common exception words at home. Throughout the interventions and teaching sessions the pupils are questioned on the type of words used and the variety of punctuation shown. At Longwood we actively discuss the vocabulary in order to develop pupils own personal understanding and to enable them to use a wider range of vocabulary in their writing.	Pupils reading accuracy and reading comprehension skills will improve and this will reflect in the standardised score achieved on the Salford tests	£9,500.00
An additional staff to work with Pupil premium pupils	1 pupil Rec 8 pupils Y1 7 pupils Y2 13 pupils Y3 11 pupils Y4 10 pupils Y5 11 pupils Y6	1:1 or small groups support depending upon pupil requirements	Our pupils work on individualised maths, writing and reading interventions every afternoon to ensure any misconceptions are addressed.	Pupils will reach age elated expectations at the end of the year	Pupil Premium Funding

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Nurture/PSHE interventions	One to one intervention or small group support as required	Twenty minutes per session. Duration and frequency depends upon individual pupils needs	Staff deliver small interventions to support pupils emotional needs and address their mental well-being concerns	Pupils will present as happy, well rounded individuals able to adapt to situations using a range of strategies taught Pupils will develop resilience	TAs across the school as required
Y6 Before or After school support	Groups no larger than 4 pupils	30min 2 times a week for all pupil not on track to reach the expected standard (Autumn & Spring term).	Using half termly assessments the Y6 teacher will deliver sessions to pupils to embed skills and knowledge as required.	Pupils accessing the support will reach the expected standard by the end of the year.	£25 per hour required 15 weeks (Autumn) 4 weeks (Spring) £475.00 total
NELI early language	Small groups	Weekly sessions are delivered to small groups of children with relatively poor spoken language skills in Reception.	The Nuffield Early Language Intervention (NELI) is designed to improve listening, narrative and vocabulary skills.		
Total allocated budget					£13,175
Allocated					£11,440
Overspend					£1,735.00