



EVERYONE INCLUDED, EVERYONE VALUED

LONDON COLNEY PRIMARY AND NURSERY SCHOOL

RECOVERY PREMUIIM 2022

Updated: September 2022

Signed:

Strategy statement

At London Colney Primary and Nursery School all of our staff strive to achieve the absolute best outcomes they can for every pupil through quality first teaching. We invest in high quality training for all staff to ensure teaching and learning is of a consistent high quality for everyone, however we recognise that school closures have had a significant impact on many pupils at our school. Although we receive funding on a per pupil basis, we will use the sum available to us as a single total to prioritise support.

The overall aims of the catch up premium strategy:

- The reduce the attainment gap between your disadvantaged and their peers**
- To raise the attainment of all pupils to close the gap created by COVID – 19 school closures**

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School information			
School	London Colney Primary and Nursery School		
Academic Year	2022-23	Estimated Catch-Up Funding 2020-21 Funding received to date	£145 per pupil
Total number of pupils	196 on roll June 22 203 in Sept 22 Census was 167	% Disadvantaged Pupils	55 children (25%)

Summary of Key Priorities <i>(related to overcoming challenges for pupils catching up on lost learning)</i>	
A.	Ensure that all children are thoroughly, appropriately and accurately baselined to identify gaps/learning needs and any support required for mental health. Provision to be mapped from this point and regularly reviewed to enable progress to be tracked.
B.	Approaches to learning which both champion the need to return to a regular pattern of work but take into account the emotional barriers and potential mental health impacts that home schooling may have had.
C.	Rapid and sustained catch up that allows all children to access the curriculum for their new key stage/year group quickly, or whatever the appropriate curriculum for individuals with additional needs may be.

Summary of Expected Outcomes	
A.	Children to return to school, settling back into new routines and following behavioural expectations with immediate effect. Early years children will settle quickly into their new setting.
B.	By the end of autumn term children should, with quality first teaching and support where required, have regained academic confidence to resume their learning at their expected key stage/level. Any children identified as not meeting this expectation are further targeted for intervention.
C.	Children in Year 1/2/4 and 6 who will be expected to undertake formalised assessment over the year to have the support to close any gaps that have occurred to ensure they are ready to approach their testing with confidence. The school expects, over the course of the year, to be able to guide the children to a point where outcomes are broadly in line with previous years.
D.	Y1 pupils to have extended transition throughout the autumn term

BARRIERS TO FUTURE ATTAINMENT

ACADEMIC BARREIRS

EAL	For our pupils who use English as an additional language (EAL) , barriers to accessing the curriculum stem from the difficulty to learn new content in our language rich curriculum , due to the language barrier. At London Colney Primary and Nursery, the percentage of pupils who are EAL is 20% While on the journey towards English language proficiency, support is needed to ensure that any potential English language barriers are minimised and that pupils using EAL are able to participate in classroom activities on par with their peers.
SEN	At London Colney the percentage who have special educational needs (SEN) is 13.8% with 3% who have an Educational Health Care Plan. (this is estimated to increase to 4.% EHCP – which is over double national average) In our school, our SEN pupils have many complex needs that are supported in many different ways. Our data however shows that they do not make accelerated progress, and therefore need additional support.
PUPIL PREMIUM	The needs of our pupils at London Colney that are eligible for pupil premium (PP) grant are vast and unique. They range from : Low attendance Wellbeing, confidence and engagements EAL SEN The percentage of pupils that are Pupil Premium at London Colney is 26%

ADDITIONAL BARRIERS

HOME LEARNING ENVIRONMENT	A stimulating home learning environment can be associated with better language development and school readiness when entering the early years, which in turn, can be associated with better academic performance. With remote learning now relying much more on the pupils home environment to be fit for learning, it is evident that an unsuitable home learning environment has become an external barrier.
LOW ATTANDANCE	It is well documented that absenteeism in subsequent years and lower attainment in reading, mathematics, and general knowledge. Research shows that attendance is an important factor in pupil achievement and attainment.
ACCESS TO TECHNOLOGY	Pupils access to technology has been an important factor affecting the extent to which they can learn effectively at home. In particular, lack of access to technology has been a barrier for many disadvantaged children. As all pupils return to school technology could also be valuable; for example, by facilitating access to online tuition or support.
LACK OF TIME AND SUPPORT FROM PARENTS DUE TO OTHER COMMITMENTS	At London Colney some of our parents are working and may struggle to dedicate their time to spend supporting their children, despite their very best efforts. This is the case, particularly in lockdown, when they juggle their own work commitments from home and support their children with their remote education. Many families have other commitments during this time due to lockdown and isolation and are therefore unable to dedicate their time to support their children with their learning. Other parents are unable to help their children due to their own education.

The Education Endowment Fund (EEF) has provided early research evidence around projections for the impact of school closures during lockdown, predominantly on the impact for disadvantaged pupils. The schools strategic response to devising and implementing Catch- up programme fully takes these findings into account.

Summary of Catch-up Strategy

STRAND 1: TEACHING AND WHOLE SCHOOL STRATEGIES						
Element of Strand	Action/Strategy	Which pupils have been targeted for this strategy? Who will benefit?	Expected Impact	Staff lead	Monitoring: When and how will you evaluate impact?	Cost
Supporting great teaching	Continued, thorough and focussed monitoring programme. Clear calendar for monitoring focused on key priorities and shared with staff. Training/CDP for staff as required A peer support model to help embed and sustain research based teaching strategies. Coaching with DHT. A broad and balanced curriculum that focuses on vocabulary acquisition Regular subject planning and development meetings	Across all classes	SLT and Maths/English/Phonics leaders will be able to see the quality of practice occurring, observe the progress of the children and content being taught and support where necessary.	LV	Monitoring calendar in place and shared with all staff . Observations recorded in writing for whole school feedback and for individuals. Meetings where support is required with actions and review date set.	
Transition support	Transition plans for EYFS and Y1. Individual support for children with additional needs – bespoke plans where required.	Individuals requiring additional support	This may have had a significant impact on the mental health of the children and make them feel more comfortable and familiar with their new setting to enable successful transition. Staff build trusting and respectful relationships with children quickly to enable successful learning.	CW	Learning walks, tracking attendance and discussions with staff to ensure every child has settled into school quickly. Ensure plans are in place for individuals requiring further support/individualised plans.	
Catch up curriculum	Catch up curriculum for PSHE Years 1-6. EYFS focus on prime areas to ensure children are ready for their next stage of learning. Training in English and Maths to ‘dovetail’ gaps in learning with expectations for their current year group curriculum.	All classes EYFS children requiring further support Individuals requiring support for mental health/anxiety	This will have a significant impact on the mental health of the children and make them feel more comfortable and understand the impact of COVID. Children will be ready for their next stage of learning. Children will ‘catch up’ learning missed without missing expectations of their current year group. No further gaps created.	LV LD	SLT to construct curriculum and to ensure this is being utilised during the initial return period. This will be done via the monitoring calendar.	

Total cost for Strand 1

3077

STRAND 2: TARGETED SUPPORT

Element of Strand	Action/Strategy	Which pupils have been targeted for this strategy? Who will benefit?	Expected Impact	Staff lead	Monitoring: When and how will you evaluate impact?	Cost
<p>Small group/1-1 interventions during school day</p>	<p>Targeted interventions - small group/1-1 delivered by trained staff Resources to enable successful intervention including the payment of staff</p> <p>Employment of part time TA to deliver interventions – 4 afternoons per week – Y1-6</p> <p>Implement additional boosters (run by HT/DHT/ AHT/ teachers)</p> <p>Provide research school led CPD to ensure high quality teaching</p> <p>Academic mentor</p> <p>School led tutoring</p>	<p>Children across the school identified as needing support in English and/or Maths. (EYFS prime areas)</p>	<p>A combination of quality first teaching with additional small group/1:1 catch up will increase educational outcomes significantly.</p> <p>Pupils to make accelerated progress towards their attainment targets.</p>	<p>SJ LV AB</p>	<p>Scores in testing (scaled scores where possible) Moderation Work in class/books to show application Pupil progress meetings Learning walks/observations Tracking of interventions using Provision Map</p>	<p>Pay 60% of academic mentor Pay 25% Of school led tutoring</p>



Support for social, emotional, mental health	Play Therapy Music Therapy Jigsaw Interventions (1:1/small group) Learning mentors Referrals to outside agencies Resources (where required) Staff training NURTURE CLASS	Pupils from across the school identified as requiring support	Children's individual social, emotional, mental health needs will be addressed/supported to enable successful learning.		start and end of intervention to measure progress Discussions with staff/families before, during and after intervention to measure progress/improvements Use of Provision Map to track interventions and progress.	music Therapy - Autumn - £590 Spring - £180
Identify vulnerable families and offer pastoral support	Provide parents with additional support materials – families connect	Pupils from identified groups will be the focus	100% parental engagement Children will make expected progress Pupils feel happy and confident to come back to school and families feel supported	LD	Pupil progress meetings Termly Parent feedback Case studies	
Parent engagement	Pupil progress parental meetings and learning plans					
Total cost for Strand 2						£4000

STRAND 3: WIDER STRATEGIES

Element of Strand	Action/Strategy	Which pupils have been targeted for this strategy? Who will benefit?	Expected Impact	Staff lead	Monitoring: When and how will you evaluate impact?	Cost
Access to technology	Purchase of Marvellous Me, Class Dojo to enable targeted home learning, easy feedback and communication between teaching staff, children and their parents. Investment in: <ul style="list-style-type: none"> • purple mash • Languagenut • Times tables rockstars • White rose • Classroom secrets • Serial Mash • My maths (£400) 	Year 1 to 6	Targeted home learning set to children's/groups of children's needs. Staff able to provide feedback which parents are able to access and provide support.	LD	Pupil progress meetings Scores in testing (scaled scores where possible) Discussions with parents and children Engagement levels	£950 £333 £128.90 £99 £262.50 £100

Food	Daily breakfast in classrooms for all.	All children	Social skills of children will improve. Children will learn to share, take turns and be patient.	SJ	Termly observations Boxall profiles Learning reviews Children will make expected progress	2475
Outdoor learning	Extensive outdoor learning provision		Childrens mental health will improve	CW		

Effective tracking and monitoring of interventions	CTs to monitor the impact	All children	Central platform for the submission and tracking of interventions and provision.	All	Baselines on recognised tests to be recorded, along with interventions being offered, progress reviews with teachers and any testing updates and impact to be evaluated.	
Parental support for Class Dojo /My Maths/ RWI / home learning	Parents to be sent their child's logins to ensure access can be gained at home to enhance and consolidate learning. Staff to ensure every child has logins and parental access where required. Parents to be sent links RWI videos as support at home.	All children	Targeted home learning set to children's/groups of children's needs. Parents able to assist child with access and support home learning.	CTs	Check parental sign up and engagement for My Maths At parents meetings ensure children have access to resources and parents asked how often it is used. Check engagement with Maths resources, monitoring of work completed.	
Attendance - Support for Parents	Exceptionally high importance placed on tracking, monitoring and taking action where concerns in attendance arise.	Persist absentees. Children who typically have attendance which is below the national average.	Children who are attending are children who are being taught and not missing further learning. High attendance will ensure access to all lessons and interventions planned.	LV	Weekly tracking of attendance. Spread sheet for attendance and action taken for any child falling below 96%. Continue with systems and process already in place.	
Total cost for Strand 3						£898

Financial Summary

Total cost for all strands	7975
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Additional Information (if any)

Baseline assessments identified pupil gaps in September, however, the end of term whole school assessments will form the discussions at the pupil progress meetings to identify gaps that are still evident in pupils learning. Spending of the catch up premium will be targeted through the pupil progress meetings in January.

Additional information used to support this report:

Internal assessments and reporting software

Evidence from EEF

Results of pupil progress meetings

Analysis of attendance records

Guidance from experts

Case studies