

Lauriston School

COVID-19 Catch-up Premium Spending: Summary

School						Lauriston Primary School					
Number of Pupils		421 (inc Nursery)		Amount of Catch-Up Premium received per child		£80 per child based on census from October for R-Yr 6		Total Catch up premium received		£31,919	

Strategy Statement

Priorities	Implementation
To reduce the attainment gap between disadvantaged pupils and their peers	<ul style="list-style-type: none"> • Pupils requiring additional support identified through teacher assessments, moderations and pupil progress meetings • PPG pupils were a key focus of Pupil Progress meetings and progress will be tracked throughout summer term • PPG children who have fallen behind to be provided with intervention group support by both teacher and in school staff
To raise the attainment of all pupils to close the gap created by COVID-19 school closures	<ul style="list-style-type: none"> • Using resources to enhance quality first teaching and the resources used to deliver T&L • Intervention groups led by class teachers • Intervention / booster groups led by support staff • Quality first teaching

Barriers to Learning

Internal barriers	External Barriers
<p>Assessment shows that....</p> <ul style="list-style-type: none">• Stamina in writing across the school is a focus• Handwriting and presentation is a focus• Early Reading and Phonics is a focus• Maths reasoning skills related to 4 number operations is a focus• Spelling (HFW) <p>Attendance records tell us....</p> <ul style="list-style-type: none">• Has been consistently higher than borough average (97% Vs 90%)• Individual cases of pupils who were unable to return immediately from other countries• Where pupils have displayed anxiety around returning to school, this has been dealt with on an individual case and specific action plan of support created	<p>Ofsted judgement - School is Good (Last Ofsted visit was June 2017 – so school is due one in the next academic year based on the current Ofsted cycle.</p> <p>It is not possible to provide additional catch up to all children; the majority of children are still working within expectations, or have capacity to catch up with the taught planned curriculum. We have prioritised children where we have identified the biggest gaps.</p> <p>School budget is currently challenged for a number of reasons, but one reason is lost income due to the pandemic. This means there are less resources for additional curriculum resources.</p>

Planned Expenditure & Intended Impact

Action	Rationale	Implementation	Led by
<ul style="list-style-type: none"> Intervention Groups 	<ul style="list-style-type: none"> For children who are expected to be EXS or GDS to meet end of year expectations To reduce the gap between pupil premium children and their peers 	<ul style="list-style-type: none"> Each class timetabled for two additional intervention groups each week led by class teacher 	<ul style="list-style-type: none"> Class teachers
<ul style="list-style-type: none"> Introduce new Handwriting Scheme 	<ul style="list-style-type: none"> Presentation standards not consistent across the school Concerns over impact of school closure on pencil grips / fine motor skills / stamina for writing and time taught for letter formation or cursive script 	<ul style="list-style-type: none"> New handwriting scheme in REC / YEAR 1 /2/3 Daily sessions 	<ul style="list-style-type: none"> Literacy Lead Class Teachers
<ul style="list-style-type: none"> Booster Groups 	<ul style="list-style-type: none"> For children who are expected to be EXS or GDS to meet end of year expectations To reduce the gap between pupil premium children and their peers 	<ul style="list-style-type: none"> Daily Booster Groups for identified pupils 	<ul style="list-style-type: none"> Support Staff
<ul style="list-style-type: none"> Developing reasoning skills linked to 4 operations 	<ul style="list-style-type: none"> Data from assessments show progress in arithmetic but areas of inconsistency with reasoning skills involving 4 operations 	<ul style="list-style-type: none"> 1 lesson per week dedicated to range of reasoning strategies linked to 4 operations Depth of knowledge and ability to apply knowledge to solve different style questions 	<ul style="list-style-type: none"> Maths Lead Class Teachers

<ul style="list-style-type: none">• Quality First Teaching	<ul style="list-style-type: none">• Monitoring of teaching standards to ensure all pupils receive quality first teaching each day which allows them to build on previous knowledge and skills	<ul style="list-style-type: none">• Tailored CPD• Robust SMT monitoring• Learning Walks from Subject Leads• Learning walks by HoS & EHT• Books Looks• Moderation (school / federation / borough)	<ul style="list-style-type: none">• Teaching and Learning Lead• HoS
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