

THE HARMONY TRUST

Lakeside Primary Academy



Covid19 Recovery and Catch Up Premium Strategy Statement November 2020

Our aim is to ensure that our children experience the best educational provision beginning with excellence in the Early Years Foundation Stage. We believe that school should be a place where every child achieves and makes progress in their learning across the whole curriculum over time. We know that parents are the single most influential factor in children's outcomes and that we need to prioritise even further the need to support parents to support their children's education. Every child has the entitlement to an inclusive curriculum, and we strive to ensure that disadvantage and additional needs do not act as barriers to learning and achievement. We aim for all our children to succeed both academically and socially, ready for the next phase of their learning and beyond as responsible and respectful citizens.

The Harmony Trust core values underpin everything we do.

Context

- Lakeside is situated in Derby City on a main route into Derby. It is next to a large recreational park and Derby's Pride Park.
- Lakeside Primary Academy is a three form entry school with a nursery. There is a children centre next door and it became part of the Harmony Trust in January 2019.
- Levels of deprivation have increased as a result of COVID- 19 job losses in the area and pupil premium is now 45% (this is an increase of over 10% from 18 months ago).
- Some families continue to feel the 'strain' of Covid 19, especially in relation to job insecurity, financial pressure, lack of outdoor activity, inability to rely on extended family for support, lack of usual support groups and networks particularly in relation to mental health.
- Derby is an area of high infection and risk. Rates have increased from 6 per 100,000 to >400 per 100,000 in the period September 2020 to November 2020. Further local and national restrictions during the autumn term have added pressure on families and it is now accepted that long-term measures will need to be in place.
- Our first bubble closure was in October 2020 but a small number of families have expressed concerns with sending their children in to school during the COVID crisis. Our non-COVID/ bubble closure attendance rate is higher than this time last year which may be due to less general illness due to improved hygiene practices at home and school.
- A level of self-isolation and bubble closures are likely to continue in the medium term.
- The full extent of the long-term impact of Covid19 is not yet known.
- Managing staffing has been difficult and complex. Recent increased infection rates have meant that a high percentage of staff have been told to self-isolate due to being a close contact or due to positive tests themselves. This has put increased pressure on the team. On one day 17 staff members were unable to work.
- In September 2020, the majority of pupils had not attended school for approximately six months.
- The Department for Education has added the challenge that children need to be able to access the curriculum they would be receiving if it was not for the enforced interruptions to 'normal' education. This is challenging for primary aged pupils and in particular those in the Early Years Foundation Stage, those with EAL or SEND and has also placed an additional strain on the already stretched workforce.
- The government has launched the 'Coronavirus Catch Up Premium' which equates to £80 per pupil. School leaders need to consider how this will be best spent to accelerate pupil progress and close gaps quickly.

What is the impact of the school closure period?

We know that those who are disadvantaged, have English as an Additional Language (EAL) and/ or have Special Educational Needs are more likely to regress in their learning and have further gaps in their learning during the period of school closure.

Baseline assessment information shows the following:

EYFS	Key Stage 1	Key Stage 2
Communication and Language assessment is lower than usual. Children are less communicative with their peers. Children settled well and adjusted to routines after several weeks.	Basic phonics skills have been lost. Most children have not retained phonic knowledge from Spring 2020. Significant gaps in learning lost means the foundations need to be revisited. In Maths a significant barrier in Year 2 is written mathematical processes. Some Year 1 children are working at and early FS level.	The impact of COVID school closures was seen more in lower attaining pupils. The majority of children focused on reading during lockdown and reading levels reflect this. Reading was a key home learning focus. On the whole fluency and understanding has been maintained and sometimes there has been good progress in this area during lockdown, especially for those working at ARE or above. Writing stamina and planning has been negatively impacted. Some children have made good progress in arithmetic over lockdown and others, who were less engaged in home learning have lost maths fluency. There are some significant gaps in maths knowledge due to lost learning.

- The majority of pupils did not make progress in their learning during the school closure period.
- It appears that remote learning maintained prior attainment levels for those who engaged as they were able to practice, consolidate and reinforce their skills.
- Most pupils are now a minimum of 2 points (using Target Tracker) behind their predicted progress journey.
- The progress of all pupils needs to be accelerated during this academic year and subsequent years.
- Teacher insight highlights concerns of impact on writing stamina, in particular and the importance of focusing on literacy more widely. The lack of grammar teaching is also having an impact on children's writing composition and them subsequently meeting age related expectations.
- Many children have read and accessed texts during the closure period however they have lacked adult interactions and the direct teaching and modelling of reading skills. They therefore need to reengage with reading dialogue and being able to talk about their reading.
- There are also familiar patterns in respect of attainment gaps based on gender, SEND and those classed as disadvantaged.
- Year 1 emerges as a key priority because of an interruption of the crucial reception year and school readiness.

Additionally the range of challenges that we continually face have been taken into account:

- Children are entering the EYFS at both Nursery and Reception age well below age related expectations in Communication, Language and Literacy. Early years education and the characteristics of effective learning are as important as every to overcome the educational achievement gap

- Children need higher levels of fluency in English in order to be able to read and write at an age appropriate level
- Increased focus is needed on attendance
- Review of funding leading to budget reduction and potential loss of flexibility in meeting needs
- A significant reduction in Local Authority services
- Significant difficulty in Children's Special Educational Needs being recognised and met due to limited resources. This is particularly the case for those children who are newly arrived.
- Thresholds for access to Social Care services have risen making it difficult to access support for families increasing the onus on schools. The 'Keeping Children Safe in Education 2020' document places increased accountability on schools for the safeguarding of children
- The introduction of universal free school meals and universal credit has changed the eligibility criteria for FSM. Many children are not identified as disadvantaged. Low income households are also not reflected in FSM figures. Children live in increased poverty.

We have a very good understanding of the barriers to learning that are experienced by our children. Our children, including those who are identified as disadvantaged, often have more than one barrier to overcome.

These include but are not limited to:

- Many pupils have social and emotional needs and need a calm, safe and nurturing environment which develops both social and emotional skills
- Those that are EAL (19%), in most cases have not had exposure to the English language over lockdown and so have been most affected with language, communication and in particular writing.
- In the Early Years many pupils may not have attended nursery or pre-school and have identified SLCN needs
- Prior attainment at EYFS or KS1 is often very low.
- Limited relevant social and cultural experiences
- A lack of modelled literacy in the home at all levels and in particular pupils working at greater depth who need access to higher order language
- The number of families with access to a range of texts and literature is limited and the quality and appropriateness of texts may not be matched to the child's needs

Additional barriers to learning during the school closure period and while Government guidelines around social distancing and self-isolation are in place include:

- Families have reduced access to pastoral leads, safeguarding leads and family support teams who can signpost to support and resources
- There are a growing number of families within our communities that have no recourse to public funds and are therefore living in poverty and reliant of services and foodbanks
- Technology and the number of devices within homes is variable. Those who do have devices have to share between siblings which can add undue pressure and challenge to family circumstances
- Where children are living in large families there are additional constraints such as sharing devices, finding space to work, family routines are unsettled, children are caring for their siblings
- Children who typically need practical resources and scaffolds have limited or no access to them e.g. pupils with SEND, children in EYFS and KS1, low prior attainment
- Children have less time to be outdoors and less space to move around
- Children have less time to interact with their peers and develop friendships

What the research tells us:

EEF Impact of school closures on the attainment gap: Rapid Evidence Assessment

- School closures are likely to reverse progress made to narrow the attainment gap in previous years

- Disadvantaged pupils will have been disproportionately negatively affected by the school closures, sustained support will be needed to catch up
- Effective remote learning will mitigate the extent to which the gap widens
- It is unlikely that a single 'catch-up' strategy will be effective
- Supporting pupils to work independently can improve outcomes (*links to metacognition and MPTA scaffolding framework*)

Nationally, Ofsted has just published a report (November 2020) setting out the main findings from its 'fact finding' visits to schools earlier this term. This expressed concern about lost learning across the age ranges and highlighted specific concerns around early years child development; setbacks in particular areas of education, including children's stamina for writing and reading, the impact of school closure on vulnerable children and mental health, and physical fitness. The report found that children who were well supported at home were most able to cope with the school closure period. Children with SEND and those vulnerable to poor outcomes were highlighted as being most affected in respect of their care and education. The report notes school leaders' and staff resilience, but also reflects the impact of COVID on staff shortages and resources. **The experience of Lakeside matches the report's main conclusions.**

Taken from **DfE Coronavirus (Covid19) Catch Up Premium**

Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on [curriculum expectations for the next academic year](#).

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

Our response to the COVID school closures and ongoing challenges

Our Academy Improvement Plan outlines our COVID response. It is a working and fluid document and responds to ongoing monitoring including stakeholder analysis. Our 'Aims at a Glance' and 'Covid mitigations' against each priority can be seen below.

Key Priority	Priority Leadership	ANNUAL AIMS AT A GLANCE	COVID Mitigations
1. Effective leadership ensures professional development strengthens the workforce at every level and ensure Lakeside is a GP2W.	TR (EP) & JBH (HOD)	-Strategic Planning understood by all. -Pro-active and reflective professional development strengthened through coaching, quality training and implementation planning. -Roles and responsibilities understood by all. -Staff voice informs decision making and is the main pillar of GP2W. -Career development opportunities at Trust and Academy level.	Fluid PDM model. Mini-projects and professional development linked to gaps in learning. UPS- COVID gaps closing responsibility T&L monitoring reviewed-pupil voice and video coaching.
2. High quality provision and support for vulnerable learners (including SEN children and those with SEMH needs), breaks down barriers to learning, ensuring their individual potential is met.	JG(DP, DSL) SM(SENCo/ KS1 AP) and MS(TSL)	-Needs of learners are effectively identified -SEN- systems and practice (including teaching) lead to improved outcomes. -Robust safeguarding systems and structures support the most vulnerable -Attendance systems are robust and lead to improved attendance (closing the gap on national) -Thrive approach will have positively impacted on school culture, targeted pupils and individual SEMH assessment. Identify key Thrive practitioners, 'experts' in school. -Continue to develop positive relationships with vulnerable and SEN parents.	PSHCE emphasis for Aug 1. Listening to children key. Attendance Safeguarding team protected time Fortnightly SAFs meetings Remote training Remote meetings with outside agencies
3. To ensure the effective teaching of reading and phonics promotes positive attitudes towards reading and encourages parental involvement in order to impact on standards	VB (TSL) with SM (AP) & AC (EYFS AP)	-Increase in % of Y1 and Y2 children passing phonics screening check from baseline (Oct Y2; Dec Y1) to Dec (Y2) and June 2021 (y1). -Increase in % at ARE in reading from baseline (Oct 2020) to end of year (July 2021) -Improvement in pupil attitudes towards reading evidenced through pupil questionnaires Sept 2020 to July 2021	Year 3 phonics focus New approach to reading in KS2 PDMs and PPA support focused on reading
4. Effective assessment and teaching is used to mitigate against the impact of COVID19 on learning, with a focus on core subjects (and PSHE).	MS (TSL) & BW (Y6 Lead & AP) with JBH All SLT	-Gaps in learning are quickly identified through effective Assessment in lessons. -Diagnostic assessment is used to plan subsequent lessons and promotes professional dialogue in PPA. -Previous year group NC KPIs are used in the Autumn term to address gaps in learning (lost learning). Children are able to meet ARE by focusing on KPIs (accelerated learning) -Maximise learning time by having personal resources for all lessons available at workstations (to compensate for time used for additional COVID cleaning measures). -Improved basic skills: daily arithmetic sessions and more dedicated reading time (guided class novel, expectations of reading at home) -SEMH needs are identified more rapidly due to the completion of weekly reflection journals, 3 PSHCE lessons and greater time as a class group, with consistent adults.	Autumn Term: focus on previous year's KPIs to bridge gaps in learning. Summer term assessments (NFER) used to assess baseline for children in Y4/5. SATs assessments used in Y2, Y3 and Y6. Current year group KPIs used for Spring term. If KPIs are met then broader objectives can be covered during the summer term. Children are in class bubbles: consistency and stability – same adults and children all of the time which will develop stronger relationships as well as constant reference and linking to learning done.
5. The academy continues to build positive relationships with parents to impact on learning and make Lakeside the school of choice.	JBH (HOD) and TR (EP) with AC (AP) and LK (DP)	-Home learning meets the needs of all learners and can respond to changing circumstances -Parents are supported with home learning. -Communication with parents is effective and understood by all. -The Academy radiates a positive image within the community and beyond Reception 2021 cohort is full.	Autumn Term: Increased engagement with Dojo by parents following communications during closure period. Regular newsletters with useful information. SLT presence on school gates each end of each day while parents not permitted on site.
6. In the EYFS, at least good teaching (with a particular focus on communication and language) leads to improved outcomes for all learners, especially for disadvantaged learners, with an increasing % of children achieving age-related expectations.	AC (EYFS AP) with TR & JBH	-Children are able to independently access the learning through well planned and organised continuous provision both inside and out. -Staff are skilled at developing language in universal and targeted provision through quality interactions and modelling. -Assessment effectively informs learning and the use of Target Tracker is embedded. -Solid foundations for reading and writing (including the Launchpad, phonics teaching, interactive story and positive attitudes towards reading) ensure children are ready for their next step in education.	-September transition plan- 1/3 class a day (FS2) and half days (FS1) -Focus on understanding and expressing feelings- fostering a sense of belonging and building positive relationships. -Home/ remote learning includes C and L activities, modelling activities to support parents. -Communication and Language focus for year (response to research)
7. The curriculum (PROUD curriculum) and pedagogical approaches enable pupils to speak knowledgeably and with interest about their own learning journey.	MS (TSL) and JBH	-Staff are confident with using and promoting the PROUD values consistently. -Children are able to articulate what PROUD is (pride in learning, reading, creativity, understanding self, driven/motivated). -There is a focus, with explicit teaching of and reference to, the 5 key strands in each classroom. -Going into classrooms, the PROUD values are visible in children's attitudes, behaviours and work: the ethos. -Whole school and year group curriculum maps are in place and understood by all. Skills progression is in place for all subjects.	-introduced remotely online

Our Priorities for the use of the Catch Up Funding

We aim to ensure that:

- those pupils that can attend school do so everyday
- the well-being and safety of our pupils is paramount
- the curriculum is well matched to pupil need and prioritises catch-up
- the basic skills of speaking and listening, reading, writing and being numerically fluent with number and calculations are prioritised to give greater access to the wider curriculum
- all pupils have access to Quality First Teaching and learning every day – assessment, planning for progress, differentiation, challenge and support
- support is given to those who need it most, bespoke support and intervention rather than 'off the shelf' options
- the remote learning strategy is prioritised so that all pupils can engage with their learning within and beyond the classroom

- provision can remain open when staffing availability is challenged
- One to one tuition is available where it is needed

We recognise that we need to accelerate the progress of all our pupils. However, we also know that there are some key year groups that we need to prioritise in the short term and that different phases require different responses.

Year six pupils need to be well prepared for the next phase of their education and the transition to secondary school. There is strong evidence widely available that shows that children who achieve well and are literate and numerate when leaving primary school achieve better in the wide range of curriculum subjects.

We know from research and from our experience over time that when gaps are closed in the Early Years Foundation Stage then they remain closed throughout the child's educational career. Early Intervention has the single most significant impact and school readiness is an influential factor in determining the academic success of a child.

Quality for all children in the classroom

We have a high expectations for all children and know that the best way for the children to catch up on lost learning is to access high quality, consistently excellent teaching. Strategies to ensure this include:

- Frequent professional development for teachers which includes coaching, team teaching and mentoring.
- The development of a language rich curriculum with a focus on extending vocabulary and extending cognitive academic language.
- Excellence in the Early Years Foundation Stage to ensure that disadvantaged children have the gap narrowed at the earliest stage.
- A strong focus on the deployment and use of adults to ensure that they are effective and have impact on learning.
- Rigorous tracking of pupil attainment and achievement and timely intervention as applicable.

Enhancement of Provision

We have a personalised approach to supporting our pupils to ensure that all children have the very best chance of success we use some of the following strategies:

- Attendance and Pastoral support – ensuring our most vulnerable children and families are getting the support they need from school and additional agencies.
- The implementation of Thrive (across 2020-21) to impact of social and emotional aspects of learning for all children, especially those with SEMH needs.
- Oral language Interventions in the EYFS – Talk Boost and Language Link assessment.
- A focus on supporting children without access to technology if unable to attend school eg. Bubble closure

Catch Up Funding Allocation 20-21

The Catch Up Premium allocation for the academic year 2020-21 is £47,195

The table shows how we intend to allocate the funds

Use of funding	Cost	Intended Impact
Accelerated Reader	£4961	<p>To raise standards in reading by ensuring children have access to high-quality reading books in KS1 and KS2 at a level appropriate to their reading fluency.</p> <p>To support the accurate assessment of children's reading ages.</p> <p>To enable children to access an extended range of digital books and home and further develop life-long love of reading impacting on all children but especially boys.</p> <p>Expand children's understanding of the world and cultural capital through reading.</p>
Books and comics To expand the books available to loan from our library following a library audit (by Derby City Library Service) and to include comics following a pupil survey with a particular focus on boys reading.	£4000	<p>All children in KS1 and 2 able to take home a library book alongside their reading scheme book.</p> <p>Improved attitudes to reading seen in all pupils including boys.</p> <p>Accelerated progress in reading across the school, especially for boys.</p>
I-pads for remote and in-school learning.	£10000	<p>Any children not able to access remote learning during bubble closures have access to an I-pad. By allocating this money we do not have to wait for government funded devices.</p> <p>These devices can then be used for catch-up strategies in school (following covid times).</p>
Seesaw app subscription This is a remote learning umbrella platform that enables pupils and parents to easily access all remote/ home learning through a journal approach and also develop oracy skills at home and in school. To be used in KS1 to improve access to remote learning. (Following the trial to be cascade across school).	£700	<p>Improved engagement in KS1 remote/ home learning.</p> <p>Improved outcomes in arithmetic, phonics and oracy.</p>
Thrive	£7500	<p>Improved behaviours and attitudes of all pupils as seen through class and individual profiles.</p>

<p>Implementation and training for Thrive – a social, emotional and mental health approach across school.</p> <p>3 x lead practitioner training programmes</p> <p>2 x senior leaders training programmes</p>		<p>Improved outcomes especially for those with identified SEMH needs.</p>
<p>Year 6 secondary school transition support Additional TA mentoring and support for Y6 pupils as part of their transition.</p> <p>Children identified as a risk when transitioning to secondary school will be allocated a TA mentor or CFSW who provide intensive support at this time.</p>	£799	<p>Less anxiety at transitions time (summer 2021) and high engagement levels when starting secondary school. This has been identified as a key priority but will be very difficult to measure the impact.</p>
<p>Local Authority Specialist Behaviour Support</p> <p>High needs children to access specialist behaviour support (specific to needs). This will be through a specific behaviour support plan and include working with parents.</p>	£2500	<p>3 identified children will receive specific support resulting in improved engagement and outcomes.</p>
<p>Teacher mentoring by Harmony Trust Covid recovery team member.</p> <p>Mentoring of 1 x teacher focusing on writing by the Harmony Trust COVID recovery team. Mentoring includes a focus on writing (LKS2), working on a coaching and development plan, providing bespoke advice and support.</p> <p>Mentoring of 1 x teacher focusing on high needs pupils by the Harmony Trust COVID recovery team. Mentoring includes a focus on on a coaching and development plan, providing bespoke advice and support.</p> <p>Subject leader mentoring to further embed the development of the curriculum.</p>	£16,735	<p>To ensure high quality teaching and outcomes in classes identified as a particular risk in relation to Covid learning gaps.</p> <p>Improved leadership of subjects with a focus on intent, implementation and impact (outcomes) for vulnerable pupils.</p> <p>Improved engagement in learning as a result of a high quality curriculum across the school.</p>

Impact of the Catch Up Premium Funding

Taken from **DfE Coronavirus (Covid19) Catch Up Premium**

As with all government funding, school leaders must be able to account for how this money is being used to achieve our central goal of schools getting back on track and teaching a normal curriculum as quickly as possible.

Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors and trustees should scrutinise schools' approaches to catch-up from September, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities, and ensuring appropriate transparency for parents.

We intend to monitor and evaluate the impact of the funding in the following ways:

The Strategy for the Coronavirus (Covid19) Catch Up Premium will be reviewed on an ongoing basis as part of the academy monitoring and evaluation cycle. This strategy document will be reviewed and updated on a termly basis throughout the academic year. The academy will participate in external and peer review processes during this year which will consider the impact of the premium through this process.

The Board of Trustees will be reassured that the catch up strategies are having an impact on pupil learning through the use of trust monitoring procedures. The trust monitors the quality of provision in its academies through the following processes:

- Analysing data and the context of the academy through the termly Progress and Standards meetings
- Termly Stocktake meetings with the Chair of the Progress and Standards Committee
- Peer Review Reports which are fed back to the Performance and Standards Committee
- Feedback from Parents, Staff and Pupils through Termly Forums and surveys
- Standards Moderation activity at local cluster, hub and trust wide level.

The trust has supported its academies by

- Providing support and guidance to leaders through the Learning Matters Steering Group; Recovery Curriculum, Baseline Assessment, Home Learning PPR,
- Producing data packs that support analysis of pupil and cohort need, challenge and support through the Progress and Standards monitoring process.
- Providing a template and example guidance for this report with LMSG discussion and support
- Additional resources for remote learning, including ICT support for implementation