Longford Primary Academy
Covid-19 'catch-up strategy'

1. Summary information					
Academic Year	2020-21	**Total catch-up funding**	£20, 640	**Key reading**	[EEF Covid-19 support guide for schools](#)

2. Planned expenditure
The three headings below demonstrate how Longford Primary Academy is meeting children's needs following the closure of schools due to the pandemic by improving classroom pedagogy, providing targeted support and supporting whole school strategies.
i. Quality of teaching for all

Intent	Rationale	Implementation	Impact
Quality first teaching • Learning behaviours • Metacognition • Self-regulation • Oracy/dialogic talk	Metacognition and self-regulation approaches aim to help pupils think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning. Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils. **EEF research shows that up to 7 months additional progress can be made** Dialogic teaching aims to improve pupil engagement and attainment by improving the quality of classroom talk. Teachers are trained in strategies that enable pupils to reason, discuss, argue and explain rather than merely respond, in order to develop higher order thinking and articulacy.	Whole staff CPD (reading and online CPD) from March 2020 Gradual implementation & review of strategies to develop metacognition & self-regulation through PDMs and further directed reading & online CPD School is signed up to Voice21 – Oracy Pioneers Program. Acting VP will continue to engage with this and share best practice with staff through PDMs	
			Key documents/links: • [EEF Metacognition & Self-regulation](#) • [Online CPD - Seneca](#) • [Communication trust CPD](#) • [Voice21](#) • [Online CPD – metacognition.org](#) • [Thinking moves](#) • [EEF - Dialogic teaching](#)

Intent	Rationale	Implementation	Impact/commentary
Improve the quality of the spoken dialogue in classrooms particularly EYFS	Good spoken language and communication skills are strong predictors of reading, writing and later academic success. For children who experience social deprivation, strong early spoken language has been shown to be the best indicator of those who can 'buck the trend' and escape poverty in adult life with better long-term employment prospects. EEF research concluded that that children receiving the NELI programme made the equivalent of **+3 additional months' progress** in oral language skills, on average, compared to children who did not receive NELI.	Use SLCT tools – 'Communication commitment' to audit the school and create an action plan to develop and implement a speech, language and communication curriculum. **Nuffield Early Language Intervention** (NELI) - The 20 week NELI programme aims to develop children's vocabulary, listening and narrative skills and in the last 10 weeks also involves work to develop phonological awareness and early letter-sound knowledge as foundations for early literacy. NB Project participant (free)	Key documents/links: • Communication trust CPD • Voice21 • EEF NELI evaluation
Pupil baseline assessment	Robust baseline assessments, including those used for diagnostic purposes, can provide a useful picture of what a child knows or can do at a certain point in time, as well as gaps in their learning.	Once children are settled baseline assessments will be carried out across the school: • EYFS: baseline against framework • Y1/2: letters and sounds/phonics screen • Y1-6: PUMA maths assessment • Y3-6: PIRA reading assessment Ongoing AfL: • White Rose pre-unit maths assessments • Pathways gateway tasks (writing)	Key documents/links: • EEF – Assessing and monitoring pupil progress

ii. Targeted support

Intent	Rationale	Implementation	Impact/commentary
Develop high-quality reading rich curriculum & narrow attainment gaps	Fluent reading supports comprehension because pupils' cognitive resources are freed from focusing on word recognition and can be redirected towards comprehending the text. Purposeful speaking and listening activities support the development of pupils' language capability and provides a foundation for thinking and communication. (EEF)	Accelerated reader intervention: School will buy into CPD and online reading resources (Myon) to support implementation of AR. Team of 4 staff: • Acting VP	

	A high-quality, reading-rich curriculum can offer the mean for pupils to thrive after their time away from the classroom, according to the Education Endowment Foundation.	• Y5 teacher • 2 x TA Staffordshire Library Service book boxes to support wider reading across the curriculum Organised and purposeful library with timetabled library slots for all classes	Key documents & links: • EEF Promising project – accelerated reader • TES report
Improve pupils' comprehension, verbal fluency, and confidence in maths	There is a substantial attainment gap between pupils from disadvantaged backgrounds and their classmates – and the EEF's analysis suggests this is likely to be growing significantly while schools are closed to most pupils. There is extensive evidence showing the impact of tutoring to support pupils who have fallen behind.	Affordable maths tuition Y6 children meeting the criteria will participate in a project that offers one to one maths tuition through third space learning	
			Key documents & links: • EEF – Promising project – maths tuition
Wider intervention programmes as identified through observation and or assessment	Programmes are likely to have the greatest impact where they meet a specific need, such as oral language skills or aspects of reading, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery. Interventions might focus on other aspects of learning, such as behaviour or pupils' social and emotional needs, or focus on particular groups of pupils with identified special educational needs or disabilities. Effective intervention follows assessment, which can be	Ongoing assessment for learning & feedback will identify specific gaps and needs that will be addressed through pre-/post-teaching Identification of pupils with needs through ongoing behaviour monitoring. FSW & SENCO to liaise regarding these children - use of outcome	

		star/Boxall to identify specific needs and provide nurture/CPD for staff Use of My Happy Mind across the school	Key documents & links: • EEF guidance: SEL in schools
	used to ensure that support is well-targeted and to monitor pupil progress. Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. Average impact of four months' additional progress. (EEF)		

iii. Other approaches			
Intent	**Rationale**	**Implementation**	**Impact/commentary**
Technology development	By digital technology we mean the use of computer and technology assisted strategies to support learning within schools. Approaches in this area vary widely, but generally involve: • technology for students, where learners use programmes or applications designed for problem solving or open-ended learning; or • technology for teachers, such as interactive whiteboards or learning platforms. **EEF research shows that an additional 4 months progress can be made.** The school will work towards 1-2-1 iPads for all children to enable them to continue to engage with their learning wherever they are.	Participation in SBMAT iPad project • See action plan	Key documents & links: • EEF – using digital technology
Supporting families	Schools have provided extensive pastoral support to pupils and families throughout the pandemic. Additional support in the new school year could focus on providing regular and supportive communications with parents, especially to increase attendance and engagement with learning. There is a risk that high levels of	**Communication and support for parents will use the following platforms:** • **Class dojo:** Enquiries about the curriculum/homework, simple messages, celebration certificates,	

absence after the summer pose a particular risk for disadvantaged pupils.	reminders and class updates. • **School website:** Important announcements, information videos, photographs, links to local authority and government guidance. • **Facebook/Twitter page:** Photographs and videos to maintain a sense of school community (where parents cannot attend performances etc • **School Inclusion Team:** Zoom & MS Teams meetings/phone calls where needed. Meetings in person where necessary (using PPE). Home visits where necessary (using PPE). • **Home Learning – remote learning/packs** – in event of further lockdown home learning packs will be sent home and online learning supported through the platforms listed above • **Phone calls:** parent consultation & learning reviews eg support plans *School admin function will continue as normal.	Key documents & links: • [EEF - Communicating Effectively with Families](#)