

COVID Catch-up Plan 2020/21



SUMMARY INFORMATION			
Total number of pupils on roll	455 (including nursery)	Number of pupils eligible for pupil premium, excluding nursery	100 (24%)
Amount of catch-up premium received (Number of pupils x £80)	£33,120	Plan written by: Plan monitored by:	SLT Standards Committee

“Children from disadvantaged backgrounds are likely to have been more affected particularly severely by closures and may need more support to return to school and settle back into school life. Whilst all pupils will benefit from the EEF recommendations, it is likely that some forms of support will be particularly beneficial to disadvantaged.”

(Covid-19 Support Guide for Schools – June 2020)

STRATEGY STATEMENT

This plan fully supports and provides more detailed actions linked to the key priorities and actions in our School Development Plan (SDP) 2020/2021, with particular reference to Priority 1:

The intent and implementation of a Recovery Curriculum: well-being and academic catch - up (universal and targeted)

A Recovery Curriculum was planned and delivered when school re-opened to all pupils in September 2020. Please refer to the **Curriculum section of the school website** for details. Throughout the first half of the Autumn term, assessments were carried out in line with our **Assessment Schedule** to help us to identify the impact that school closure had had on children's learning. Detailed conversations were held between SLT and class teachers as part of **Pupil Progress Meetings** to identify key priorities for action for:

- The whole school;
- Each year group/class;
- Specific subjects;
- Groups and individual pupils.

This plan is written on the premise that learning gaps have widened as a direct result of partial school closures linked to COVID-19 and focuses on a small number of strategies that we believe will make the biggest difference. We recognize the importance of great teaching to support ALL pupils and therefore this plan has been developed in line with recommendations from the EEF Guide to Support School Plans: A tiered approach to 2021 (Dec 2020) and considers three main areas for action linked to identified barriers to future attainment: **high quality teaching, targeted academic support, wider strategies**. The actions identified are in addition to the usual, targeted interventions that are detailed within our **Whole School Provision Map**.

In conjunction with our Pupil Premium Strategy 2020/21, the plan aims to:

- Make effective use of DfE funding to resume teaching to a normal curriculum as quickly as possible.
- Help children to catch up on missed education as a result of partial school closures linked to COVID-19.
- Reduce the attainment gap between disadvantaged pupils and their peers.

SLT, LMT and Curriculum Team Leaders have a shared responsibility for the effective implementation of this plan. Governors will hold leaders to account through consideration of evaluation reports provided to committee meetings and the full governing body each term.

Planned Spending (Spring and Summer 2021)

Tier 1: High Quality Teaching

Identified Barriers to Learning	Intended Outcomes	Key Actions/Initiatives	Planned Spending/Support	How will we monitor and evaluate the impact?
Remote Learning: Children are unable to attend school and must access learning from home. Some children do not have access to IT and connectivity to complete remote learning. Some children/parents do not have skills to access or complete online learning. Some staff do not have the IT resources needed to work effectively from home.	Effective implementation of our Remote Education Plan across the school. All children have access to appropriate technology and internet connection. All staff have the devices and internet connectivity they need to work remotely.	Staff training sessions to use Class Dojo and Google Classroom. Live lessons are carried out via Zoom and Google meet. Different approaches to suit different tasks: - some lessons have demonstration videos. - There is a balance in the type of tasks set and whether these are online or off line. Remote learning to be integrated into teaching in school to ensure a consistent approach. Individual support sessions to be offered to children/parents who need it. Chrome books provided (in addition to government allocation of 32 devices) to some families who do not have devices. BT WIFI and Vodafone SIM cards to be offered to families who have issues with connectivity. Work packs to be offered to families who have IT issues that school cannot resolve. Staff loans of school laptops to work from home and some dongles purchased to help with connectivity. Continual review and monitoring.	Chromebook trolley x2 (£2450) Cost of 30 Chromebooks (£4949) Cost of staff laptops and dongles (£1130) Planned Total Expenditure: £8529	Remote Learning Registers/Records. Weekly meetings with QTLA leads. Standing agenda item in weekly SLT meeting. Monitoring records related to the quality of remote learning.

Missed learning: Priority areas identified from baseline data (September 2020) Reception: Phonics Maths Communication and Language Independent learning skills Year 1: Reading Phonics Maths Year 2: Reading Phonics Year 3: Reading Writing Maths Year 4: Writing Maths Year 5: Reading Maths Year 6: Maths. Zen Den (ASC Pupils): Communication and Language Independent learning skills Social Skills	All children make progress and gaps caused by school closures are plugged. Accelerated progress in the areas identified in the missed learning priority areas (see column 1)	Review assessment systems, considering school closures. Assess learning on return to school (September and March) Review teaching structure in line with EEF guidance. • Explicit teaching • Scaffolding • Cognitive strategies • Flexible grouping. Catch up curriculum: • Curriculum leads to give advice/support • Review of plans to ensure gaps are covered before moving on and to address missed concepts Provide training for teachers where needed. Ensure a knowledge rich curriculum and a whole school approach to language and communication. Purchase an interactive screen for the ASD base to support learning.	Interactive Screen and Stand (£2352 + £747.69) Cost of Assessment materials – Bookpoint (£969) Planned Total Expenditure: £4068.69	Regular monitoring and development meetings with subject leads. Pupil progress and attainment data from starting points post school closure.
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Tier 2: Targeted Academic Support

Identified Barriers to Learning	Intended Outcomes	Key Actions/Initiatives	Planned Spending/Support	How will we monitor and evaluate the impact?
Language and communication skills: EYFS, SEND/complex needs Phonics: Reception, Year 1 Reading: Year 1, Year 2 and Year 5 identified as a year group to focus on. Writing: Year 4 identified as a year group to focus on. Maths: Reception, Year 1, Year 4,5 and Year 6 identified as year groups to focus on. EAL: key pupils across key stage 2 – mostly in year 3.	In identified areas, attainment is raised. The majority of children to be at, or above age related expectations by Summer term 2021. To ensure that pupils are able to access age appropriate learning resources, as well as teaching and learning.	Research and resource key interventions, lead by class teachers and/or LSAs, including: Speechlink Phonics – Bug Club (23.2.2021) BERT Accelerated Reader AR Demo 22.02.2021 Project X Doodle Maths/English Demo 009.02.2021 Two week trial after halfterm Words First SALT- EYFS strategy and targeted individuals/groups across KS1 and 2. Deployment of LSAs and HLTAs to be re-evaluated. (Including EAL support) Develop an effective model that: Provides training in relation to delivery and pupil feedback.	Speech link licence (£153) Phonics Bug club cost (£449) Project X cost for yearly subscription (£250) BERT Resources (£3482) AR - £6 per pupil per year Doodle Maths - £6 per pupil per year Words First Speech Therapist cost (£2519) Pearson's Intervention support Year 5 and 6 (£2000) Kickstart LSA support in class (£2859 per head for 6 months overhead cost) CGP books to support home learning (£500) EAL Hub subscription (£100) EAL SLSA time – 6 hours per week over 12 weeks (£1430.64) Planned Total Expenditure: £13,742.64 + Doodle Maths Cost and Accelerated Reader cost depending on number of	Pupil Progress meetings QTLA live Action Plan meetings Subject plan action plan meetings Monitoring data from each intervention

		Considers timetabling which will have the most impact on learning e.g. children being taught in a small group during the lesson rather than in the afternoon. (Guidance says: 15-45 minutes, 3-5 times a week, 8-20 weeks.) Consider a link to classroom teaching. Ensure children receive a balanced curriculum if doing intervention sessions.	children accessing this intervention.	
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Tier 3: Wider Strategies

Identified Barriers to Learning	Intended Outcomes	Key Actions/Initiatives	Planned Spending/Support	How will we monitor and evaluate the impact?
Lockdown has had a financial impact on many families. Many parents/carers lack the understanding/language skills to successfully support children at home. Many children have suffered mental wellbeing issues related to school closure which has impacted on their ability to learn.	Parents/carers have the skills to support children at home. The wellbeing of all children is supported and issues are identified and addressed. All children are engaging fully and have the tools they need to do so. Once schools are fully re-opened attendance for all will be above 97%.	Targeted support from JM with regards to families having difficulties. (Parent Support Advisor) Magic Breakfast offered to all children. Research courses for parents regarding IT and language skills.	Magic Breakfast – no charge (due to COVID19) School Counsellor (£2000) Cost of Tootoot – TBC (April 2021) Cost of enrichment activities (£4000) Planned Total Expenditure: £6000	Pupil consultation tasks re well being Tootoot to monitor wellbeing Mental Health and Wellbeing Assessment tool Attendance records and fortnightly meeting records Home Learning Records to monitor engagement.

Not all children are engaging fully in the home learning and some work is not to a good standard. Some children might not attend above 97% once school's are fully open.		Targeted support for children from ML – Social, emotional and mental health lead. Targeted support for children from the school counsellor Research Tootmood or Zones of regulation as a platform for gathering information about children's concerns and feelings. QTLA leads to map out enrichment activities on the medium term plans. Consider using own school staff (HLTAs) to cover classes when teachers' are absent rather than supply staff to ensure better engagement.		
			Overall Spending: £32,340.33	