

## COVID Catch Up

Following the government's announcement, £1 billion of funding has been released to support children and young people to catch up.

Schools' allocations are calculated on a per pupil basis, and means we will receive approximately: £13,280 this year to help us support our pupils.

Schools have to use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months. Schools have the flexibility to spend their funding in the best way for their cohort and circumstances. To support us to make the best use of this funding, the Education Endowment Foundation has published a support guide for schools with evidence-based approaches to catch up for all pupils. We have considered this when planning our approach for the use of this funding.

### The barriers we need to address to help pupils catch up

- Raised anxieties in moving year groups, due to limited transition
- Ensure pupils are in school every day to learn
- Supporting pupil's emotional wellbeing
- Supporting pupils re-establish behaviours for learning
- Re-engaging pupils in the curriculum and learning
- Re-establish positive relationships
- No device to access home-school learning, sharing of devices between siblings

### Expected progress not made due to lockdown, including:

- Pupils not at appropriate chronological age in English and Maths
- Missed daily phonic teaching in Early Years and Key Stage 1 – impacting on early reading and writing skills and confidence
- Poor Fine motor skills



- Delayed progress in reading skills, fluency and comprehension
- Gaps in Mathematical knowledge and understanding

### **What we plan to do**

- Increase the skills and resources of staff, pupils and parents to engage with blended learning
- Provide additional emotional support through the use of a school counsellor
- Take part in the Nuffield Early Language Project
- Further develop the quality first teaching of phonics
- Provide time for teachers to carry out catch up with their own class

### **How we will check that our plan is making a difference**

- Establishing baselines in learning
- Pupil progress meetings / discussions with class teachers
- Regular monitoring of teaching and learning and pupils work
- Talking to pupils
- Tracking of pupil progress data
- Progress / outcomes from interventions

Total Allocated Funding: £13,280					
Action	Intended Outcome	Estimated Impact	Cost	Staff Lead	Comments
<p>First week back whole school cross curricular project based on book 'Here we are', focused on experiences due to COVID, PHSE, well-being/mental health aspects and literacy whilst also addressing new procedures linked to H&amp;S. INSET day September 2020 to develop this project.</p> <p>Children initially to return to school to their known teacher and classroom from the previous year before transitioning into their new year group.</p> <p>Continued on going adaptations to 'Breakout' curriculum in response to children's needs.</p>	<p>Raise standards by ensuring that pupils are physically and emotionally able to learn.</p>	<p>Pupils will find it easier to return as returning to familiar teacher and classroom.</p> <p>Pupils will feel safe in school and will follow the systems in place on the risk assessment.</p> <p>Pupils will be given opportunities to talk about their experiences while away from school and related to COVID.</p> <p>Children will be given opportunities to express themselves in different ways through different subjects.</p> <p>Pupils will arrive at school ready to learn.</p>	/	L Jackson	<p>Staff and children identified the attempts of the project in developing a sense of community that has been missed by the whole school having the same initial focus.</p> <p>Children had opportunities to talk about their personal experiences and in particular what they had missed and the changes that were now in school.</p> <p>Children and parents reported that it was beneficial to come back to familiarity and gave a chance for closure to the previous year.</p>
<p>Pupils who are presenting with emotional needs since returning to school in September, will have access to</p>	<p>Pupils have access to a range of strategies to support their emotional needs</p>	<p>Pupils will feel safe in school</p> <p>Pupils will arrive at school ready to learn Pupils know</p>	£1,100	<p>Jayne Rowell (SENDCO)</p> <p>Carole Stronach</p>	<p>Children referred to this service mainly consists of children who are experiencing difficulties over lockdown, returning to school, friendship groups, attachment and</p>

the school counsellor, in 1:1 or group sessions as appropriate.		who what to do if they feel anxious		(School counsellor)	bereavement. Sessions are often 1:1 or small groups 1:4 and are 30 mins in duration or as age appropriate and children remain in the programme for up to 10 weeks, depending on progress. Through play-based therapy, children are taught a range of strategies to support their anxieties. Feedback from parents is very positive.
Devices secured to support blended learning.	Pupils who are self-isolating due to bubbles closing or family members testing positive will have their own device in order to access online leaning.	All pupils will be able to access learning	£5,993	K Bushby	All children had access to an appropriate device for use at home in order to access home learning. After the first period of lockdown, an improved remote learning offer was needed. CPD and shared good practice was delivered to all staff. All remote learning was delivered through a combination of live and pre-recorded lessons and through access to online learning platforms. A broad curriculum offer was possible and was offered through Class Dojo and TEAMS. Work was uploaded onto Dojo for marking and feedback. A PHSE / Breakout curriculum and community events were offered to support children's well-being. Parents and children were positive about the improved remote learning offer.

To enable teachers to provide targeted intervention in reading and maths through booster sessions after school	Rapid, immediate intervention in reading and maths.	Children identified in the September baseline make accelerated progress.	/	LJ KB Class teachers	Weekly booster sessions were offered by class teachers for a period of 10 weeks. Improvements were reported in terms of progress with basic skills and confidence.
Additional teacher to support English and Maths in year 4.	Raised standards in English and Maths	Children identified in the September baseline make accelerated progress. Larger number of children achieving ARE.	£3,187.25	Jo Horsfield A Gallon	Improved engagement, work rate and attitudes to learning with SEND / LA pupils, target pupils and GDS.
All pupils in KS2 will have access to Reading Interventions through Reading Plus Y5 Y6 or Lexia Y3 Y4	Raised standards in reading through improved fluency and comprehension and through the addressing of specific gaps for individuals.	The majority of pupils will make accelerated progress from their baseline assessment.	£3,000	L Jackson	All pupils in KS2 are accessing at least 60 minutes per week. Success rates vary as some children only access during school time while others frequently use it at home. It has had a positive impact on children who were not reading at home as they now read daily. Reading stamina has improved across the key stage.

Total Spend	£13,280
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