



Covid-19 Catch-up Plans and Reports

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together we shine

Overview - Tiered Model**Teaching and learning****(Wave 1)**

- Map out planning for first term, with a week by week focus on delivering the curriculum, prioritising reading and writing.
- Plan for and encourage collaborative tasks and investigations
- Introduce wider curriculum with reading and writing a priority
- Strategic approach to assessment, including baseline assessments which inform and shape future planning
- CPD
- Phonics and reading assessments to identify needs
- Plan a systematic approach to reading and writing from EYFS to Year 6 with a focus on vocabulary and improving speaking and listening skills
- Increased and improved use of digital technology to improve home learning and parental engagement
- Targeted and quality CPD for teachers and leaders

Targeted academic support**(Wave 2/3)**

- One to one reading with support staff in the afternoons
- Investment in apps and other subscriptions for use in school and at home
- Additional teacher support in year 6 to support targeted groups of children
- Investment in training and materials for HLTAs to lead on maths and English interventions
- Investment in reading interventions for KS2 children

Other Strategies

- Continuation of after school clubs
- Remote learning system and plan in place and active
- Roll out of our new curriculum with a focus on children's experiences
- A continued focus on physical and mental wellbeing with a whole school food policy, daily mindfulness practice and extended PE lessons.
- Emotional support for children through counsellor and Mental Health First Aid training for all staff.

COVID catch-up premium report 2020-21

COVID catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	405	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£32,400 To be received in 3 tranches <ul style="list-style-type: none"> ☐ Autumn 2020 - £8,100 ☐ Spring 2021 - £10,801 ☐ Summer 2021 - £18,901 (New Budget 21-22)		

STRATEGY STATEMENT – CATCH UP PREMIUM SPENDING

Catch-up priorities

- Catching up on learning of key skills missed during school lockdown – particularly Reading and Maths.
- Giving parents resources to support their child at home to a) catch up in key areas b) supplement school work with high-quality home learning to ensure that learning is consolidated
- Supporting pupils in their emotional well-being

Core approaches to implement

- Purchasing learning apps and other resources such as workbooks to be used online at home to help parents to support pupils with key skills (English, Maths)
- Purchasing intervention programmes to be delivered in a targeted way by trained support staff (English and Maths)
- Investing in social and emotional support programmes to be delivered in school
- Small-group tuition – delivered out of school hours. Either by our own teachers and/or tuition partners

Overall aims of our catch-up premium strategy

- To reduce the attainment gap between disadvantaged pupils and their peers
- To raise the attainment of all pupils to close the gap created by COVID-19 school closures

How the effect of the spending will be assessed

- Internal data procedures will be used to show impact on individuals of targeted intervention (tuition).
- The termly and end-of-year outcomes for cohorts and key groups will also be a measure of the impact of the spending.
- Impact of emotional well-being programmes will be measured through outcomes from sessions (counsellor's notes from individual sessions, teachers' feedback from mindfulness sessions)
- For investment in home learning (apps, books), the effect of the spending will be measured by data on class participation and engagement

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Reading – (end of KS2 attainment data)
B	Gap between disadvantaged pupils and their non-disadvantaged peers (end of KS2 data, families of schools database)
C	Attainment and progress of higher attaining pupils (Ofsted report, end of KS2 data, internal data)

ADDITIONAL BARRIERS	
External barriers:	
D	Parental engagement and ability to support pupils with home learning
E	Access to and engage with remote learning
F	Attendance – return to school after lockdown; confidence in sending pupils into school regularly during the COVID-19 situation

Planned expenditure for current academic year

Whole school support					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Purchase of home learning apps – Maths and Reading Purchase of home learning workbooks	<ul style="list-style-type: none"> All pupils regularly access learning apps for Maths and Reading. Teachers use online learning to set homework and track pupils' progress All pupils catch-up in key skills and make accelerated progress in English and Maths 	EEF's COVID-19 support guide for schools - Importance of supporting parents and carers - Will improve communication between home and school - Providing additional resources, with support and guidance, may be helpful. - These apps will also give parents strategies and advice for working with their child eg how to support them with reading	<ul style="list-style-type: none"> Training for staff on using apps, including how to set pupils' starting points and track progress Communication with families to ensure that pupils know how to use the resources Monitor use of resources for individuals, classes and cohorts 	JB	Termly
Total budgeted cost:					£ 5,000
<p>Bug Club – whole school Reading - £1, 100 Mathletics – whole school Maths – £2, 268 CGP books – phonics – Reception and Year 1 - £1, 000</p>					

Individual/small group Targeted support					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Purchase of intervention programmes to be delivered by TAs to targeted groups and individuals	<ul style="list-style-type: none"> Pupils who have fallen behind in key skills are given additional support to help them to catch up Pupils in these groups make accelerated progress and are better equipped to participate in Wave 1 teaching and learning 	<p><u>EEF's COVID-19 support guide for schools</u></p> <p>In order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary. A particular focus for interventions is likely to be on literacy and numeracy.</p> <ul style="list-style-type: none"> We will use intervention programmes from the EEF's Promising Projects list or those which research has shown evidence of promise from previous evaluations 	<ul style="list-style-type: none"> Follow DFE and EEF guidance in terms of planning, delivering and monitoring interventions. <p><i>(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.)</i></p> <ul style="list-style-type: none"> Use of internal pupil data, including contextual information, will be used to select and assess pupils' suitability 	JB	Termly
				Total budgeted cost:	£4,000
<p><i>Catch-up Literacy – whole school intervention – Training and resources £450 per staff member</i></p> <p><i>Catch-up Numeracy – whole school intervention – Training and resources £450 per staff member</i></p>					

Targeted support					
<p>Small-group tuition to be delivered out of school hours</p> <p>1 – By KPS teachers</p> <p>2 – By Tuition Partners (TBC)</p>	<ul style="list-style-type: none"> • Pupils who have fallen behind in key skills are given additional support to help them to catch up • Pupils in these groups make accelerated progress and are better equipped to participate in Wave 1 teaching and learning 	<p><u>EEF’s COVID-19 support guide for schools</u></p> <p>There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. Tuition delivered by qualified teachers is likely to have the highest impact. However, tuition delivered by tutors, teaching assistants, or trained volunteers can also be effective.</p>	<ul style="list-style-type: none"> • Follow DFE and EEF guidance in terms of planning, delivering and monitoring interventions. • Use of internal pupil data, including contextual information, will be used to select and assess pupils’ suitability • Ensure the ‘three-way communication’ between tutor, teacher and pupil is consistently implemented 	<p>JB</p>	<p>Termly</p>
Total budgeted cost:					<p>£12, 000</p>
<p><u>Small group tuition</u></p> <p><i>National Tuition Partners – From November 2020 to review availability and check cost. Subsidised by 75%. Specifically aimed at disadvantaged pupils.</i></p> <p>- <i>Initial cohort of 4 groups of 3, to include cost of tuition, plus TA supervision for after school sessions for 15 hours per group.</i></p> <p><i>Preferred provider: Connex Education</i></p> <p><i>KPS teachers – Cost of tuition per hour TBC.</i></p>					

Other approaches					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Whole-school teaching of Mindfulness to support pupils' emotional well-being following lockdown and during the pandemic	<ul style="list-style-type: none"> Pupils are taught strategies to control their emotions to use inside and outside school 	<p>EEF's guide to supporting school planning – a tiered approach to 2020-21</p> <p>Tier 3 – Wider Strategies</p> <p>- Given the loss of routine, along with the potential for adverse experiences during partial school closures, attention on supporting pupils' social, emotional and behavioural needs, primarily as part of good teaching, is likely to prove an effective strategy to support learning.</p>	<ul style="list-style-type: none"> SLT Monitoring – lesson observations, pupil voice Teacher questionnaires – confidence in use of strategies in supporting pupils and delivering sessions following the completion of 12 week programme 	SF	Termly
In-school counsellor available to support pupils identified by staff as requiring additional intervention with Social and Emotional Needs	<ul style="list-style-type: none"> Pupils are able to discuss and share their worries Pupils are given strategies to support them with managing their own emotions 	As above	<ul style="list-style-type: none"> Regular meetings between SLT member (HT) and counsellor to identify any ongoing concerns, safeguarding issues or where additional intervention may be required 	SF/PS	Termly
Total budgeted cost:					£12, 000

ADDITIONAL INFORMATION

The decisions on spending outlined in this document have been allocated based on DFE guidance and the EEF's key documentation for 2020-21 (**COVID-19 support guide for schools** and **EEF guide to school planning: A tiered approach to 2020-21**). We have taken into account our whole-school contextual information, for example, identifying gaps between disadvantaged pupils and their peers using the EEF families of schools database. Identifying individuals and groups for targeted support will be done using internal baseline assessments and other 'soft' evidence, such as pupil interviews, parental engagement and access to remote learning both during and after lockdown.

Our implementation and monitoring of the effectiveness of our chosen strategies will closely follow the guidance given by the EEF documentation.

Related documents:

Catch-up Premium Action Plan

Whole-school Catch-Up Strategy statement (a tiered approach)

Recovery Curriculum

COVID 'Recovery' Plan from School Improvement Plan

COVID 'Recovery'					
Key Priority: To ensure that staff and pupils feel comfortable returning and that positive relationships are rebuilt quickly					
Overall success criteria: Staff and children are able to teach, support and learn without worry					
Actions: What we will do?	Responsibility Who will make sure that we do it?	Timescale When will it be done?	Resources How much time, money, & people do we need to allocate?	Monitoring / Evaluation Who will check and feedback on how things are going?	Impact / Success criteria What will it look when achieve what we achieve what we want to?
Produce and share through guidelines and risk assessment so that all are aware of the extra measures being put in place	SLT	Prior to September	Whole-school INSET time	HT/SLT/GB	<ul style="list-style-type: none"> All stakeholder will be aware of any new guidance and will know what to do to prevent and deal with issues
Organise team building activities before start of autumn term	SLT	Prior to September	Whole-school INSET time Cost of PSD booking	SLT	<ul style="list-style-type: none"> Staff will rebuild positive professional relationships There will be a harmonious, professional atmosphere
Ensure staff activities occur throughout the term	SLT	Autumn	None	SLT	<ul style="list-style-type: none"> A positive professional relationship will be maintained
Provide refresher for staff on MHFA	SF	Autumn 1	CPD time Cover cost for SS	SLT	<ul style="list-style-type: none"> Staff will be alert to any issues with mental health upon resumption of school
Team building/celebration activities for classes	SLT	Autumn 1	None	SLT	<ul style="list-style-type: none"> Children will rebuild their relationships with their peers and staff
Planning for collaborative tasks and investigations	SLT	Autumn	SLT planning time Training for phase leaders Cover cost for phase leaders	SLT Lesson observations Monitoring – planning, pupil voice, pupil books	<ul style="list-style-type: none"> Children's learning will involve plenty of dialogue within the classroom, social skills and metacognitive skills
Ensure children and staff who are struggling with return have opportunities to reflect and talk	SLT	Autumn 1	Time and cover for SS, SD	SLT Monitoring – pupil voice	<ul style="list-style-type: none"> Staff and the school will be prepared to deal with any emotional issues from day one which may come as a result of back to school anxiety or more specific traumas.

Key Priority: To find out what our children and families have done during their time off so that learning gaps and possible traumatic events can be addressed Overall success criteria: Staff have a good understanding of which children will require extra support during their return to school					
Actions: What we will do?	Responsibility Who will make sure that we do it?	Timescale When will it be done?	Resources How much time, money, & people do we need to allocate?	Monitoring / Evaluation Who will check and feedback on how things are going?	Impact / Success criteria What will it look when achieve what we achieve what we want to?
Staff to contact children and parents of new class	SLT	Prior to September/ Autumn 1 (new starters)	Cover for staff	SLT	<ul style="list-style-type: none"> ▪ Staff will have a clear picture of what learning has taken place during time off ▪ Staff will have a good idea of which children will need support (academic, social or emotional)
Give children plenty of opportunities to discuss their time at home	SLT/Phase leaders	Early Autumn 1	None	SLT Monitoring – pupil voice	<ul style="list-style-type: none"> ▪ Staff will have a good idea of children’s mental/emotional needs
Staff to be alert to any issues around safeguarding and MHFA issues	Designated Safeguarding Leads SF	Autumn	CPD time External training time and costs	SLT Analysis of records Reports to GB	<ul style="list-style-type: none"> ▪ Any safeguarding/MH issues will be identified prior to September
Involve parents and families in learning and assessment in next school year	SF	Autumn	Time for training and producing resources CPD for staff Resources for families (cost)	SLT Reports to GB Analysis of records	<ul style="list-style-type: none"> ▪ Parents will understand the work that needs to be done in order to get their children back on track and will feel that they are able to support them in doing so.

Key Priority: To plan and deliver a curriculum which addresses the lost time in Spring/Summer terms and closes gaps quickly in Autumn term Overall success criteria: Classes will be “up to speed” by end of Autumn term					
Actions: What we will do?	Responsibility Who will make sure that we do it?	Timescale When will it be done?	Resources How much time, money, & people do we need to allocate?	Monitoring / Evaluation Who will check and feedback on how things are going?	Impact / Success criteria What will it look when achieve what we achieve what we want to?
Produce a week by week plan of what will be taught in the first half term, including which parts will be “catch up” material from the previous academic year and which makes reading and writing a priority	SF	Prior to September	CPD and cover time for SF/teachers	SLT Reports to GB Pupil progress data Pupil progress meetings	<ul style="list-style-type: none"> All staff will be clear on what needs to be caught up on and when that will happen Clear plans of what will be taught when and how will demonstrate curriculum coverage plus material form 19/20
Introduce new wider curriculum with a focus on reading and writing	SF	Prior to September Autumn	CPD and cover time for SF/teachers	SLT Lesson observations Monitoring – planning, pupil voice, pupil books	<ul style="list-style-type: none"> Staff, including subject leaders, will understand how their subjects are planned long term. Staff will plan their new subjects, considering the sequencing and opportunities for reading/writing i.e. teaching English skills through wider curriculum.
Strategic approach to assessment, including baseline assessment which inform and shape planning	SLT (JB/RB)	Prior to September	CPD and cover time for RB/JB Training time for teachers	SLT Reports to GB Key documentation (policies) Pupil progress data Pupil progress meetings	<ul style="list-style-type: none"> Assessment lead and SLT will have a clear picture of which children/groups are in most need of intervention and what those needs are. A clear picture of the gaps that exist will be provided, with steps being taken to close those gaps and a demonstrable impact of the actions being taken.

Key Priority: To rebuild children’s confidence and metacognitive skills so that they are able to thrive in school and demonstrate Overall success criteria: Children are actively taught skills which allow them to learn to the best of their ability					
Actions: What we will do?	Responsibility Who will make sure that we do it?	Timescale When will it be done?	Resources How much time, money, & people do we need to allocate?	Monitoring / Evaluation Who will check and feedback on how things are going?	Impact / Success criteria What will it look when achieve what we achieve what we want to?
Provide staff with raining on metacognitive skills and how they can be boosted in the classroom	SF	Prior to September Autumn 1	CPD time SF time Cost of resources (books, additional materials)	SLT CPD materials Monitoring – planning, pupil voice, pupil books	<ul style="list-style-type: none"> Staff will have a good understanding of how they can get their children to use their minds and build up their learning skills
Planning will include activities to improve metacognitive skills	SF	Prior to September Autumn 1	CPD time SF time Cover for teachers for joint planning	SLT Monitoring – planning, pupil voice, pupil books	<ul style="list-style-type: none"> Teachers will have a clear plan for how they will improve the concentration, confidence and ability of all of the children in their class
Continue to focus on key skills throughout the year including rewards	SLT	Throughout the year	Rewards Assembly time	SLT	<ul style="list-style-type: none"> Rewards for children will be based on some of the key skills that children have been taught about. Metacognition will be given a high priority within the school.