

Covid Catch-Up Strategy

Total number of pupils in census Jan 2020	358
Total Catch up Premium Budget £80 per pupil	£28,640

Income Received:	Autumn 2020	£7,160
	Spring 2021	£10,580
	Summer 2021	£10,900

Summary of Key Priorities	Summary of Expected Outcomes
Ensure that all children are thoroughly, appropriately, accurately baselined to identify gaps/learning needs, and any support required for mental health. Provision to be mapped from this point and regularly reviewed to enable progress to be tracked.	Children to relish the return to school, settling back into new routines and following behavioural expectations with immediate effect. Early years children will settle quickly into their new setting.
Approaches to learning that both champion the need to return to a regular pattern of work but take into account the emotional barriers and potential mental health impacts that home schooling may have had.	By end of Autumn term children should, with quality first teaching and support where required, have regained academic confidence to resume their learning at their expected key stage/level. Any children identified as not meeting this expectation are further targeted for intervention.
Rapid and sustained catch up that allows all children to access the curriculum for their new key stage/year group quickly, or whatever the appropriate curriculum for individuals with additional needs may be.	Children in Year 1/2/4 and 6 who will be expected to undertake formalised assessment over the year to have the support to close any gaps that have occurred to ensure they are ready to approach their testing with confidence. The school expects, over the course of the year, to be able to guide the children to a point where outcomes are broadly in line with previous years.

Intended Outcomes:
TEACHING:
<p>Baseline assessments to identify gaps in learning. - Use of NFER tests from previous year's summer term</p> <p>Recovery curriculum planned for Maths and English for each year group. Objectives have been identified as not taught or taught but not fully embedded. These are being taught alongside a broad and ambitious curriculum.</p> <p>Daily reflection time to allow pupils to reflect on what they have found difficult and why. What are the next steps? What support do they need?</p> <p>Daily reflection time to consider own learning needs and resilience.</p> <p>Focus on reading to reignite a love of reading in all children.</p>
TARGETED ACADEMIC SUPPORT:
<p>Parents informed about their child's next steps and how to support at home. All interim reports to show targets and next steps</p> <p>Same day interventions for closing the gaps and addressing misconceptions.</p> <p>Pre-teaching established to make curriculum access more equitable.</p> <p>Teacher led interventions – content determined by analysis of baseline assessments.</p> <p>Spelling intervention for those children who require an intense programme of work</p>
WIDER STRATEGIES:
<p>Sycamore Office open every break and lunch time to provide a safe haven for all children.</p> <p>Classroom environments developed to be comforting and promote wellbeing.</p> <p>Daily relaxation and refresh opportunities for sensory breaks – yoga, mile a day and mindfulness</p> <p>Individualised support for pupils who require it – identified by questionnaires</p> <p>Informing and including parents in their child's next steps.</p> <p>Values based education across the school with half - termly values to promote a positive approach to school</p> <p>Worry boxes in all classes where children can use them effectively.</p>

Actioned Autumn 2020	Actioned Spring 2021	Action Summer 2021
<p>All tests conducted, data analysed and gaps identified</p> <p>All year groups looked at their curriculum and planned to ensure the identified gaps would</p>	<p>Reduced actions due to National Lockdown</p>	<p>All children now back in school and there is 100% return</p>

<p>be covered in a cyclical process. Tests planned for the end of term to see if data improves.</p> <p>Regular talk times and use of whiteboards to show individual understanding</p> <p>Reading is pushed as high priority in all year groups. English subject leads to focus work across the school on reading. Change to the organisation of the Reading Tree to ensure all children are reading age-appropriate books. Match of KS1 books to the phonics taught. Interim reports written for all pupils instead of parents evening. Parents were happy with these and lots of positive feedback.</p> <p>TAs used across the school with targeted children on set intervention strategies.</p> <p>Lexia introduced across the school. Trialled for over 60 children then 50 targeted to work through the programme. Timetabled for slots every day to not interfere with lessons or playtime.</p> <p>An increasing number of children used the Sycamore Office as somewhere to go to have a chat with an adult. This is proving very useful</p> <p>All classes encouraged to have some kind of well being check in so they have something to focus on if needed.</p> <p>Questionnaires conducted on paper for all. Analysed by SLT and it showed how children are happy to be returning to school. Any children who showed any real concerns followed up by SENCo or class teacher</p> <p>If next steps showed an urgent concern parents were informed, otherwise it came on interim reports</p>	<p>All work was moved to remote learning with Google Classroom</p> <p>Plans were adjusted so that tricky areas did not rely on remote learning and were covered when schools returned</p> <p>Regular zoom calls for all pupils to discuss work and to solve any misconceptions</p> <p>Reading encouraged through out</p> <p>Individualised work programmes set where necessary. TAs held individualised or small group zoom calls where needed.</p> <p>Teacher zoom calls used to allay misconceptions</p> <p>Pre-recorded sessions & bought in programmes were used to pinpoint particular subject areas.</p> <p>Lexia continued through lockdown.</p> <p>On return to school - last 3 weeks</p> <p>More children reported anxieties through this lockdown.</p> <p>Another pupil survey held on google classroom showing a rise in concerns and anxiety levels. High level of concerns in Year 4 and concerns with Secondary School and whether they will be ready at Y6</p> <p>Parents Evening help virtually. Very successful and is a style we will adopt for some future meetings.</p> <p>Perseverance & Honesty were the values covered Spring 2021 in virtual assemblies.</p>	<p>Data from Spring 2021 analysed and changed to new system so the whole school is uniform.</p> <p>Recovery plans written and children identified.</p> <p>Resources collated and staffing booked.</p> <p>Opportunities for all children to reflect on their work and discuss where they feel they have difficulties.</p> <p>Summer Reading Challenged launched by Subject leaders. All pupils (and staff) encouraged to take part.</p> <p>Intervention strategies implemented across all year groups by TAs</p> <p>Every year group had their own strategy for recovery work delivered by qualified teachers.</p> <p>Progress tracked in each of these groups</p> <p>Income from I108C needs to be offset against increased staffing and additional hours</p> <p>Courage & Responsibility are values for Summer 2021</p> <p>Data inputted which was teacher assessment based on the summer term NFER tests taken by all children.</p>
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Courtesy & Co-operation were the values covered in Autumn 2020 All classes have a means to share their worry and their questions.		
COSTS	COSTS	COSTS
LEXIA £3,618.00 Lower KS2 books £197.00 Dyslexia books £276.00 Tas for intervention 6 weeks at £200 P/W £1200.00 Classroom Secrets Kids £776.15 TOTAL £6067.15	TA for mental health work £8532 Twinkl Subscription Upgrade £1025 Drawing & Talking – 3 afternoons £1415 Well Being Resources £543 TOTAL £11514	Headstart Catch Up resources £1620 Year 1 Support £618 Year 2 Support £618 Year 3 Support £618 Year 4 Support £1125 Year 5 Support £1006 Year 6 Support £618 TestBase £210 Go Ape – Years 4, 5, & 6 £3525 Rising Stars Years R, 1 & 2 £1040 TOTAL £10998

IMPACT DATA

Across the year percentage improvements:

	READ	WRITE	MATHS
% improvement across the year Y1	40%	11%	16%
% improvement across the year Y2	63%	44%	47%
% improvement across the year Y3	49%	46%	30%
% improvement across the year Y4	33%	29%	23%
% improvement across the year Y5	17%	26%	17%
% improvement across the year Y6	11%	30%	14%

