

Old Leake Primary School Catch-up funding action plan 2020 – 2021

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11.

As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

Identified impact of partial school closure	
Maths	Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind'. Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies.
Writing	Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. SPaG specific knowledge has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected; however those who evidently didn't write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.
Reading	Children will have missed 6 months of Phonics teaching and all phases of Letters and Sounds will not have been taught, practiced and learnt. Gaps in knowledge will impact on future learning, on reading ability and writing standards as well as with accessing the wider curriculum.
Mental health	There are now significant gaps in knowledge – whole units of work have not been taught meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips, visitors and memorable curriculum moments.

EEF rationale	Action/approach	Lead by	Expected impact
Supporting great teaching Expert teachers develop a broad array of teaching strategies that, combined with subject knowledge and knowledge of their pupils, positively impact upon learning	All subjects will be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced. Maths teaching to focus on the areas missed in the previous academic year with additional time given to Maths each week.	SR, SM and RS	Knowledge gaps will be identified and planning adapted to address these. This will ensure that attainment across the Curriculum is maintained and pupils attain in-line with National Expectations.

<p>Improving the quality of teaching—both the planning and implementation—is almost always supported by high-quality professional development.</p>	<p>Continue to engage with Lincolnshire English Attainment Project (Leap) and the Boston Reading Project to access CPD opportunities to develop phonics, vocabulary development and reading. Early years Lead and English subject lead to have additional release time.</p> <p>Appraisal meeting (October) to identify training needs of both teachers and support staff (January) - schedule to be then put in place Appraisal system and monitoring will be rigorous to ensure any previous CPD/areas for development are followed up and supported New staff/NQTs/staff require support to receive in school mentoring</p> <p>The initial focus will be on the teaching of phonics.</p>	<p>SR Release time LEAP cost</p>	<p>A personalised approach to CPD will ensure quality first teaching for all children. All teaching will be at least good. All staff access high quality phonics CPD</p>
<p>Teaching assessment and feedback Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.</p>	<p>Afl opportunities maximised in lessons. Live marking of subjects to identify misconceptions etc. Develop assessment of Foundation subjects in order to identify gaps. Teachers to have opportunities to assess foundation subjects. Subject leaders to revisit progression grids to adjust curriculum map accordingly. Assessment cycle to be revisited and NFER tests will be used to identify gaps and offer standardised score.</p>	<p>SR</p>	<p>Ensuring effective feedback is given to pupils will enable them to identify areas for development and make improvements. Analyses of assessments will identify gaps and inform future planning. This approach will support in closing gaps in R/W/M - Data will evidence this.</p>
<p>Supporting remote learning Focusing on high-quality remote learning will always be valuable for pupils. Planning for a well</p>	<p>Staff to attend training by the ARK ICT in the Autumn Term to learn the specifics of Google Classroom. Staff member LH to provide additional training and support to staff and parents.</p>	<p>SR LH</p>	<p>By ensuring prompt and relevant remote learning is accessible, any gaps that children experience in their learning due</p>

<p>implemented remote learning strategy can be effectively combined with revisiting homework policies and related approaches to fostering independent learning. EEF suggests that when implementing strategies to support pupils' remote learning, or supporting parents to do so, the key things to consider include:</p> <p>Teaching quality is more important than how lessons are delivered</p> <p>Ensuring access to technology is key, particularly for disadvantaged pupils</p> <p>Peer interactions can provide motivation and improve learning outcomes</p> <p>Supporting pupils to work independently can improve learning outcomes</p> <p>Different approaches to remote learning suit different tasks and types of content</p>	<p>Use Google classroom for homework so pupils and parents get used to it before it might become essential. SR to monitor engagement with remote learning and provide the necessary support for parents/children.</p>		<p>to absence will be minimised and data will evidence that predicted targets end of year targets will be achieved.</p>
<p>One to one and small group tuition</p> <p>High quality teaching is supported by, and inextricably bound to, targeted academic support. Good assessment will reveal that some pupils have lost learning, misunderstood content, or made gains in their</p>	<p>All teaching staff to deliver Maths pre-teaching in the Autumn term. RS to deliver additional maths to a targeted group after school one day per week.</p>	<p>RS</p>	<p>By increasing targeted time spent reading/supporting maths 1:1, data analysis will indicate gaps in reading/maths progress will close.</p>

<p>knowledge, during the extended period of Covid-19 partial school closures. This may require targeted one to one or small group tuition to address gaps. There is extensive evidence supporting the impact of high-quality 1:1 and small group tuition as a catch-up strategy.’ Providing additional out-of-class support after lessons can help to close gaps and/or deepen understanding. It may again be useful to look back at previous years’ steps to support this</p>			
<p>Intervention programmes Generally, the use of TAs to deliver high quality interventions, which complement the work of the teacher, is a ‘best bet’ and could be a powerful way of mitigating any impacts of time away from school and see positive gains for pupils. We suggest schools should adopt one or two well-chosen, and well-implemented, TA-led interventions, judiciously used to complement and extend class-based teaching and learning. In order to support pupils who have fallen the behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to</p>	<p>Teaching assistants/support staff to deliver RALF – Reading assessment in Year 6 Phonics support in Rec – Year 3 Additional Maths group Years 5 and 6 Success@arithmetic Reading support Precision Teaching</p>	<p>SR, KD</p>	<p>By providing maths and reading catch-up interventions for identified children in the afternoons, data analysis will indicate gaps in maths and reading to close and progress to accelerate</p>

<p>be necessary. Sessions are often brief (15-45 mins), occur regularly (e.g. 3-5 times per week) and are maintained over a sustained period of time (e.g. 8-20 weeks). Staff receive extensive training from experienced trainers or teachers.</p>			
<p>Planning for pupils with SEND Creating a positive and supportive environment that promotes high standards and positive relationships can help ensure pupils can access the best possible teaching. Consistent routines are important for behaviour in school and this proactive approach to behaviour will support all pupils, including those with SEND. An important principle for teachers in managing behaviour is to get to know and understand each pupil, supporting them in the self-regulation of their behaviour. Self-regulated learners can see larger tasks as a series of smaller more manageable steps. Pupils will need teachers, teaching assistants or tutors to scaffold self-regulation to support them in organising equipment, their time and remembering routines</p>	<p>Regular SEND Reviews ensures teachers are fully aware of pupils and their individual needs. Personalised plans and the systematic approach of the SENDCo ensures provision is implemented and needs met. Within both SEND Reviews and PPMs, pupils and their needs are discussed. Targets are identified and strategies/support put in place to ensure the delivery is both efficient and effective. The provision map evidences pupils, their need, targets and the interventions/support planned. This document is then shared with all staff on a 'need to know basis.'</p>	<p>KD</p>	<p>By ensuring a personalised approach to interventions and support given to those children with complex needs, analysis will evidence PIP targets will be achieved.</p>

<p>Supporting pupils social, emotional and behavioural needs. large and often unrecognised part of teachers' work has always involved providing support for pupils' social, emotional and behavioural needs. Understandably, the impact of Covid-19 closures means many schools are revisiting their approach, to secure support in readiness for this new school year. As most children will change teachers in September, valuable transition information will need to be supplemented with a sustained focus on supporting and monitoring pupils' social, emotional and behavioural needs. Once more, meaningful and manageable assessment will be crucial.</p>	<p>Purchase and implementation of jigsaw Teachers were involved in planning for well-being approaches within their classrooms, guaranteeing their preparedness, as well as enthusiasm. Ongoing CPD and support for staff from skilled SLT/LST ensures staff have support to embed changes in their practice. The transition and recovery curriculum will be grounded in evidence-informed approaches that have proven to be effective within our context. This will be delivered within timetabled PSHE lessons and, crucially, within everyday practices. Additionally, staff will use a range of strategies, including the use of a feelings chart to support identifying emotions, regular practice of calming tools such as deep breathing, using stories to examine character's feelings through reflective questioning, and using consistent approaches to solving problems and setting goals are central to our approach.</p>	<p>SR KR</p>	<p>Our approach will be holistic, supported by the physical environment which is aesthetically pleasing and calming to the eye. Carefully designed classrooms include 'safe spaces' and areas to support physical well-being. Visual cues in the classroom, such as feelings vocabulary, self-regulation strategy posters and 'calm down kits', offer handy reminders for pupils and staff. Our explicit approach means that we are well placed to manage pupils' return to school in the coming academic year. Exclusions/'stages' will not increase despite pupils absence from school during 'lockdown.' Data analysis will indicate pupils generally remain behaving positive</p>
<p>Supporting parents and carers Parents have played a key role in supporting children to learn at home and it is essential that schools and families continue to work together as pupils return to school. Providing additional books and educational resources to families, with support and guidance, may also be helpful – for example, offering advice about effective strategies for reading with children.</p>	<p>Parents have the opportunity to email all class-based teachers to communicate concerns. This communication can take place outside of the working day to meet their needs. It is agreed however, teachers will respond within their working day.</p>	<p>SR</p>	<p>By promoting a meaningful relationship between home and school, parents as partners will be encouraged.</p>