



PYE BANK COVID CATCH UP PLAN

Summary information					
School	Pye Bank CE Primary				
Academic Year	2020-21	Total Catch-Up Premium	£32,000	Number of pupils	415

Guidance

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.

Use of Funds	EEF Recommendations
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Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on [curriculum expectations for the next academic year](#). (See Appendix)

There are 4 key aims within this guidance:

1. *Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content.*
2. *Aim to return to the school's normal curriculum in all subjects by summer term 2021.*
3. *Plan on the basis of the educational needs of pupils. Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps*
4. *Develop remote education so that it is integrated into school curriculum planning.*

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a [coronavirus \(COVID-19\) support guide for schools](#) with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.

- The EEF advises the following:**
- Teaching and whole school strategies
- *Supporting great teaching*
 - *Pupil assessment and feedback*
 - *Transition support*
- Targeted approaches
- *One to one and small group tuition*
 - *Intervention programmes*
 - *Extended school time*
- Wider strategies
- *Supporting parent and carers*
 - *Access to technology*
 - *Summer support*

Identified impact of lockdown

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. This is being demonstrated through achievement against new learning but they are quite simply, 'behind'. Recall of basic skills has suffered – children are not as fluent in their recall of addition facts, times tables and some have forgotten once taught calculation strategies. This is reflected in arithmetic baseline assessments.
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Writing	Writing appears to have suffered significantly. Children have lost essential practising of writing skills. Gaps specific knowledge has suffered, leading to lack of fluency in writing. Fewer children maintained writing throughout lockdown and this has impacted on their stamina for writing. Writing stamina will need to be a key priority alongside re-establishing motivation due to the lack of fluency in their ability to write.
Reading	There has been most impact on reading for the youngest children or early readers across school. Phonics learning in Reception and Year 1 was not fully embedded at the point of closure and much learning appears to have been lost. Many of the families use a language other than English at home and some children will have had limited exposure to English during lockdown and many have had limited support at home to access Bug Club or books. These children have the largest gaps. Across school, the gap between those children that read widely and those children who don't is now increasingly wide. The bottom 20% of readers have been disproportionately affected.
Non-core	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 powerful curriculum moments.
PSED	The vast majority of children have settled back into school life easily and their good behaviour has been maintained. They are demonstrating excellent attitudes to learning and are keen to get back to learning and are motivated to work very hard to try to catch up. A smaller number of identified children however, have struggled to return to previously embedded behaviours and attitudes. This is shown through their behaviour and their efforts. Some find it challenging to deal with further disruption and this impacts on their engagement with remote learning.

Our Key Priorities:	Where addressed within the plan?
<ol style="list-style-type: none"> 1. Children access high quality teaching every day 2. Children are ready and able to access the quality teaching on offer. 3. Children attend school regularly 4. All children are able to access high quality remote learning when necessary 5. Children are identified quickly for additional support to 'catch up' over time with their peers and/or get 'back on track' with their achievement flight path based on their prior attainment. 6. Re-establish the school's curriculum across the autumn and spring terms, ensuring the children receive a broad and balanced experience. 	<p>Section i.a and i.b Section i.c, iii.b and ii.d Section iii.a Section iii.c Section iia-d</p> <p>Section i.a</p>

<p>standardised norms, giving a greater degree in confidence and accuracy of assessments.</p>	<ul style="list-style-type: none"> - Identify frequent opportunities for low stakes testing/quizzing to ensure children learn what is taught and to support retrieval. - Rigorous baseline assessments will have been carried out and pupil starting points established by the end of Aut 1. These will be used for On Track Data meetings and targets will be set to support 'keep Up' and 'Catch up'. - The assessments will be used to identify gaps for the whole class and for individuals and teachers will be supported to build this appropriately into planning and teaching. 		<p>RK/MD/MA MD MD/RK</p>	<p>Ongoing within sampling and observations Termly data analysis</p>
<p>i.c Transition support</p> <ul style="list-style-type: none"> - Children who are joining school from different settings or who are beginning their schooling with Pye Bank have an opportunity to become familiar and confident with the setting before they arrive. - Children are supported to make a smooth transition between classes and teachers. - Children struggling to transition back into school life are supported in a timely way. 	<ul style="list-style-type: none"> - A welcome video is used and shared with all new-starters. - All teachers and TAs make videos to introduce themselves to their new classes. - All children will be given time to work with the previous teacher to reflect on their holidays and experiences during lock down. - School will work closely with secondary schools to prepare Year 6 children later in the year for their move. - The targeted Support Team identify children quickly through a range of evidence: Behaviour and attendance data, observations in class, feedback from teachers etc The appropriate pastoral support is put in place to support their wellbeing and SEMH needs: an additional learning mentor is put in place. 		<p>TM/KBS RK/MD SL/DM/AC SL/DM/MA</p>	<p>Following key transition points</p>

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p>ii.a 1-to-1 and small group tuition</p> <p>Reading and Phonics</p> <ul style="list-style-type: none"> - Identified children will have significantly increased rates of reading fluency and efficacy. They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding. They will be confident readers and dips in 	<ul style="list-style-type: none"> - Baseline assessments will be used to precisely identify children requiring further intervention. - Senior staff use data analysis to precision identify needs and this ensures all children requiring support are identified promptly. - Children identified for small group or 1 to 1 support are identified on termly outcomes plans, established within On Track meetings (after each assessment point). - All children not yet at the standard in Phonics will be assessed and identified for group or individual intervention. They then receive additional teaching and are tracked and assessed until they achieve the standard in the screening test. - YARK assessments are completed for identified children and used to identify gaps and to track progress over time. 		<p>MD/RK MA MD/RK ET MD</p>	<p>Termly and at the end of interventions</p>

<p>reading attainment will be negated.</p> <p>Maths</p> <ul style="list-style-type: none"> - Identified children will have increased fluency within essential skills <p>Writing</p> <ul style="list-style-type: none"> - TBA - Children receive more precise targeted intervention through preteach and reteach strategies, precision teaching and Rapid Intervention 	<ul style="list-style-type: none"> - The Rising Stars 'Shine' programme will be used to identify gaps in knowledge/concepts in Maths and used to deliver one to one and small group work. - Use of Times Tables Rockstars lunch clubs is established. - The individual reading spine is re-established for identified children and children read regularly throughout the week. - An additional teacher is put in place from Spring 2 onwards to undertake one to one Tuition and small group teaching for identified children. - Year 5 is targeted for additional support: a strategy is put in place with targets and flight paths set for the end of Year 5 and Year 6. - Small group RWI Spelling Groups are established for children not yet at the year group standard. - Individual and small group feedback on writing sessions take place. - A range of strategies for reteach, preteach, precision teach and in class rapid intervention are explored during training with all staff and with identified teachers through mentoring work. TAs are used to support this. - Provision maps are established following baseline assessment and on the January INSET day in response to the data. 		<p>RK/MA</p> <p>MD/RK</p>	
<p>ii.b Intervention programmes</p> <ul style="list-style-type: none"> - Children access high quality, precisely targeted intervention programmes across school, which are research based and proven as effective. 	<ul style="list-style-type: none"> - EYFS will take part in the Nuffield Early Language Intervention https://www.nuffieldfoundation.org/project/nuffield-early-language-intervention What is it: <i>'an evidence-based oral language intervention for children in nursery and reception who show weakness in their oral language skills and who are therefore at risk of experiencing difficulty with reading. It is delivered over 30 weeks by teaching assistants in groups of three to four children'</i>. - Specific intervention programmes are identified and prioritised across the year and year groupS. - All staff undertaking interventions are given the appropriate training. 		<p>TM/RK</p> <p>MD/RK and subject leads</p>	<p>Termly and at the end of interventions</p>
<p>ii.c Extended school day</p> <ul style="list-style-type: none"> - Year 6 children make more than expected progress during the year as a result of targeted support which is additional to their quality first teaching. - The attainment of those identified children improves and effect of lockdown is increasingly negated. 	<p><u>Extended school day</u></p> <ul style="list-style-type: none"> - Identified children in Year 6 are able to access a daily catch-up club after school to support them in developing key skills identified from assessments. - The children are taught each week by classes teachers or senior leaders. 		<p>MD/RK</p>	<p>Termly and following data inputs</p>

- Parents are supportive of the club and understand the identification process				
ii.d Academic mentors - The attitudes to learning and motivation of Year 5 children is increased as a result of access to an academic mentor.	- Every child in Year 5 is allocated an academic mentor from across school. - Agreements are made as to the purpose and role of the mentor and how they can support the child and support them in making good progress. - A system for good communication with the children's teachers is put in place and this is effective in ensuring needs are met.		MD	Termly

Are we able to provide one hour each week for teachers for catch up time with children? Just thinking aloud on this one- will need to look at cost and what could be in place to make it really purposeful time for individuals and for the class.

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
iii.a Attendance - Children attend school regularly and all unavoidable absences are eradicated in order to negate the impact of self isolation and further possibility of falling behind. - Good attendance at school impacts positively on learning and progress.	- Rigorous handling of absence calls and follow up when self isolation and testing is reported. - Ongoing half termly monitoring of absence of individuals and targeting of support at the appropriate standard. - Use of attendance data to identify strategic next steps. - Clear communication and advice to parents regarding when children can and can not be in school. - Regular review of procedures and Risk assessment in minimise the need for self isolation whenever possible.		ZH/DM	Half termly
iii.b Personal Development - The PSED and SEMH needs are supported across school and this allows children to continue to develop positive attitudes to learning and become increasingly emotionally resilient, initially at a COVID level. - This leads to a positive impact on children's attitudes to learning, their behaviour and their learning: a calm and purposeful learning environment is maintained.	Key Strategies and approaches include: 1. Further development of the PSED Curriculum introducing and embedding the Jigsaw Programme across school. 2. Creation of Class Behaviour Plans and analysis of behaviour data identifies those children struggling to regulate their emotions and those demonstrating negative behaviours. Pastoral support is provided to identified children. 3. Development of Emotional Regulation strategies led by the SENDCO 4. Embedding of Trauma strategies: all staff receive training linked to Trauma informed practice prior to children returning and during the year.		MH/KS SL/DM SL SL/DM	Termly

<p>iii.c Remote Learning</p> <p>Engagement There is as close to 100% of children accessing the remote learning on offer and this impacts positively on progress, and particularly limits the impact of self-isolation, as individuals, as classes or in the event of school closures.</p> <p>Access to technology During periods of self isolation no child is disadvantaged by lack of technology.</p>	<ol style="list-style-type: none"> 1. Quality online teaching <ul style="list-style-type: none"> - Ensuring there is a clear strategy in place and processes which allow children to immediately access remote learning either through Virtual School, the DSAT Virtual Teacher Programme or Oak Academy. - Staff are appropriately trained to deliver quality online teaching videos. - A system for receiving and feeding back on learning is in place and carried out effectively. - SENDCO to devise an approach to supporting SEND pupils who are self isolating. 2. Access to technology and resources <ul style="list-style-type: none"> - Ongoing purchasing of online tools- Times Table Rockstars and Bug Club - Availability of lap tops for all children learning at home: a full audit is carried out and reviewed at the point of each closure to ensure children can access the remote teaching. - Although the aim is for all children to access the online teaching, 'Virtual School', there are always home learning packs available for children who need paper based learning. - Basic equipment for recording learning is available for every child. 3. There is a system for contacting children regularly when they are self isolating and a tracking system to ensure no child slips through. Engagement is tracked and action taken in a timely way. 4. Development of children's independence within IT skills is prioritised and expectations of engagement are made clear: Children are proactively taught the skills they need to access learning remotely regularly within the classroom, so that they are able to be independent in accessing remote learning at the point of self-isolation. 5. Support for parents: A range of strategies are used. <ul style="list-style-type: none"> - Good communication is maintained at all times through texting, use of the website, zoom coffee and information sessions and use of Dojo. - Leaflet and letters regarding the remote learning offered - Teacher and Pastoral support if required to build confidence in supporting learning. 		<p>RK to lead supported by Rob Spencer, office staff and Pastoral Team. Steph Lee</p>	<p>Termly And following bubble closures</p>
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