

# Lapal Primary Covid Catch-Up Premium Plan 2020/21

<b>Number on roll (total)</b>	361	<b>Allocated funding (catch-up)</b>	£27,760
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## Teaching and whole school strategies

(Supporting high quality teaching - Effective assessment and feedback - Focusing on professional development - Supporting remote learning and access to technology)

Identified barriers to learning	Target group	Actions	Cost
<ul style="list-style-type: none"> <li>Half of YR due to move into a mixed Y1/2 class - will have not had a full year's EYFS provision. YR poor phonics.</li> <li>Assessment of pupils identifies gaps in curriculum knowledge</li> <li>Introducing new teaching and learning strategies within the 'new normal' way of teaching</li> <li>Lack of experiences beyond school available due to covid, resources required to inspire children and support experience days within the newly embedded Jane Considine writing.</li> </ul>	<p>Key stage 1</p> <p>Whole school</p>	<p><b>Supporting high quality teaching</b></p> <ul style="list-style-type: none"> <li>Create additional class across KS1 to enable pure year group classes taught in smaller groups. Y1 to have access to EYFS type provision if required.</li> <li>Curriculum 'essentials' for reading, writing and maths are identified and taught and shared with pupils and parents via planners.</li> <li>A recovery curriculum is produced following assessment of pupils to ensure there is a secure foundation of knowledge on which to build. Curriculum lead and subject leaders to adapt curriculum maps as necessary.</li> <li>Deepen pupil's understanding of the basics within Mathematics via development of mastery maths approach supported by external specialists. Use of white rose ready to progress document to support closing of gaps.</li> <li>A broad and engaging curriculum is delivered that focuses on language development and vocabulary acquisition – (Nuffield Early Language Intervention (NELI), Fantastic Foundations, Write Stuff, vocabulary within curriculum organisers).</li> <li>Purchase 'Now press play' resource.</li> </ul>	<p>Additional teacher £38,690</p> <p>Release for staff training £1000 - Write stuff training materials and resources £1700</p>
<ul style="list-style-type: none"> <li>Staff will be teaching 'from the front' and maintaining social distancing within the classroom. Difficulties operating and marking when moving around the classroom.</li> <li>Assessments required to identify individual gaps</li> </ul>	<p>Whole school</p> <p>Whole school</p> <p>Year 1-6</p>	<p><b>Effective assessment and feedback</b></p> <ul style="list-style-type: none"> <li>Write and implement new feedback policy to address remote feedback, live marking and small group conferencing – focus on responsive, immediate feedback and address social distancing.</li> <li>Implement transition assessments for all pupils - concentrate on knowledge and skills that should have been grasped between March and July 2020 – establish knowledge that has been retained/misunderstood/needs to be retaught to classes, groups or individuals.</li> <li>Effective diagnostic assessments to include: schema charts, quizzes, increase in open ended questioning to establish pupil's knowledge base</li> <li>Carryout standardised assessments for Reading and Maths</li> </ul>	<p>£690 NTS baseline</p>

<ul style="list-style-type: none"> <li>▪ Staff require CPD within new areas (pupils mental wellbeing as well as new approaches to teaching and learning) in order to support pupils effectively</li> <li>▪ Three members of staff had a disrupted NQT year</li> </ul>	<p>All staff in order to impact on whole school</p>	<p><b>Focusing on professional development</b></p> <ul style="list-style-type: none"> <li>▪ Teacher and Teaching Assistants to gain expertise in supporting pupils (whole class and catch up groups), via internal and external CPD that is pertinent to the needs of pupils. Professional development to include: Write stuff, google classrooms, engaging reluctant readers, scaffolding and modelling writing, reintegrating pupils back in to school, safeguarding, mental health and wellbeing.</li> <li>▪ Early career teacher’s appraisal focus on a support model of observing outstanding practice and working on areas that would have been a more in depth focus on their final term during their NQT year</li> </ul>	<p>Cost of training</p>
<ul style="list-style-type: none"> <li>▪ Not all pupils within school have been using Google Classroom</li> <li>▪ Prepare the school for further home learning and ensuring that supporting platforms are in place that track progress when working remotely. Ensure online reading materials is purchased and available.</li> <li>▪ It is not known if pupils have access to Wi-Fi at home</li> <li>▪ IT provision throughout the school is low, limiting access to our online provision to support catch up and remote learning: TTRS, Google Classroom, Reading planet, Spelling Shed</li> <li>▪ Class computers do not have cameras</li> </ul>	<p>Whole school</p>	<p><b>Supporting remote learning</b></p> <ul style="list-style-type: none"> <li>▪ Google Classroom used as a platform to share learning. Initial preparation to include coaching children in its use prior to any partial closure.</li> <li>▪ Home learning focuses on independent practice (with prompts and keywords provided) and short quizzes – all opportunities to embed concepts in the long-term memory. Focus on essential aspects and basic skills that need to be well embedded. Purchase and share – Spelling shed, TT rockstars, Reading planet, Busy things</li> <li>▪ Parent survey conducted to assess access to devices and internet.</li> <li>▪ Write home learning and remote education policies – share with all stakeholders</li> <li>▪ New devices to be purchased to support in school catch up and remote education</li> <li>▪ Provide a suite of home learning options. Families select the most appropriate for both parents and child: daily online learning tasks, downloadable packs, printed packs that are either delivered to home or collected from school. Feedback on tasks through the online platform</li> <li>▪ SEND - Provide resources to support home learning – writing slopes, coloured acetates, visuals such as number lines, practical games, white boards. Documents produced to support parents in the areas of Speech and language, visual impairment, ADHD to support home learning with links to useful websites.</li> <li>▪ Purchase cameras for all classrooms to support the delivery of remote teaching and class participation in things such as whole school assemblies. These will support high quality T&amp;L as they will enable staff to model from the front (staff cannot freely move around the classroom)</li> </ul>	<p>Spelling shed - £283.50</p> <p>Busy things - £258.00</p> <p>Rising stars reading planet - £528.00</p> <p>Devices £5700</p> <p>£100</p> <p>Webcams £400</p>

## Targeted approaches

### (One to one and small group tuition – Intervention programmes)

<ul style="list-style-type: none"> <li>▪ Year 6 need to be fully supported for their move to High School with lost learning last term and prepared so they reach at least the expected standard in their SATs.</li> <li>▪ Pupils entering reception have poorer language skills than previous cohorts due to time lost in nursery/pre-school.</li> <li>▪ Some pupils have regressed during the period of lockdown and need more tailored support</li> </ul>	<p>Y5 and 6</p> <p>EYFS</p> <p>Targeted pupils from across school including SEND.</p>	<p><b>One to one and small group tuition</b></p> <ul style="list-style-type: none"> <li>▪ Targeted support as part of smaller group tuition for pupils identified during assessments (Reading and Maths).</li> <li>▪ Reception Nuffield Early Language Intervention Programme implemented (NELI)</li> <li>▪ One to one tuition to include: Toe by toe, power of 2, led by cover supervisor and HLTA</li> <li>▪ Year 3 booster phonics group for pupils who are behind within this area. Led by teacher each day</li> </ul>	<p>Deputy head to take a group each morning for core subjects.</p> <p>£181 – resources</p>
<ul style="list-style-type: none"> <li>▪ Some groups have regressed during the period of lockdown and need more tailored support</li> <li>▪ Some pupils have faced trauma during lockdown and are anxious about returning to school.</li> </ul>	<p>Targeted pupils from across school</p> <p>Y6</p>	<p><b>Intervention programmes</b></p> <ul style="list-style-type: none"> <li>▪ Structured interventions implemented to include: Stride ahead, Y6 arithmetic intervention,</li> <li>▪ Social and emotional groups to include: nurture and art therapy to provide outlet for pupils who find verbalising issues difficult</li> </ul>	<p>Deputy head and HLTA to each take a group one afternoon per week</p>

## Wider strategies

### (Summer support - Supporting pupils social, emotional and behaviour needs - Communicating with and supporting parent and carers)

<ul style="list-style-type: none"> <li>▪ Pupils have not had opportunity to participate in transition days or meet their new class teacher.</li> <li>▪ New teacher may not be aware of circumstances/events that have taken place during lockdown.</li> <li>▪ New intake parents/children have not be able to visit the school during the summer term</li> </ul>	<p>Year 1-6</p> <p>EYFS intake</p>	<p><b>Transition and summer support -</b></p> <ul style="list-style-type: none"> <li>▪ List of websites shared to access educational resources over the summer</li> <li>▪ Google classrooms used to support transition to new class – video and information from their new teacher, photos of the classroom, welcome letter and activities</li> <li>▪ Parents survey sent via google classrooms to share any concerns/worries/family matters or bereavements so we could support pupils on their return to school</li> <li>▪ Parents new to the school sent information via letters and Tapestry over the summer period. 1:1 meeting with new class teacher following social distancing measures in September.</li> </ul>	<p>£153.60 Tapestry</p>
<ul style="list-style-type: none"> <li>▪ Wellbeing: pupils adjusting to new school routines</li> </ul>	<p>Whole school</p>	<p><b>Supporting pupils social, emotional and behaviour needs</b></p> <ul style="list-style-type: none"> <li>▪ Assess pupils wellbeing on return to school, and then ongoing, via circle time, GREAT and increased PSHE opportunities.</li> <li>▪ Reinforcing behaviour routines – use of safety charted and rainbow</li> </ul>	

<ul style="list-style-type: none"> <li>Wellbeing: concerns around anxiety and safeguarding following the lockdown period</li> </ul>		<ul style="list-style-type: none"> <li>Lessons and assemblies on social and emotional learning on return to school e.g. identifying emotions and self-regulation strategies</li> <li>GREAT ways to wellbeing daily - breathing, mindfulness, feelings charts</li> </ul>	
<ul style="list-style-type: none"> <li>Ensuring parent engagement levels are maintained during the 'virtual' meeting era</li> <li>Maintaining high attendance for families who are reluctant to return to school</li> </ul>	Whole school	<p><b>Communicating with and supporting parent and carers</b></p> <ul style="list-style-type: none"> <li>Mid-point pupil progress reports sent to parents to support next steps in learning and ensure parents are well informed about child's progress.</li> <li>A new system in place for parent's evenings in 2020/21 to ensure parents have opportunity to 'meet' with the class teacher.</li> <li>Weekly update sent to parents by headteacher</li> <li>New web page created based on remote learning and covid updates and information</li> <li>Staff to send weekly video messages to pupils and parents – share home learning tasks and celebrate class and individual achievements</li> <li>Promote shared activities where families are supporting pupils of different ages e.g. older siblings read to younger siblings</li> <li>Parent guidance produced and shared to support remote education, email provided for technical support</li> <li>Supporting attendance – signposting to agencies and providing reassurance to families reluctant to return to school</li> </ul>	

Summary of grant allocation	
Strategy	Cost
Teaching and whole school strategies	£48,821.50
Targeted approaches	£181.00
Wider strategies	£153.60
<b>Total</b>	£49,156.10 <i>(£27,760 from funding, £21396.10 taken from school reserves)</i>