

## COVID 19 'Catch Up' Strategy 2020 onwards



### Purpose

The purpose of this strategy is to clearly outline how school staff will best support pupils to 'catch up' on their lost learning and development due to extended school absence during the summer term of 2020. By lost learning & development we refer to:

- Academic development
- Social development
- Emotional development
- Physical development

In order to devise our strategy we need to identify the areas that children require most support in. Therefore the first half term is crucial with regards to transitioning into a new class and staff and pupils forming strong, positive relationships. This in turn will allow staff to carefully observe and assess all individual pupils in the above 4 areas. The outcome of which will feed into a whole school 'picture' with regards to pupil's current development.

Our strategy is based upon the guidance from the *Education Endowment Fund* , <https://educationendowmentfoundation.org.uk/covid-19-resources/guide-to-supporting-schools-planning/>

### **Which focuses upon:**

<b>quality 1<sup>st</sup> teaching</b>	<b>targeted support</b>	<b>wider strategies</b>
<ul style="list-style-type: none"><li>• High-quality teaching for all</li><li>• Effective diagnostic assessment</li><li>• Supporting remote learning</li><li>• Focusing on professional development</li></ul>	<ul style="list-style-type: none"><li>• High-quality one to one and small group tuition</li><li>• Teaching Assistants and targeted support</li><li>• Academic tutoring</li><li>• Planning for pupils with Special Educational Needs and Disabilities (SEND)</li></ul>	<ul style="list-style-type: none"><li>• Supporting pupils' social, emotional and behavioural needs</li><li>• Planning carefully for adopting a SEL curriculum</li><li>• Communicating with and supporting parents</li><li>• Supporting parents with pupils of different ages</li><li>• Successful implementation in challenging times</li></ul>

## Emotional & Social Wellbeing

	Intended Outcome	Actions/Resources/Training/Timing	Who	Additional cost to school
				<i>This amount has been agreed to be spent from the school fund *</i>
Quality 1 <sup>st</sup> teaching	To ensure pupils are supported to make positive reconnections with pupils in their class and adults in school	Extra PSHE- training INSET day & greater % of the timetable in autumn with this focus. Monitoring and evaluation of impact autumn 2 , including gathering pupil voice.	Class teachers Laura Collis  <b>NS</b>	Supply for LC 1.5 days (autumn term)  £375
Targeted support	To ensure our 1-1 pastoral support is targeted and meeting the needs of our most vulnerable pupils	Family, pastoral worker to update the 1-1 support register and include new pupils as they arise including through pupil voice	Kate Rembges, Louise Fear	additional TA pastoral support £420
Targeted support	To ensure our 1-1 pastoral support is targeted and meeting the needs of our most vulnerable pupils	SENDCo & senior learning mentor to complete 1-1 RA for SEND pupils as appropriate and manage & monitor return to school SENDCo monitoring of significant vulnerable pupils in autumn 2	Inclusion team  SENDCo <b>SD</b>	
Wider strategies	To ensure all pupils transition safely and securely back into school routines	More adults supervising pick up and drop off ensuring effective communication with parents where necessary & supporting pupils arriving and leaving school Ensure first two weeks are very much focussed upon transition and SEMH curriculum Additional lunchtime supervisor in order to implement full risk assessment with regards to behaviour & routines	Additional TAs  Additional LTS	£1724 (until 31/3/21)*  £1957 (until 31/3/21)*
Wider strategies	To ensure pupil's feelings are captured in an effective way twice a day and appropriate support offered	Introduction of new 'feelings register' routine & monitoring	Laura Collis	£250
Wider strategies	To ensure pupils are supported to make positive reconnections with pupils in their class and adults in school	Additional structured play sessions @ lunchtime Amended assembly routine focussed upon SEMH/return to school 1-1 feedback to parents at the end of autumn term 1 at parent's evening re 4 areas of catch up	Caroline Nicola, Sheree, CTeachers CTeachers	N/A

Wider strategies	To build up a whole school picture of the quality of pupil's emotional and social wellbeing at DJS	Laura Collis to carry out a range of monitoring to gain an understanding of pupil needs throughout the school & the effectiveness of our PSHE approach- pupil questionnaire and PSHE book looks	Laura Collis	N/A captured above
------------------	--	---	--------------	--------------------

### Physical Wellbeing

	Intended Outcome	Actions/Resources/Training/Timing	Who	Additional cost to school
Quality 1 <sup>st</sup> teaching	To ensure that pupils return to their full level of physical fitness	PE amendments for autumn 1- INSET training Engagement in national strategies such as.....'hit the ground running' Structured play led by TAs & HLTA at lunchtime	Rachel Conroy  Caroline Powell	N/A
Quality 1 <sup>st</sup> teaching		Rachel Conroy to carry out a range of monitoring to gain an understanding of pupil needs throughout the school with regards to physical development and ensure they are engaged in opportunities and plan changes to the PE curriculum	Rachel Conroy	£250
Wider strategy	To ensure parents are communicated with clearly with regards to physical development	1-1 feedback discussion to parents re physical development at the end of autumn term 1	All class teachers	N/A
Wider strategy	To ensure that pupils return to their full level of physical fitness	After school fitness club ran by Caroline and Dylan 1 year group per week- all children invited £2 to cover running costs, co-ordinated by Rachel & Tom	TH and RC to lead	8 hours per week of staffing (HLTA/TA2) £2880
Wider strategy	To ensure all staff (including lunchtime supervisors) have the necessary skills to support pupils during this time	Named member of staff to deliver CPD to LTS regarding how to communicate effectively with children 1-1 and in small groups to overcome problems	NS	Approx. 2 days teacher supply £500
Targeted support	To ensure pupils are 'ready for learning' with regards to their transition into school in the morning (those who find it difficult to regulate)	Autumn 2 relaunch of Sensory circuits, where children across school identified as needing the intervention are given timetabled slots through the week Staffing.	Jo Herold Hayley Little	Additional TA hours £1500- budget allowance
Targeted	To ensure national curriculum requirements are met for all children	Catch up swimming for Y5 class (missed swimming in Summer term)	NS	Budget allowance £1500
			<b>TOTAL</b>	<b>£11356</b>

## Academic

	Intended Outcome	Actions/Resources/Training/Timing	Who	Additional cost to school
<i>All of the strategies below will be monitored and evaluated throughout the year- please refer to the monitoring plan</i>				
Quality 1 <sup>st</sup> teaching	To ensure all pupils are assessed and tracked with regards to their regression or progression and that appropriate teaching & learning strategies are put in place accordingly. To close the gap with regards to learning lost due to COVID 19 absence	PDM re teaching & learning policy- Maintaining high-quality teaching and learning strategies.	<b>Nicola Sexton</b>	£400 (overtime, HLTAs, SLM to attend additional training)
Quality 1 <sup>st</sup> teaching		CPD and follow up PDM re co-operative learning during COVID times <ul style="list-style-type: none"> <li>- Initial refresher in autumn and then again in spring and summer</li> <li>- PDMS led by SLT to include Kagan style activities to embed the approach</li> <li>- Spring term focus on staff sharing Kagan activities that are working well in their classroom- use of ipads to ensure Kagan principles continue</li> <li>- Effective teaching of knowledge, skills &amp; vocabulary (ipads and IT techniques to support)</li> </ul>	<b>All of SLT</b>	£160 CPD training 30 IPADS + security trolley £8740.26
Quality 1 <sup>st</sup> teaching		PDM re summative assessment during autumn term which will create class picture, year group picture and whole school picture regarding Reading, writing & maths Analysis of regression through to progression Staff 2 hours non-contact time	<b>Nicola Sexton</b> Class teachers Phase leaders	£500 (non-contact for staff)
Quality 1 <sup>st</sup> teaching		Pupil progress meetings to discuss individual pupils re regression & progression	<b>Sheree Doyle</b> Class teachers Phase leaders	N/A
Quality 1 <sup>st</sup> teaching		If the above assessment information points to writing being a key area of regression, English team to investigate Talk for Writing as a strategy to improve progress	English team <b>Amy Kirk</b>	Budget allowance £600
Quality 1 <sup>st</sup> teaching		CPD re Birmingham toolkit re pupils working 1+years below EXS in R,W,M (INSET & PDMs) SEND C&L children to start using BTK after INSET on 2.11, PDM aut 2, Those who have regressed/or sig below to be benchmarked in Autumn 2 Monitoring & evaluation	<b>Hayley Little</b>	£1000 for 0.6 teachers to attend CPD
Quality 1 <sup>st</sup> teaching		Use of effective AFL strategies such as plickers (Jennie Lowe to have the opportunity to share with staff?)	All class teachers	£220

	Formative assessment in Autumn 1 AFL (quizzes) Response to baseline assessment (gap analysis)	<b>Sheree Doyle</b>	
Quality 1 <sup>st</sup> teaching	Curriculum planning Continue to develop KLPs and promoting a vocabulary rich curriculum, including reviewing Tower Hamlets 1x PDMs autumn, review for spring	<b>Paul Harrison</b> Fiona Taylor	ipads (see above for costings)
Quality 1 <sup>st</sup> teaching	Supporting early career teachers- additional 2 days of planning time for RQTs and those at M3 (who did not complete a full RQT year)- CPD will be relevant to each teacher's requirements	<b>NS-TH</b> PH- EF	£1000
Quality 1 <sup>st</sup> teaching	Remote Education co-ordinator role set up to ensure consistency and to reduce teacher workload and prioritise well-being.	<b>Sheree Doyle</b> Nicola Sexton Emma Waggott	£6700 (until 31/3/21)*
Quality 1 <sup>st</sup> teaching	Non-contact time for teachers to respond to assessment and prepare specific programmes of support for pupils in their class in autumn, spring & summer (13X 0.5 days per term) – Birmingham Toolkit	<b>Sheree Doyle</b>	£5625
Targeted support	Training for 5x new TAS for units for sound	<b>Sheree Doyle</b>	£150
Targeted support	Nessy (ipads) for pupils requiring intervention in SPaG, with ALL Y3 & Y4 (as appropriate) children using Nessy 2x weekly to practise their gaps in Y2 knowledge (missed phonics teaching from Y2)	<b>Sheree Doyle</b>	£450 for Nessy extended subscription  Ipads- see above for costings
Targeted support	Carefully planned interventions Layer 1) fix it, pre teach Layer 2) interventions based around BTK needs	<b>Hayley Little</b>	N/A
Targeted support	Assessing the impact of interventions	<b>Hayley Little</b> <b>Sheree Doyle</b>	N/A
Targeted support	Pupil progress meetings directing teachers to specific interventions	<b>Sheree Doyle</b>	N/A
Targeted support	1-1 tuition- White Rose maths for disadvantaged pupils	<b>Sheree Doyle</b>	£6000
Wider strategies	Develop and explore use of online learning platforms for home learning to support with closing the gap- non-contact time for research	<b>Phase leaders</b>	£500 (budget allowance)
Wider strategies	Parents evening- clarity of progression or regression from baseline assessments and how they can support at home (ie access the blogs)	<b>Nicola Sexton</b>	N/A
		<b>TOTAL – (academic)</b>	<b>32045.26</b>

	TOTAL (physical & emotional)	<b>11356.00</b>
	<b>TOTAL</b>	<b>37401.26</b>
	TOTAL GOV FUNDING	<b>£31000</b>
	FUNDING AGREED FROM SCHOOL FUND	<b>£10381</b>
	<b>TOTAL FUNDING AVAILABLE</b>	<b>£47381</b>

COVID Premium Spend 2021-2022	Intended Outcome	Actions/Resources/Training/Timing	Who	Cost to school
Targeted support	To give disadvantaged pupils the best possible opportunity to maintain and accelerate progress in reading, writing and maths	<ol style="list-style-type: none"> <li>Pupil premium strategy (website)</li> <li>1-1 tuition- 6 sessions before or after school</li> </ol>	Sheree Dolye to lead	£4000
Quality 1 <sup>st</sup> teaching	To address the significant need for greater SEMH support for pupils across school, in order to fully re-engage in their learning	Thrive online approach- training September, assessment and implementation November 2021	Katrina Ennis, Hayley Little	£5600 (Thrive training)
Targeted support		Thrive online approach- training September, assessment and implementation November 2021 Thrive nurture interventions to begin September 2021	Katrina Ennis, Hayley Little	