

Our vision: **'Let your light shine'** based on Matthew 5.16

## **Eggescliffe C.E. Primary School**



**COVID CATCH UP  
Action Plan Policy  
2020 - 2021**

## COVID CATCH UP ACTION PLAN 2020-2021

"Let your light shine" based on Matthew 5.16

COVID-19 catch-up premium spending: summary

<b>SUMMARY INFORMATION</b>			
Total number of pupils:	<b>180</b>	Amount of catch-up premium given in the summer term:	<b>£8,800</b>
Total catch-up premium budget:	<b>£11,840</b>	Amount received so far:	<b>£2,960</b>

<b>STRATEGY STATEMENT</b>
<p>This focuses on those pupils who have significant gaps in their knowledge when they return to school and how to close those gaps quickly. While all children will have some gaps, most pupils will get back on track after a few weeks consolidation. Disadvantaged pupils may face even more specific challenges. These children will be our focus.</p> <p>We have decided to teach our interventions ourselves to specific groups of children with similar gaps. We have employed sports coaches to teach PE sessions to release teachers. Extra Physical activities like the daily mile and lunch time sports coaches ensure children still receive their PE curriculum entitlement.</p> <ul style="list-style-type: none"><li>• Identify the pupils likely to have the biggest gaps in knowledge</li><li>• Teacher Assessments to identify gaps.</li><li>• Use NFER spelling programme which is a diagnostic tool. Inference reading intervention. 1:1 reading and WRH small steps fluency.</li><li>• Consider 1:1 or small group tutoring by class teachers.</li></ul>

<b>BARRIERS TO FUTURE ATTAINMENT:</b>	
Academic barriers:	
A	Some pupils may struggle to settle back into school and class routines and may have a limited concentration due to Covid 19 and lack of structured learning experiences since school closures in March 2020.
B	Staff need to develop a greater understanding of children's mental Health Needs in order to be able to help and support children who may have been affected adversely by closures and Covid 19.
C	Gaps in knowledge. Teacher Assessment to ascertain exactly where the children are in relation to their age related learning in Reading, Writing and Maths.

<b>ADDITIONAL BARRIERS:</b>	
External barriers:	
A	Home learning can be developed further during this academic year to improve access to learning at home for all pupils. DFE laptops on order and available for the most vulnerable.
B	Some pupils may have had limited access to reading materials during the summer term and therefore, their reading ages/phonics knowledge may be lower than expected at the beginning of Autumn 2020.
C	Attendance due to Covid illness, self-isolation and parent's anxiety.

Actions	Who is responsible/date?	Impact/intended outcome
<p><b>1. Establishing school routines:</b> Welcome children back to school, staff to be mindful of their mental health and dedicate quality time to PSHE, particularly relationships, emotions, resilience. Giving time for to children to talk and reflect.</p>	<p>MG All staff</p>	<p>The profile of PSHE is raised throughout the school and taking place on a regular basis which supports the mental health and emotional and social needs of all of our children.</p>
<p><b>2. Supporting quality first teaching:</b> The foundation subject 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.</p>	<p>MG All staff</p>	<p>Progress is accelerated half term by half term to ensure pupils are able to access age appropriate learning resources and teaching and learning.</p> <p>Majority of children to be at age related expectations or above by the summer term 2021.</p>
<p><b>3. Access to technology</b> During the catch-up school provision, children can access additional devices so that they can rotate through discrete teaching, reading fluency and independent online activities.</p> <p>Teachers have laptops that allow the teachers to access school-based resources from home. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.</p>	<p>JS Computing lead</p>	<p>Children have access to IT equipment Teachers can plan remotely from home in order to facilitate effective home learning.</p>
<p><b>4. Supporting parents and carers</b> To lease 30 laptops. They are to be used to further support online access to resources for the children accessing catch up interventions.</p>	<p>MG  All staff</p>	<p>All children can access all of the learning. All barriers are removed. This will encourage parents to engage with home learning for a sustainable amount of time.</p>

<p>Children have access to appropriate stationery and paper-based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning.</p>		
<p><b>5. Targeted support</b>  Vulnerable children are identified by assessments and targeted support given by the class teacher to close gaps in English and Maths. (see strategy for details)  Sports coaches employed to release teachers.</p>	<p>MG  All staff</p>	<p>Progress is accelerated half term by half term to ensure pupils are able to access age appropriate learning resources and teaching and learning.</p> <p>Majority of children to be at age related expectations by the summer term 2021.</p>