



Covid Catch-Up Premium Plan Little Heaton C of E Primary School – Rochdale.



Summary information: funding from CCUP alongside PP funding in 2020-21 to support covid19 catch up- recovery plans-

School	Little Heaton C of E Primary school				
Academic Year	2020-21	Total Catch-Up Premium	£ 15,200 188 children <i>(Calculated using NOR October 2019 census)</i>	Number of pupils (R – Y6) <i>(October census 2021)</i>	
		£80.00 per child		Boys: 98 Pupil Premium: 57 SEND: 32	Girls:90 EAL: 14 Support:32 EHCP: 6

In order to support schools with school planning whilst we are in a world pandemic, the Education Endowment Foundation (EEF) has produce two help guidance documents:

“The EEF guide to supporting school planning – A tiered approach to 2020-21”

https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2020-21.pdf

and

“Covid-19 support guide for schools”

https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf

These documents suggest schools plan using a tiered approach with respect to school improvement in order to support children to catch-up. “Catch-up” in this context refers to the children learning the main aspects of the curriculum they missed when schools were closed during the first lockdown (March-July 2020.)

This tiered approach describes 3 tiers and the areas of provision within the tiers which schools they suggest, should focus on to have the greatest impact this year.

(The green text are the areas within the “The EEF guide to supporting school planning” and the red text are those areas detailed in the “Covid-19 support guide for schools.”)

Tier 1 Focus 1/2	Tier 2 Focus 1/4	Tier 3 Focus 1/4
<p><i>Teaching (High-quality for all, effective diagnostic assessment, supporting remote learning and focussing on professional development.)</i></p> <p><i>Teaching and wholes school strategies (Supporting great teaching, Pupil assessment and feedback and Transition support)</i></p>	<p><i>Targeted academic support (high quality one to one and small group tuition, teaching assistants and targeted support, academic tutoring, planning for pupils with SEND.)</i></p> <p><i>Targeted approaches (One to one and small group tuition, Intervention programmes and extended school time)</i></p>	<p><i>Wider strategies (supporting pupils social, emotional and behavioural needs, planning carefully for adopting SEL (social and emotional learning) curriculum, supporting parents with pupils of different ages and successfully implementation in challenging times)</i></p> <p><i>Wider strategies (Supporting parent and carers, access to technology and summer support)</i></p>

Barriers to getting pupils back on track

- Loss of learning due to school closure
- Pupil attitudes to learning and resilience and stamina to access learning for longer periods of time
- Changes in behaviour, including anxiety
- Pupils not being able to make links to previous learning
- Phonics knowledge and application for pupils in EYFS and KS1 and year 3
- Lack of foundations of learning / school readiness in Early Years.
- Tiredness and lack of routines

What we plan to do:

- Undertake phonics baseline assessments for children in Key Stage 1 and those in Year 3 that should have resat the phonics screening in June 2020 to ascertain what phonics intervention may be needed by October 2020
- Baseline key ARE from the previous year group in the A1 term- Teacher judgements to inform planning for the rest of A1.
- October QCA and Testbase Reading and Maths assessments for the previous end of year assessment to be completed from Year2- year 6: analysis to be shared with subject leaders to inform action plans and to inform recovery curriculum Gaps for 'ARE objective catch up focus' as part of wave 1 interventions each week- to be reviewed and analysed at the end of each half term.
- A2 Nov/Dec QCA/Testbase Autumn term for the current year group assessments to take place- analyse if ARE gaps being focused are now being applied more fluently / accurately – inform interventions and planning for Spring terms.
- Focus on core skills that enable successful learning including: spelling of high frequency and Key stage statutory words, basic sentence punctuation, handwriting, times tables recall, basic fact recall of 4 operations and age appropriate reading skills- Retrieval and inference skill using extracts to support references and views.
- Establish remote learning lead – GC- who will identify Remote and Blended Learning policy, systems- coach and support staff, review and report on impact regularly to all stakeholders.
- Ensure that all learning opportunities are well, planned, learning expectations are clear and that relevant feedback is provided during and after lessons using additional adults in classes to support children in receiving timely feedback and support.
- Assess all children's emotional well-being and anxiety levels using the national framework and SEN-D wellbeing package using TA4, DHT and TA1 (SEMH team) over the Autumn 1 term: Establish well-being support interventions and resilience programmes for children identified as needing support
- Ensure that Emotional well-being and Nurture provisions are established through establishing a new Zen den with key stage timings, Adapt Commando Joe curriculum so that resources can be used safely- all classes to re-engage with Commando Joe curriculum from October 2020, Cosmic Kidz and Yoga Bugs programme – all classes to have weekly Yoga and mediation sessions.
- Provide children with regular opportunities to express their feelings and anxieties, opportunities to ask questions: feelings register, Well-being dominoes and talk about sessions with identified pupils, Zen Den time and Zen class time- mediations and mindfulness techniques as part of a weekly worship.
- Subside the cost of additional hours so additional staff are available in all classes - allowing targeted interventions to be acted on swiftly, emotional well being support within the classes – Additional teacher for UKS2 3 days a week to support high quality teaching by enabling us to reduce the size of cohorts and address cohort needs within daily lessons for the English and Maths curriculums.
- Pupils at risk of persistent absenteeism identified and monitored daily by admin and TA4 for pastoral support
- Accelerated Reading, speed reading (Better Reading programme) using Salford reading tests across KS2 to identify gaps and ensure rapid progress in reading.
- 1:1 and small group targeted Phonics interventions daily in R and KS1 in addition to daily whole class Read write Inc phonics sessions

- Increase the number of children accessing 1:1 reading with an adult each week- using Salford reading assessments KS2 and RWinc R&KS1 to identify focus areas
- Purchase Epic reading and purple mash reading sections, Oxford owls(R&KS1) online support packages for reading: (ER and PM online supports BR and AR Reading interventions) to support the development of remote reading and comprehension in the event of a full or partial closure and for all children to have access to tasks weekly at home in addition to 'real books'.
- Planned programme of monitoring including, peer reviews with staff, book looks and learning walks, pupil voice- these will be a mixture of 'online' using our 365 teams and following safety guidance regarding times and frequency lesson drop-in's can occur safely.
- Purchase Pivats and **CLAIRES ASSESSMENT TOOL** , IDSL online programme for SEND assessment and targets to support individualised learning plan (Pupil premium plan)
- Additional 1:1 adults (extend hours) to support needs of SEN-D and vulnerable pupils and those needing adapted curriculums whilst encouraging these pupils to confidently apply skills and knowledge over time more independently
- Robust remote learning plan and individual learning packs for home: If bags to be sent home October 13th 2020- Exercise recording books, Pencil cases, writing resources, art resources, Playdough for R- Year 3 (handwriting – to improve fine motor control) GCP text books for reading, Maths, SPAG, handwriting, RWinc phonics scheme books, White Rose unit text books for each term in the event of regional / wider / national closures so remote blended learning matches that on site and purchase Purple Mash so pupils can engage with learning online
- Bubble based and whole school online celebrations for attendance awards - maintaining our 'Little Heaton Always – respect for learning: respect for all.' And PE and Healthy lifestyles awards. Maintain 2 whole school online worship sessions for Values and Democracy, Bubble assembly once a week for Picture News.
- - alongside PP funding – Resources for Forest school and outdoor learning sessions for identified vulnerable pupils and those with SEMH needs.

Teaching and whole-school strategies

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review dates								
<p><u>Supporting great teaching:</u> A1: Subject leaders will identify with staff the gaps from previous learning which need to be reviewed before our sequential sequencing of teaching for current year group foundation subjects and core subjects can be planned, taught and assessed: planned with increasing detail and consideration for how prior knowledge needed will be taught alongside new learning so that knowledge gaps can be reduced. A2: Rosenshine principles begin to be used by all staff, cognitive load approaches, enable pupils to remember more and apply knowledge to future learning – A3: Deep dive – subject leaders will engage with Ofsted deep dive training and peer reviews to ensure the knowledge and skills pupils have learnt and is evidence, reviewed and reported on regularly- next steps for learning identified each half term.</p>	<p>A1 ‘Curriculum teach meets’: Staff each identify with other staff the strengths pupils have and knowledge remembered- as well as gaps identified before next stage of learning can occur. Subject leaders then support staff in identifying a recovery curriculum in which prior learning objectives needed and when are clearly identified to all staff. Additional time for phase leaders to analyse learning gaps and research the impact of cognitive load theory- and adapt medium term plans, ensuring appropriate coverage of National Curriculum objectives. <i>Subject leaders and senior leaders monitor learning - Book looks and drop ins to monitor teaching and learning- pupil voice, staff voice and match to planning.</i> Tom Sherrington Training- for remote and class teaching will be reviewed in the Spring term and coaching triad’s established – virtually if needed- so that the impact of these pedagogy approaches can be analysed by all staff. CPD budget: Rosenshine principles books for staff: £50 per year group. Training: EST £150+ per staff member unless real trust can access it? Deep dive ofsted training – Real Trust / Edubrite: £120+vat per person x 7 (CPD budget)</p>	<table border="1"> <tr> <td></td> <td>wrag</td> </tr> <tr> <td>A1</td> <td></td> </tr> <tr> <td>A2</td> <td></td> </tr> <tr> <td>A3</td> <td></td> </tr> </table>		wrag	A1		A2		A3		<p>GC- English, Music, recovery curriculum lead AS- Maths Humanities LW- PSHCE and KS1 SB- Science AOB Computing JM RE Art&DT SC & JH PE CC- SEN-d EAL</p>	<p>December 20 Feb 21 April 21 July 21</p>
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A1												
A2												
A3												
<p><u>Transition support</u> B1 Children who are joining school from different settings or who are beginning their schooling with Little Heaton C of E will have the opportunity to become familiar and confident with the setting before they arrive.</p>	<p>A 360 interactive virtual tour of Little Heaton C of E Primary School is created and placed on website. New parents are signposted to video to help transition. Welfare and admin staff and Reception team will phone new families if appropriate and discuss the child’s interests, strengths and next steps. Virtual parents / carers conferences in October 2020 for all classes. New social media account- Facebook- will share events and information alongside Twitter and school spider app. New parents will be invited to ‘virtual’ learning approach meetings using our 365 teams accounts . Baseline of AR knowledge and skills established within two weeks of new children joining.</p>	<table border="1"> <tr> <td></td> <td>wrag</td> </tr> <tr> <td>B1</td> <td></td> </tr> <tr> <td>B2</td> <td></td> </tr> </table>		wrag	B1		B2		<p>KE- virtual tour LW Reception welcome meetings CC EOB EAL and SEMH assessments</p>	<p>Ongoing</p>		
	wrag											
B1												
B2												

<p>B2 Pupil's social and emotional health is supported as they return to / join school.</p>	<p>Fair access EAL to be accessed by SENd-co for those new to school in the UK / having missed school in the UK prior to starting at LH.</p> <p>Pastoral lead and SEN-d co will assess all children's emotional needs in the first 3 weeks of term and determine intervention / support needs.</p> <p>ZEN DEN resources – re-establish in a new room- will be available for pupils whose SEMH needs need timetabled support. Key stages and bubbles will have assigned time zones so that well being dominoes, talk about / 1:1 talk therapy and lego therapy sessions can occur for those identified or those needing it on the day.</p>		EOB CC	Ongoing Half termly update reports to stakeholders
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Targeted approaches																						
Desired outcome	Chosen action/approach	Impact (once reviewed)		Staff lead	Review dates																	
<p><u>1-to-1 and small group tuition</u></p> <p>C1: Identified children will have significantly increased rates of reading fluency.</p> <p>C2: They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding.</p> <p>C3: They will be confident readers and dips in reading attainment will be negated.</p> <p>C4: Identified gaps within the maths curriculum will be identified and – additional learning sessions will address these gaps</p> <p>C5: Identified gaps within the Writing curriculum will be identified – these gaps will be incorporated into weekly and daily planning as well as additional specific 'review' sessions if required.</p> <p>C6 Additional time (20 minutes) each day for Age group spelling expectations and Handwriting revision</p> <p>C7: Additional 20 minutes per day for basic number and operational knowledge /skills / fluency reviews</p>	<p>Purchase: Epic reading, Accelerated reader and supporting Purple Mash and RWINC – Oxford owls online library.</p> <p>Purchase additional RWInc books for home school use and 1:1 interventions due to 'quarantining' of books limiting those available</p> <p>White Rose Maths text books for each unit and year group to be purchased – apply for DFE grant ?</p> <p>Purchase additional book band challenging texts to enhance class libraries and enable school library resources to support home school reading long term this year.</p> <p>Deep learning Reading comprehensions to be purchased to supplement home comp practise</p> <p>All classes to have a Teaching Assistant to support interventions , effective feedback and learning throughout the day</p>	<table border="1"> <tr> <td></td> <td>wrag</td> </tr> <tr> <td>c1</td> <td></td> </tr> <tr> <td>c2</td> <td></td> </tr> <tr> <td>c3</td> <td></td> </tr> <tr> <td>C4</td> <td></td> </tr> <tr> <td>C5</td> <td></td> </tr> <tr> <td>C6</td> <td></td> </tr> <tr> <td>C7</td> <td></td> </tr> <tr> <td>C8</td> <td></td> </tr> </table>		wrag	c1		c2		c3		C4		C5		C6		C7		C8		<p>Gc ENGLISH AS Maths</p> <p>JH CC LW support reviews and monitoring</p>	<p>Ongoing Half term updates of pupil progress- key stage team meets for gaps being identified and how to address</p> <p>Termly updates on insight tracker</p>
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<p>C8 Non negotiables for maths and English will be revisited to ensure that they are appropriate and “catch up” and ‘new’ learning.</p>	<p>UKS2 – Home work club available before and after school for those children without stable internet connection, adult support at home. Targeted children/ whole class approaches are supporting plugging gaps in mathematics for SSM and fluency through additional maths lessons for Learning sessions weekly. TTRS purchased for the whole school – encourage revision and fluency of multiplication and division skills SLT review of non negotiables – streamlining expectations where appropriate. Spring term? Look into potential impact of third space maths intervention programme for KS2.</p>			<p>Subject leads report to stakeholders each half term / term as requested by Governors</p>
<p><u>Extended school time</u> D Identified children are able to access a weekly catch-up club (up to 1hr per night/ 30 mins per morning x2). The attainment of those identified children improves and effect of lockdown is becoming negated. Parents are supportive of the catch up learning club and understand the identification process.</p>	<p><i>Through end of term assessment analysis targeted children will have access to after school catch up sessions in reading, maths and phonics. Phase leaders will oversee planning for sessions.</i></p>		<p>GC AS LW CC JH Staff teachers identify pupils TA’s with hours past 3.20 / before 8.40 support clubs</p>	<p>Ongoing</p>

Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review dates
<p><u>Supporting parents and carers</u></p> <p>Children will have greater opportunities to access learning at home. Remote learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain remote-learning.</p> <p>Children have access to appropriate stationery and paper-based home-learning text books, reading books, etc. if required so that all can access learning irrespective</p>	<p>Additional online learning resources will be purchased, Purple mash, Oxford owls, Epic reading, Library, Spelling Shed, TTR WR Premium (so parents can access videos we post into 365) will be used as part of our remote learning package. Children resilience and independence improves. SEND pupils are provided with appropriate learning packs and 1:1 support from adults each day on line / on the phone incase of isolation/ closures.</p>		<p>GG & JH – RI lead AOB – 365 set up</p> <p>KE RN GC JH ASLW</p>	<p>Dec 20 Feb 21</p> <p>Dec 20 Feb 21</p>

<p>of ability of child/parent to navigate the online learning. (If bags)</p> <p>Ensure that children/ families have access to external services if required- support from Pastoral lead and SEND-co.</p>	<p>IF BAGS: Home-learning paper packs are printed and ready to distribute for all children. Stationery packs and maths work books purchased and sent home. (CGP text books, WR text books, talk for writing home learning resources and book banded books / RWInc scheme provided and will be able to be changed in safe drop off zones if long term closures occur) – Free wifi sim cards, use of laptops from lotter fund (2019)</p> <p>Families are supported with SEMH, Early Help offered to identified families, referral to external agencies as appropriate.</p>		CC EOB	Dec 20 Feb 21
<p><u>Access to technology</u></p> <p>During the catch-up extended 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 are equipped with webcams and allow the teachers to access school-based resources from home. Teachers facilitate effective remote-learning with increased capacity to share resources and communicate learning to children.</p>	<p><i>Laptops available for pupils requiring them during bubble closures.</i> – Free wifi sim cards, use of laptops from lotter fund (2019)</p> <p>Team 365, website and social media is used to communicate and celebrate remote learning</p>		RN JH AOB Edit team order & communicate	Dec 20 Feb 21 Oct 20 Dec 20 Feb 21
<p><u>Summer Support</u> TBD</p>				