



Covid-19 Catch Up Action Plan



1. Barriers to future attainment (for all pupils)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Gaps in Learning: Most of our children were not present in school since March 2020 when lockdown due to Covid 19 was announced. Following the reopening of schools on June 1 st , the majority of pupils elected to stay at home. Leicester was also subject to another lockdown at the end of June meaning that school closed for a second time before the end of the academic year. For those 4 weeks we have 33% of EYFS, 25% of Year 1 and 55% of Year 6 attend school.
B.	Learning Difficulties: We currently have 4 children who have EHCP's. 3 of these children are in Year 6 and between them have 90 hours of support. The other child is in EYFS and has 20 hours of support. Among the general school population there is 8.4% of the school population on the SEND register. Some of these pupils are also doubly disadvantaged in that they are PPM, have ACE, or their home circumstances were not conducive to home learning. Many of our children are also living with adults with mental health problems.
C.	Developing Independence: Evidence from teachers and observations show that some of our children find it challenging to work independently. They need more support to develop these skills both in and out of school as they often fail to complete homework or parents will complete this for them, thinking that this is what we, as teaching staff, want. This has been evident during lockdown as many families did not have the connectivity to access the online learning. Where possible these children were supported with paper copies of work. This has been evident in the survey that was completed in early September, with parents citing connectivity or lack of devices as the main reason for little or no work being completed.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Poor attendance: Some children have poor attendance which is impacting on their Gaps in learning. Part of this is due to Parental anxiety around Covid – already during the 4 th week of the term our attendance was at 90%. Many children had an early cold, mainly due to the fact that we hadn't been together as a school since March. However, we also had one positive case meaning that the Year 6 bubble had to be closed for a week on 16.09.2020. This will clearly have an impact on teaching and learning, despite all children being willing to complete the work. Further to this we had 2 cases of staff testing positive which led to EYFS being closed for almost 2 weeks. These children had only been in school full time for 2 weeks prior to this happening.
E	Social Deprivation and social care needs: Our deprivation score is below the National Average (0.12 compared to 0.21) and many of our families face social and economic challenges. One child is receiving counselling to help them deal with significant life events. We have 2 families with social care involvement – one on a CIN plan and one with a support worker to support Mum's mental health needs.
F	Mental Health and wellbeing needs: Some families struggle with adapting consistent routines – this can manifest itself in ways such as poor attendance, lack of homework and not providing the correct kit at the correct time. 33% of children have identified needs in these areas (up 26% on last year) Some of these children have difficulty in interacting successfully with their peers.
2. Desired outcomes	

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Gaps in Learning: During the Summer term analysis was done of the children's existing gaps. This showed that in some year groups, writing falls behind reading and maths. This needs to be addressed as a matter of urgency as writing underpins all of the curriculum	Pupils attainment of writing is at least in line with National Expectations at EYFS, KS1 and KS2. All children in all year groups make progress with writing Writing across the curriculum shows that writing skills are firmly embedded
B.	Learning Difficulties: Disadvantaged pupils achieve National Expectations or better. They are a priority when looking at tutoring IF they are not achieving National Expectations.	Disadvantaged pupils are closing the gap or reaching age related expectations where possible. Where possible early intervention from outside agencies is utilised to gain support for children.
C.	Developing independence: Children have the skills to be able to access the curriculum independently. This includes being able to access some, if not all, the elements of home learning independently, particularly in KS2. In KS1 that parents feel able to support their children, and that a variety of activities are sent home to minimise screen time.	Increase in self-esteem is reported on well-being checklist. Children are able to access curriculum/remote learning in different ways, including completing homework. Gaps in learning is reduced and children achieve age related expectations.
D.	Poor attendance: Where possible ensure parents are supported when making the decision to keep children off school when ill. That parents are aware of the particular symptoms they should be aware of. Parents know where and when to get their children tested (including using school tests if necessary)	Good relationships are established between all stakeholders of the school. Where possible children's attendance is as good as it can be, despite bubbles locking down and any local lockdown being enforced.
E.	Social Deprivation and social care needs: Opportunities for parents to receive support from school about services that can support them and their children. Where necessary school to fund enrichment activities and also specialised support.	Feedback from parent meetings is positive. All families that require support are given the specialised support that they need. Children are able to access enrichment activities.
F.	Mental Health and wellbeing needs: There are specific, targeted support for children in the form of ELSA, mentoring or counselling. Access is available to School Nurse referral service if necessary. There is a whole school approach to supporting children with Mental Health and well-being needs (well-being checklist completed termly). We currently have a trained Mental Health First Aider. Staff have completed Route to Resilience training and this feeds into all areas of school life. This is designed to also support children's well-being. HT/DHT are aware of how to refer/support any parents with anxiety, particularly around children's attendance in the light of Covid.	Pupils with needs are supported in the appropriate way – referral forms completed to ensure the correct level of support is given. Evidence from sessions shows that children are more confident, their self-esteem has risen and they are more resilient.

3. Planned expenditure					
Academic year	2020-2021				
The three headings below enable schools to demonstrate how they are using the catch-up funding programme to provide targeted support and support whole school strategies. (estimated total £16567)					
i. Providing Professional Development Opportunities					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Writing for all groups of children is in line with National Expectations	Training around Talk for Writing for whole staff	HT/Literacy Lead carried out research. Been to see lessons in action	Writing monitored in groups, by Trust and lesson observations monitored by HT/Literacy lead Ensure all staff attend the training	HB/KMG	Termly during data reviews
Children's vocabulary is enhanced which in turn raises their attainment for writing	Revision of Speaking and Listening curriculum in line with training	Evidence from lesson observations that those lessons where vocabulary is emphasised the children make the most progress – Learn more, know more, progress more	Writing monitored in groups, by Trust and lesson observations monitored by HT/Literacy lead Ensure all staff attend the training	HB/KMG	Termly through lesson observations, learning walks and book trawls
Total budgeted cost					£4500 (Bronze Package) T for W
ii. Interventions					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children who are low attainers have extra support to reach expected outcomes	Staff to take advantage of staggered starts and finishes to invite children in for extra time in the morning and after school	Small group work on reading/timetables/writing intervention 1 to 1 time with teacher addressing gaps occurring in previous work	Children identified by CT/SLT Evidence of accelerated progress Evidence of work Evidence of self confidence of child	All class teachers	Termly
Specific interventions to be targeted at specific children with needs.	Interventions to be run during school day to include: Rapid reading, Grab and Go maths, Direct Phonics, Small group Spellings,	Data analysis completed by SENDCo indicates that some children have a generalised learning need or a more specific one. This way children can be targeted to ensure that they receive the proper support	Children identified by SENDCo Interventions monitored by SENDCo. TA lesson observations to ensure interventions carried out correctly.	SENDCo	Termly during data analysis

Total budgeted cost	8.75 hours per week £5991 pa
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iii. Providing additional books/resources for families

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children are able to complete homework to the best of their ability – this will support with any gaps in their knowledge	School has a bank of resources that parents can borrow to facilitate further learning at home (see list of possible resources in Appendix A)	Homework is often rushed and not completed to the best of the child's ability. This can be due to different methods being employed and a lack of resources at home for the children.	Resources are only loaned on a short term basis, they are signed in and out by staff, the resources are of good quality and are the same as ones used in school.	All staff	Termly
Children whose bubbles have been closed due to a positive case of Covid 19 are able to access the home learning set	School has a bank of laptops/devices that can be loaned to families that do not have technology available, or have multiple children in a family and only one device	During the full lockdown from March to July many families did not engage with the online learning due to lack of devices. A questionnaire was sent out earlier in the Autumn term and lack of devices and connectivity was cited as the main reason for not completing remote learning	Resources are only loaned on a short term basis, they are signed in and out by staff, the resources are of good quality and are the same as ones used in school.	HB/NA/JM	After each individual lockdown. There is no cost to this as the DFE have already supplied the devices
Total budgeted cost					£2000

iv. Provide a range of activities

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children have a renewed passion for lifelong learning	Experiences/Author visits to support learning and that are Covid Secure	We have previously used visitors to spark interest in topics and it has increased enthusiasm and the quality of work produced. A lot of our children do not have the life experiences of others and this helps to bring the learning alive for them	Renowned companies will be chosen with a view to what they can offer, value for money and Covid security.	SLT	After each visit
Total budgeted cost					£2000

v. Use of the NTP (National Tutoring Programme)					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children who are low attainers have extra support to reach expected outcomes	Using baseline decide as SLT which children have specific gaps and need support to reach expected outcomes	Some children need the support of a one to one teacher rather than small group work.	Choice of tutor – support from NTP, recruitment process.	SLT to include Maths/Eng lead	After 4 sessions to see what the further steps are.
Total budgeted cost					£4000

Appendix A

- Numberlines
- Home bags of Numicon
- Tens frames (double sided)
- Place Value Counters
- Dienes
- CGP study guides
- Story sacks
- Class sets of HFW
- Phonics games
- KS2 maths equipment – mirrors, protractors, bead strings
- KS1 maths bags
- Dictionaries & Thesauruses