

COVID-19 Catch-up Premium Action Plan (September 2020-July 2021)

Priority	Planned Outcomes	Actions	Lead	Impact/Outcomes	Financial Impact
Assessment/identification of needs:					
Identify the pupils that have the biggest gaps in knowledge as a result of missed education during COVID-19 pandemic	The school will know which students to target in future intervention, resourcing and provision, meaning funding will be targeted.	<ul style="list-style-type: none"> Conduct assessments of pupils in reading and maths in first two weeks of term. Conduct writing assessment following a unit of work (September) Leaders analyse the gaps in knowledge and those students who have fallen behind. Leaders identify the cause of students falling behind (e.g. SEND and/or COVID-related) 	OC and subject leaders (AC)	<ul style="list-style-type: none"> Small Groups of children were identified as having fallen behind – partly due to the impact of COVID but also due to other additional needs. Attainment in maths has improved since the last assessment point (March) due to a strong home learning package (78% of pupils improved attainment; 17% remained at the same standard; 2% decreased in attainment) Attainment in reading has dipped slightly in some year groups. In Year 2, there has been a significant drop in attainment – a new in-class scheme is being implemented to address phonic gaps (these children missed a significant portion of phonics teaching at a crucial time). Reading: 50% of pupils maintained or improved attainment; 50% decreased in attainment (scaled score). New reading approach in Class 3, where most decrease in progress was seen. 	Cost of assessment: £100
Identify the nature of the gaps in knowledge and the provision required.				<ul style="list-style-type: none"> The intervention strategies (listed below) were employed from October 2020. Ongoing impact of missed learning will use funding. In-class support for the largest class will be upskilled through the deployment of a new HLTA. 	Subject/SENCO leader/management time: £200
Support/intervention employed:					

Developed in conjunction with advice from EEF, Tom Sherrington and Mary Myatt:

<https://schoolleaders.thekeysupport.com/curriculum-and-learning/raising-attainment/approaches-to-raising-achievement/school-reopening-accelerate-learning/?marker=content-body#section-2>

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

Number Stacks	Students understanding of number will be developed, so they can more easily access the maths curriculum. Addressing steps missed during lockdown or reinforcing those steps taught by parents.	<ul style="list-style-type: none"> • TA/HLTA deliver intervention programme to identified pupils. • SENCO review implementation • Monitor through assessments (OCT and DEC) to measure impact. • Review groupings and target additional pupils. 	OC MA/MA	<p>Re-assessment of this and all other actions will be required following the 3rd National Lockdown (Jan 2021-March 2021), reverting back to step 1 of this plan (in blue).</p> <p>Unable to fully evaluate progress due to the above disruption.</p>	Number stacks materials: £60
Read, Write, Inc, small group phonics – teacher led.	Students who have missed phonics teaching catch-up and secure previously taught learning, so that they can achieve the expected phonics screening standard by the end of the Autumn Term.	<ul style="list-style-type: none"> • Train Class 2 teacher to use new scheme of work. • HT to quality assure the sessions being delivered and supplementary resources provided (e.g. reading material) • Baseline phonics screening assessment to be conducted at end of Oct. • Additional targeted support based on above baseline for individual pupils. • Final assessment to identify future provision (Dec 2020) 	AC/MA	<p>There has been good catch-up for the Y2 cohort of children, with 62.5% achieving the expected standard, one student being very close to this standard.</p> <p>Additional support being provided for the other two students who have not achieved this standard, although there has been good progress with these students considering their needs.</p> <p>Re-assessment of this and all other actions will be required following the 3rd National Lockdown (Jan 2021-March 2021), reverting back to step 1 of this plan (in blue).</p>	<p>Read, Write, Inc materials: £50</p> <p>Cost of MA to support AC: £200</p>
HLTA support in Class 3 to address targeted needs for SEND pupils affected by COVID.	To narrow the gap for SEND learners who have been impacted by COVID-19 closures through more qualified and experienced support in class and during intervention sessions.	<ul style="list-style-type: none"> • Employ HLTA (ideally, with QTS or extensive experience) • Ensure HLTA has knowledge and understanding to deliver support and interventions. • HT to review the above alongside 	OC/MA	<p>Re-assessment of this and all other actions will be required following the 3rd National Lockdown (Jan 2021-March 2021), reverting back to step 1 of this plan (in blue).</p> <p>Unable to fully evaluate progress due to the above disruption.</p>	HLTA (additional cost compared to previous employed GTA): £2000

		attainment/progress information.			
Ongoing impact of COVID (remote learning option)	To continue to address the impact of missed schooling due to students isolating because of COVID-19.	<ul style="list-style-type: none"> • Purchase Zoom accounts for all classes. • Ensure staff understand expectations and are trained to use the platform. • Ensure parents/carers understand the expectations and requirements for home learning. 	OC	<p>Remote learning policy adopted. This was extremely impactful during the Spring Term 2021 when there was a national lockdown.</p> <p>Feedback from SEA remote visit showed the school had a very effective and, in some areas, exemplary approach to remote learning provision with 100% of students accessing live lessons throughout the term.</p> <p>Re-assessment of this and all other actions will be required following the 3rd National Lockdown (Jan 2021-March 2021), reverting back to step 1 of this plan (in blue).</p>	<p>Zoom Accounts: £360</p> <p>Hardware: £180 (cameras and microphones and track pads)</p>
<p>Analysis of impact:</p> <p>The analysis of the impact of the above was hampered by the additional school closures and 3rd national lockdown which presented different groups of children who experienced lost learning as a result of not being able to attend school (despite an effective remote learning approach from the school)</p> <p>The school used some the funding to continue this remote learning provision; to assess the learning needs of those who had to learn remotely.</p> <p>Despite the disruption of a further lockdown, there were some notable achievements and progress in catching up children’s missed learning from the first initial lockdown, despite a relatively low amount of funding. These achievements, as typical in small schools, focussed on individual pupils and their needs (which arose as a result of the Covid-19 lockdowns)</p> <p>Further funding was announced in the Summer 2021, which focus on the disadvantaged learners. This will be used to further target catch-up, especially for disadvantaged learners. This will be reported alongside Pupil Premium funding.</p>					

Total funding: £4240 (based on 2019/20 roll of 53 pupils)

Delivered in three termly instalments

ALL FUTURE COVID-19 RECOVERY PREMIUM FUNDING WILL BE REPORTED ALONGSIDE PUPIL PREMIUM FROM JULY 2021.