

COVID-19 Catch up Premium Action Plan - 2020/2021



Summary information			
School:	Houghton Conquest Lower		
Academic Year:	2020-21	Total catch-up premium:	£6560 (£80 per child)

Guidance

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge. Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11. As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

Use of Funds

- Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year.
- Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.
- To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a coronavirus (COVID-19) support guide for schools with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.

EEF Recommendations

Teaching and whole school strategies

- Supporting great teaching

- Pupil assessment and feedback
- Supporting remote learning

Targeted approaches

- One to one and small group tuition
- Intervention programmes
- Planning for pupils with Special Educational Needs and Disabilities (SEND)

Wider strategies

- Supporting pupils' social, emotional and behavioural needs
- Supporting parent and carers
- Access to technology

Identified Impact of Lockdown

Maths - Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for maths and lockdown has not affected their attitudes; however, they do have gaps in their knowledge. Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies.

Writing - Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. SPaG specific knowledge has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected; however, those who evidently did not write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.

Reading - Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. However, children are less fluent in their reading and the gap between those children that read widely and those children who do not is now increasingly wide.

Non-Core - There are now significant gaps in knowledge – whole units of work have not been taught meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips, visitors and memorable curriculum moments.

Targeted Support: Wellbeing/Emotional support/behaviour		
Issues	Action	Success Criteria
<p><u>Mental health</u> Mental Health and well-being curriculum – developed to be the vehicle through which our academic curriculum is delivered in order to address the effect that lockdown has had on mental health that lockdown has.</p>	<p>A Recovery Curriculum is implemented during Autumn 1 across the whole school, with a greater focus on social, emotional and mental health support for all children of all ages. Use of Zones of regulation curriculum implemented. The school has previously used this approach for small group interventions but have now decided to implement as a whole school and follow the scheme as it has a mindful approach and is a progressive and effective scheme of work to prepare children for life, helping them really know and value who they are and understand how they relate to each other in their ever-changing world, and regulate their emotions successfully. Interventions utilised to support additional concerns regarding a child’s mental health.</p>	<p>Smooth transition into a new year group via a curriculum that focuses on integrating back into school life. Opportunities for individual children to share their experiences are given and PSHE lessons are planned according to this. Children have opportunities to self-reflect on their experiences via mindfulness activities.</p>
<p><u>Separation</u> Some children have not returned to school for long periods of time and will find leaving family can be extremely difficult and traumatic.</p>	<p>PSHE, assemblies, reflection and mindfulness are an integral part of the school day and staff will plan explicitly for this. Assemblies focus on wellbeing and mental health.</p>	<p>Needs of the individual class are met by planning PSHE lessons in accordance to their needs around separation anxiety.</p>
<p><u>Behaviour</u> Children have had long periods of time away from routine, policies, practices and the discipline school brings. With social distancing and class bubbles in place, implementing the known behaviour policy</p>	<p>Explicit teaching in behaviours for learning in the classroom environment such as independence and resilience as children educated at home will have experienced 1:1 support. This is an integral part of the school development plan. New addendum to behaviour policy needs to be</p>	<p>Values and life skills are integrated back into the children’s learning and reflected in their daily behaviour. Reminder for behaviour scheme embedded into the children’s daily routines.</p>

cannot happen in the same way as it did before lockdown. The behaviour policy addendum needs to be understood by all and implemented daily but also sensitively to meet the needs of all children.	discussed, understood and implemented by all pupils and staff. Risk assessment actions carried out to ensure all members of the school community feel safe.	
Anxiety Parents, children and staff are anxious about returning to school after such a long break and about the continuing virus threat to their health.	Signpost parents to mental health support when required – keep website updated with support available to parents and children.	Pupil and parent voice is encouraged to understand individual lockdown experiences and bring the community back together. Parental engagement increases not only with the positive messages but also for access to support in the community for family members.
Friendships Children will not have seen or spent time with many of their friends over lockdown or been with a full class of children. Individual or family attention from 1 or 2 adults will have been the norm. Friendship issues will need to be addressed and support given to individuals to re-establish or establish friendship groups.	Provide opportunities for exploration through group work and problem solving – children to reflect on what they learn about themselves and how we can help them - re-establish positive relationships and trust. Intervention will be run to support pupil's ability to compromise and regain skills required to interact successfully, alongside whole class interventions.	Values are integrated back into the children's learning and reflected in their daily behaviour including working and playing with their friends in and outside of the classroom. Opportunities for exploration of self within their learning – listening to children and rebuilding trust and relationships with new and old friends.
Routines Everyone needs to establish routines once again. This starts at home with bed time routine, start of the day and stamina throughout the day. School will provide routine very quickly and supporting families to create a routine at home will be priority.	Use of visual timetables in all classrooms in order to ensure structure, routine and predictability for the children.	Visual timetables help children understand the routine of the day. Routine to school day to re-start in order that children have familiarity and know what is happening per day. Mindfulness times become routine and a valuable part of every day and help individual children cope with the demands of returning to school.

<p><u>Bereavement</u> With the heightened focus on deaths during the pandemic, it is important to recognise that any death within the community that affects our pupils, parents and staff needs to be sensitively handled and appropriate support given to individuals or families who need it.</p>	<p>Individual circumstances considered and planned for, when required, including phased returns and bereavements plan where appropriate – regular reviews with children/parents.</p> <p>Bereavement Policy to be reviewed.</p> <p>Staff have undertaken bereavement training.</p>	<p>Parents and children feel supported and know where to turn to for help. Signpost to services where necessary and external help accessed.</p>
<p><u>Social Distancing</u> Social distancing plans in place to minimise risks of Covid-19 but all stakeholders need to follow them for everyone’s safety.</p>	<p>Provide practical/real life experiences and changes to routines in accordance with government guidelines. Parents to adhere to new measures out in place at start and end of the day designed to keep everyone socially distanced and as safe as possible.</p>	<p>Social distancing is adhered too where appropriate and possible for pupils, parents and staff. Where a confirmed case of Covid-19 is reported, only the class or year group bubble is affected due to the social distancing provision in place in school on a daily basis. Parents follow the guidance issued by school about staggered starts and finishes and systems in place to enable safe arrival and departure to and from school for everyone.</p>
<p><u>Positivity</u> Celebrating the positive aspects of a worldwide pandemic needs to be given. Amongst the heartache and sadness Covid-19 has had in some families, there have been opportunities given to families that they have not had before the crisis. Celebrating the positives needs to be encouraged as we reflect on the time away from school since lockdown.</p>	<p>Positivity displays where pupils, staff and parents can share any positive experiences they have had during lockdown period.</p> <p>Parental engagement continues via the website with the lack of physical contact at school during the autumn term due to social distancing rules.</p>	

<p>Safeguarding During the lockdown, we dealt with a number of safeguarding issues and anticipate that there will be a number of new cases when we return to school. Dealing with these as priority is crucial, giving DSL's the time and space to address all existing and new safeguarding needs.</p>	<p>Encourage children to talk about, write about or draw their lockdown experiences to gain an understanding of their daily lived experiences – pupil voice to inform teaching approaches. Robust, swift and accurate support given to deal with new and existing safeguarding concerns with liaison with outside agencies as and when required.</p>	<p>All children are safe. Support given by staff in school or external agencies as required. Referrals made swiftly where there is cause for concern. Communication with parents is effective and timely</p>
<p>SEND Our SEND pupils will not have had specialist teaching and interventions whilst being home schooled and may have fallen behind with academic, emotional and social skills. Addressing these gaps and supporting children and families back to school to meet their complex needs will be a high priority for all children with SEND.</p>	<p>Meetings with class teachers and SENDCo to personalise work for individuals and provide correct interventions for pupils.</p>	<p>Progress for SEND children is evident across all subjects. Work is challenging yet aimed at individuals for them to achieve to their potential. Emotional and social skills are nurtured and this is reflected in behaviour for learning in school.</p>
<p>Total Estimated Cost:</p>		<p>£2000</p>

<p>Targeted Support: Reading</p>		
<p>Issues</p>	<p>Action</p>	<p>Success Criteria</p>
<p>Phonics Children will have long periods of phonics teaching and all phases of Letters and Sounds will not have been taught, practiced and learnt. Gaps in knowledge will impact on future learning, on reading ability and writing standards as well as with accessing the wider curriculum.</p>	<p>Phonics curriculum created/adapted for Years 1 and 3. Year 1 pupils – interventions set up to plug gaps in children's learning. Year 1 – afternoon phonics interventions for Phase 3 and 4. Year 2 pupils – small group interventions for Phase 3 & 4 pupils. Phonics interventions utilised to support pupils to build confidence and support children to make rapid progress.</p>	<p>Pupils in Year 1 will have recapped and completed Phase 3 in early Autumn 1 and progressed to Phase 4 in a timely manner. Pupils in Y2 will be ready and prepared for Phonics Screening test in the Autumn term that was missed in June 2020. Phonics knowledge will develop further and be used and applied in reading and written work across the curriculum. Children will feel confident with familiar staff to help, not only with transition into new year group but also</p>

		<p>with assessing the children at the start of this unique term.</p> <p>Baseline Phonics assessments will establish individual pupil's knowledge and understanding and teaching will be able to plan, prepare and deliver interventions that are meaningful to individuals and small groups of children.</p>
<p><u>Independence & Fluency</u></p> <p>Individual, group and class reading opportunities will have been missed by many throughout lockdown. Confidence and competence to read independently and fluently may have decreased and alongside this, the reading skills that are taught via the reading domains will not have been accessed through home learning</p>	<p>Staff to work with HT to analyse data and identify gaps. Planning will then address these gaps.</p> <p>Individual reading opportunities for all children across the school.</p> <p>Opportunities to read in every lesson in order to develop fluency and independence in reading.</p> <p>Group reading sessions for selected groups as an afternoon school intervention to work on the reading domains.</p> <p>Talk boost intervention set for all year groups.</p> <p>Allocated DEAR time throughout the week to encourage whole class reading.</p>	<p>Assessments in reading will give baseline assessment for reading on which interventions can be based and children will receive and develop their reading accordingly and gaps in learning, knowledge and understanding will be narrowed.</p> <p>More access to individual reading will take place both in school for all pupils as well as after school for pupils who require extra support.</p> <p>Focus on reading in all lessons will develop vocabulary opportunities for all pupils.</p> <p>Vocabulary and meaning of words will develop, fluency of reading will increase and comprehensions skills will deepen allowing understanding of texts in all subjects to improve.</p>
<p><u>Children showing weakness in their oral language skills</u></p> <p>Many of the Reception children have not attended nursery for a long periods of time and as a result have weaknesses in their oral language skills which will impact on their reading.</p>	<p>Lift off to language intervention to be set up and utilised.</p> <p>EYFS interventions to support communication and language. – Early talk boost sessions for those children who have been identified at risk.</p>	<p>Improved oral language skills.</p> <p>Improved outcomes in reading for Reception children</p>
Total Estimated Costs:		£2000

Targeted Support: Writing

Issues	Action	Success Criteria
<p>Pupils have fallen behind with their writing over the lockdown period and not been exposed to quality teaching of the different purposes for writing. They will need the opportunity to build up their stamina.</p>	<p>Refresher of Talk for Writing is completed by all staff. Training development allows staff to focus on fiction writing techniques and non-fiction writing techniques to develop quality of writing for all pupils. The previous teacher has identified the skills the children did not cover or master before the 'lockdown' and opportunities to learn and practice these have been built into this year's planning. Writing small group intervention in the afternoons for Y2 – 4 children to supplement class writing opportunities. Use of 'pobble' to encourage pleasure of writing and build enjoyment. Reaffirm quality first teaching strategies for clear consistent routines.</p>	<p>Quality of writing improves across the school with more pupils achieving age related or above expectations in writing. Writing in the broader curriculum improves and aids knowledge and understanding of foundation subjects. Confidence of the pupils increases in writing. Children are able to write at length.</p>
<p>Basic skills knowledge and understanding is not age related due to missed learning throughout lockdown. Presentation is not at the expected standard.</p>	<p>Small group intervention for Grammar and Punctuation. Lifeboat interventions – Y1 – 4 children in small groups to have extra taught spelling lessons alongside class lessons with support from TA. Daily handwriting practice across the school (only for children identified as needing extra support)</p>	<p>Gaps in knowledge and understanding of punctuation, grammar and spelling are narrowed. More pupils achieve age related or above expectations in SPaG. Children are applying spelling, grammar and punctuation knowledge to their writing. Improved presentation across the school.</p>
<p>Vocabulary and understanding and meaning of new words have not been developed and the knock on effect on spelling of age related words and use in writing.</p>	<p>Spelling homework to be set. Implementation of spelling shed.</p>	<p>Spelling ability increases which in turn aid the quality of writing. Spelling scores in external assessments improves and children achieve age related or above expectations in SPaG and writing assessments.</p>
<p>Total Estimated Costs:</p>		<p>£1300</p>

Targeted Support: Maths

Issues	Action	Success Criteria
Times tables progressions has been halted due to lockdown and children's knowledge and understanding of the times tables for their year group not known or understood.	Use of Times Tables Rockstars to assist in teaching of tables and practice at home. Weekly competitions to be set up by class teachers for the children to complete at home.	Times tables learnt for each year group and used in daily maths lessons to assist in the development of fluency and reasoning in maths. Pupils more confident with times tables. Group competitions actively played at school and at home.
Accurate understanding of all pupils' maths ability not known due to loss of time out of school for majority of pupils.	Use of White Rose maths assessment to gain accurate baseline in core subjects. Staff to work with HT to analyse data and identify gaps. Planning will then address these gaps.	Work for all pupils pitched at an appropriate level with challenge for all in maths lessons evident based on accurate assessment of ability.
Number and place value understanding is not at age related levels due to missed teaching during lockdown.	Interventions for place value and number for all year groups both in school and after school. Purchase NumBots for Reception, Year 1 and Year 2 to develop recall and understanding of number bonds and addition and subtraction facts. These build the critical foundations in maths. The children in Year 1 and 2 missed the opportunity to secure their understanding in this due to the lockdown. Children will be able to access this both at school and home. Medium Term Planning amended to address the gaps created by the lockdown.	Understanding and ability to apply knowledge and skills of place value and number lead to age related expectations and above being met in maths. Reasoning and fluency in maths increases as a result of a better understanding of number and place value. Improved understanding of number bonds and addition and subtraction facts for Reception and Year Gaps in Year 2 will be addressed.
Total Estimated Costs:		£1300

Targeted Support: Broad and Balanced Curriculum

Issues	Action	Success Criteria
<u>Lack of face to face contact with parents</u> Due to Covid-19 restrictions and social distancing safety measures in place, face to face contact with parents in school will not occur in the first instance. School needs to	Continue to provide video links and updates from class teachers for the website to ensure parents can stay involved in their child's learning experiences. Regular newsletters. Website kept up to date. Ensure that all families have	Contact with parents other than through email is created and is a 2-way process where parents and staff feel comfortable to communicate with one another. Virtual meetings take place to include updates from

maintain contact with all parents and actively seek out new ways to engage and communicate effectively with them.

given the most up to date email address so the school can keep them up to date.

teachers, SLT, parents evening consultations and consultations about PSHE in the first instance.