



Covid Catch-Up Plan

1. Summary information					
School	St Anne's Church Academy				
Academic Year	2020-21	Total Covid catch up budget	£29,600	Total number of pupils	387
Date for next internal review of this strategy			September 2021		

2. Barriers to future attainment (Loss of learning time due to Covid-19 school closure and potential second wave resulting in closure, bubble closer and self-isolation)	
In-school barriers (issues to be addressed in school, such as poor oral language skills and wellbeing/ mental health)	
A.	Loss of consistent learning time due to school closure / Covid -19
B.	Lack of consistent online resources to support phonics/early reading and reading at home
External barriers (issues which also require action outside school, such as low attendance rates)	
C.	Second wave of Covid-19 resulting in closure, bubble closer and self-isolation for individuals – low attendance
D.	Lack of access to technology
E.	Parental engagement with continuation of learning

3. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Increase numbers of children reaching Age Related Expectations (ARE) in every year group	Summative data scores, increased reading at home, increase targeted reading in and out of school with consistent scheme. Increased use of Google Classrooms and Tapestry
B.	Ensure progress for all especially in reading, spelling and phonics	Spelling shed data will show accelerated progress Quality of writing in books will identify improvements KS2 PIRA scores Phonics data through R,W Inc will show accelerated progress
C.	Ensure remote learning access is established and maintained	Home learning offer embedded and accessible when required Children and their families are engaging with online learning when not in school Social media is explicitly used to communicate between home and school – website pages / Twitter / Facebook
D.	Maintain high levels of attendance and punctuality of all children	Data will show that persistent absenteeism is decreased and % attendance is increased (aim of 96%) Reduced numbers of letters and attendance clinic meetings Strong links/ procedures in place between home and school to support the return of all pupils Parents are well informed and feel confident to bring their children to school

4. Planned expenditure

Academic year	2020-21							
The three headings below enable schools to demonstrate how they are using the Covid Catch Up Fund to improve classroom pedagogy, provide targeted support and support whole school strategies based on the EEF Catch plan.								
i. Teaching and whole school strategies								
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?	Impact / RAG		
Ensure children reach ARE at every level	Focus upon quality first teaching for all	Feedback and experience from staff, parents and children about how they learn	Pedagogy staff meetings to share good practice Subject leaders lead subject initiatives and improvements like Talk for writing / Talk maths / Writing planning developed across the school to include talk	EHS	Assessments 3 x year - with addition of summative assessment at the end of Term 1 to identify gaps	Term 2	Term 4 Lockdown Remote education	Term 6

			<p>for writing principles and SPAG objectives PSHE wellbeing focus Monitoring of planning, teaching and learning Relaunch Coaching 15 to promote improvements in Teaching and learning Analysis of data (PIRA/PUMA/KS1/Phonics) Pupil Progress Meetings x 3 year Close monitoring of strategy by AC</p>		<p>Plan, assess, review cycle for all intervention work (6 week impact reviews for all interventions)</p>			
<p>Develop oracy and talk across the curriculum</p>	<p>Talk for writing Maths talk Oracy framework approach</p> <p>Embedding oracy across the curriculum</p> <p>Nuffield early oracy project (January2021)</p> <p>(cover for training £ 300)</p>	<p>Successful action research project within school Closing the vocabulary gap-Alex Quigley Education Endowment Foundation (EEF) toolkit- use of oral language interventions The Early Catastrophe Paper (Hart and Risley 2003) reports; Vocabulary (at age 3) of a child from a disadvantaged family:500 words. Vocabulary (age 3) from a professional family: 1,100 words It is imperative to develop and increase all pupils vocabularies Ofsted new framework https://www.gov.uk/government/publications/education-inspection-framework</p>	<p>Staff training from subject leaders – Talk for writing / Maths talk / Oracy</p> <p>Voice 21 Oracy October master classes</p> <p>Monitoring of curriculum plans , teaching and learning</p> <p>Ensure children are given plenty of opportunities to talk – exploratory talk and presentational.</p> <p>Collect soft data- pupil voice</p> <p>Analyse of data</p>	<p>EHS / SC / KH</p>	<p>Assessments 3 x year</p> <p>Oracy assessments – progress in speaking and listening 3 x year</p>			

		Unlocking Talent , fulfilling potential highlights the need to close the word gap during the early years						
Develop learning behaviours and strategies that can support resilience, independence and self – regulation	<p>Teach learners about different ways of learning - metacognition</p> <p>Whole class feedback discussions- sharing methods/thinking</p> <p>Peer feedback and critique</p> <p>Growth mind set approaches / reinvigorate the learning without limits pedagogy</p> <p>Use Google</p>	<p>EEF – Best evidence on supporting students to learn remotely</p> <p>EEF – Best evidence on impact of school closure on the attainment gap</p> <p>EEF toolkit- re importance of effective feedback and metacognition strategies</p>	<p>Recovery curriculum</p> <p>Modelling by whole school staff</p> <p>Positive praise through weekly celebration worship (continue if closed)</p> <p>Recognition boards</p> <p>Hot Chocolate Friday (continue remotely if closed)</p> <p>Deliberate over communication with families</p> <p>CPD training for all staff on metacognition/ retrieval practise /Google Classrooms and Tapestry/ Bug club where required</p> <p>Share metacognitive strategies with learners (the science of learning)</p>	EHS	<p>Informally on a weekly basis</p> <p>Through weekly learning walks</p> <p>Parent and staff feedback</p> <p>Monitoring of CPOMS</p>			
Review					Total budgeted cost £ 1,200			

ii. Targeted support						
Desired outcome	Chosen action/approaches	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Impact / RAG

<p>Increase support for children's mental health and wellbeing</p>	<p>Thrive groups Nurture groups 1:1 sessions for vulnerable pupils Boxhall profile assessment Thrive assessments Check ins / check outs PSHE teaching focus</p>	<p>https://www.annafreud.org/media/4612/mwb-toolkit-final-draft-4.pdf</p>	<p>Thrive training for Learning mentors £1000 Wellbeing training for Learning mentors Wellbeing and mental health training for staff Children's mental health and relationships training for Safeguarding team and pastoral team PSHE focus – mental health and wellbeing Thrive groups set up for targeted</p>	<p>RF/ CH</p>	<p>Pupil wellbeing survey/ pupil voice captured on CPOMS</p>			
<p>Close gaps and accelerate children's progress.</p>	<p>Targeted small group Intervention for reading and phonics Yr1 / 2 / 3</p> <p>Targeted intervention groups for reading and maths (reading and maths focus Year 5 and Yr6</p> <p>1:1/ small group tutoring for pupils not on track to close gaps</p>	<p>https://eef.li/promising-projects/</p>	<p>Assessments to identify need Assessment of intervention to identify progress Pupil Progress Meetings (PPM) Wellbeing Champions to maintain interaction with key children Clear guidance for parents to support phonics learning Purchase additional catch up intervention programmes – SHINE rising stars £ 700 Targeted interventions – entry and exit data reviewed (pupil progress meetings) Intervention impact sheets</p> <p>NY – Year 1 Additional targeted reading support - term 1 and 2 – 4 hours per week MB – targeted phonics and early reading support Year 1 term 5 and 6 - 2 hours per week (AL / AF – year 3/ 4 small group tutoring 4.5 hours per week</p> <p>RH additional hours 7.5 hours per week – year 6 targeted support and release time for year 6 class teacher – terms 1-2 , 5 -6)</p>	<p>EHS/ SC / AW</p>	<p>Summative assessments Pira and Puma – term 1 , term2 , term 4 , term6 Tracker for children to identify engagement and learning x3 followed by PPM intervention impact reviews – termly</p>		<p>Lockdown Small group intervention re-established on return to school on term 4</p>	

	Nessy targeted groups		Early bird maths small group tutoring Release HLTA to establish small group tutoring for year 4 and 5 (maths)					
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Review	Total budgeted cost £ 20.000
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iii. Wider strategies

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?	Impact/ RAG		
Established home learning blended offer	<p>Google classroom platform</p> <p>Updating school apps incorporating apps that can be utilised in school and at home e.g. Bug Club , TT Rock stars , Purple Mash (£1,100 Purple mash)</p> <p>Link online learning offer with national oak academy</p>	<p>Experience during closure limited opening from March – July 2020.</p> <p>DFE guidelines - remote learning good practice https://www.gov.uk/government/publications/remote-education-good-practice/remote-education-good-practice</p>	<p>Set up Google classroom Remote learning protocol documents for staff and children Staff training</p>	IP / CB /EHS	<p>Review engagement with home learning offer Child and parent survey</p>			

	https://www.thenational.academy/information-for-teachers/ Bug Club ,Spelling Shed and TT Rockstars in school and at home (Bug club £ 1000) Practice remote learning strategies in school Printed learning packs for 2 weeks' worth of work for each bubble are ready to print							
Access to technology in the event of full closure, bubble closure or self-isolation	Additional hardware purchased to loan to disadvantaged families and for use by children in school for catch up sessions (Chrome books plus licences £7,500)	Experience during closure limited opening from March – July 2020.	Google form to assess our children's access to technology at home Purchase addition iPads to loan to vulnerable families Clear guidance and support from school for families to access online learning Online Parent/carer workshops for EYFS/Year 1 children to support phonics/early reading Ensure families with limited access to technology have access to printed resource packs	EHS / DM/ KB	Engagement with online learning			
Increase attendance of children	Use of Learning Mentor, and class teachers to engage children and parents Deliberate over communication	Experience and feedback during closure limited opening from March – July 2020. Concerns over attending since September 2020	Importance of daily attendance phone call Through regular conversations with families and children Clear attendance policy and precedures Support from Traveller support Termly meetings with EWO	EHS/ RF / SL	Every term through analysing attendance data and looking for patterns Weekly attendance data			

	to embed relationships Open door policy regarding any safety concerns		Trust attendance network Clear guidance of schools' procedures and policies in line with government guidance					
Access to online reading scheme	Whole staff training Bug club	EEF – Best evidence on supporting students to learn remotely EEF – Best evidence on impact of school closure on the attainment gap Anecdotal evidence of successful use in other Trust primary schools	CPD to understand and use scheme effectively Clear guidance for children and families to use the scheme Effective use of scheme	IP / EHS	Praising Stars x 3 Data will demonstrate increased engagement with online scheme			
Review					Total budgeted cost £8,500			
					Total expenditure £ 29,700			