

## Catch-up plan 2020-21 following COVID-19 influential factors

The government announced £1 billion of funding to support children and young people to catch up lost time after school closure. This is especially important for the most vulnerable and disadvantaged backgrounds.

Coronavirus COVID-19 catch up premium for special schools:

- will provide £240 for each place for the 2020 to 2021 academic year.
- Funding will be allocated incrementally

### Catch-up Plan 2020-21

<b>School name:</b>	<b>Acorns Primary School</b>
<b>Academic year:</b>	<b>2020-2021</b>
<b>Total number of pupils on roll:</b>	<b>73</b>
<b>Total catch-up budget:</b>	<b>£17,280</b>
<b>Date of review:</b>	<b>March 31<sup>st</sup> 2021</b>

#### Rationale:

Following the 2020 lockdown due to the COVID-19 pandemic, schools have received an additional amount of money to provide catch-up support for those pupils that require it. To support the successful re-integration of pupils back into Acorns, we have considered research put forward. Conclusions drawn from this have informed our decision making. Not all support will incur a financial cost. For tailored support the table below outlines intentional spend and the rationale that informs decisions.

## Whole school support (Teaching)

Research indicates that quality and great teaching is the best lever that schools have for improving outcomes for their pupils.

Expert teachers develop a broad array of teaching strategies that, combined with subject knowledge and knowledge of their pupils, positively impact upon learning. (EEF, 2020)

Area	Rationale	Action	Specific implication	Staff lead	Cost	Estimated impact
Support of quality teaching	Almost all schools will also have made significant adjustments to organisational and logistical aspects of school life. Ensuring teachers have training and support to adjust to these changes is likely to improve the quality of teaching as all pupils return to school.	<b>CPD training – Attachment and Trauma (Training for all staff)</b>	Continuing education/training for all staff relating to ACE; trauma and attachment. INSET Nov 20.	<b>KH/GB</b>	£1250	Staff aware of and able to implement effect strategies and support to affective pupils. Pupils will feel settled and supported and begin to reform affective positive relationships with staff. Staff will support children to meet their needs.
		<b>Supporting Staff Wellbeing.</b>	Emphasis on well-being/supervision. Support to develop Recovery curriculum. Supportive well-being events through academic year, focusing on unity and boosting moral.	<b>LH,SS, VS,RJ</b>	£300	Staff confident/happy. Increased well-being. Successful recovery curriculum leading to pupils settling and making progress.
		<b>Recovery Curriculum</b>	<i>Pupils have access to broader curriculum and increased self-esteem/confidence.</i> Guidance documentation circulated to staff	<b>GB,KH</b>	£0	Pupils have access to broad and balanced curriculum with focus on physical/nurture and addressing gaps in learning

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<b>Pupil Assessment</b>	Assessment can help teachers determine how to most effectively support their pupils. Every pupil will have been affected differently by Covid-19.	<b>Planning between teaching staff to write effective IEPs</b>	Information sharing and relevant targeting setting, will inform teaching and learning.	<b>SLT &amp; class teachers</b>	£0	Teachers will be confident in their starting points, informing planning and teaching and learning strategies. Gaps in learning/progress will be address. Class teachers will work with SLT to identify pupils for interventions in key areas of Maths /English/PSD and physical development.  Sensory Processing Plans devised and beginning to impact on pupil development.  EYFS baselines completed.  Teachers practice will improve therefore improving outcomes for children. Sharing between colleagues supports CPD.
		<b>Baseline of EYFS pupils</b>	New EYFs pupils to be baselined following their entry into school.	<b>LH</b>	£0	
		<b>Sharing of information/quality resources for teachers</b>	Teachers will regularly share information/ideas following personal research, through the internet, literature and up to date information.	<b>Current staff</b>	£0	
<b>Transition</b>	Planning and providing transition support, such as running dedicated transition events—either online or face-to-face, as restrictions allow—is likely to be an effective way to ensure pupils start the new year ready to learn.	<b>New pupils successfully transition into school.</b>  <b>All pupils transition into new class effectively</b>	Video call with new parents. Transition information sent home. Parent's Evening. Virtual tour of the school classroom shared electronically with the parents.  Planned transitions into school for new starters, following a timetable to build up time spent in school.	<b>Teachers</b>		All pupils successfully transitioned to school by Autumn Tern half term. Pupils unable to attend for medical reasons supported effectively in the home (see wider support).

<p><b>Supporting remote learning</b></p>	<p>‘Schools are working towards a full-time return for all pupils in September; however, there is still a great deal of uncertainty as to whether the academic year will be interrupted by COVID-19 outbreaks’.</p>	<p><b>Creating and designing home learning packs and resources. To be posted or collected.</b></p>	<p>High quality learning packs will be created to be appropriate for individual learners- either formal/sensory/informal styles.</p> <p>Additional learning will be provided through specific technology platforms (zoom). These will run with pupil and parent involvement, supporting parents with remote learning.</p> <p>Laptops/iPads provided to pupils to access homework/remote learning</p>	<p><b>Teachers</b></p>	<p>£600 in photocopying costs</p> <p>£200 Laminating/plastic zip wallets additional resources</p> <p>Sensory resources £200</p> <p>£0 (DfE)</p>	<p>When needed all pupils will have access to home learning.</p> <p>Parents engaging with home-school learning. Homework/home learning completed and feedback given. Impacting on progress across the curriculum. All pupils have access to educational resources and equipment to support them accessing it at home.</p>
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## Targeted support (targeted academic support)

High quality teaching is supported by, and inextricably bound to, targeted academic support. Good assessment will reveal that some pupils have lost learning, misunderstood content, or made gains in their knowledge, during the extended period of Covid-19 partial school closures. This may require targeted one to one or small group tuition to address gaps. We can also anticipate that pupils with SEND will need specific support in the academic year ahead. (EEF 20)

Area	Rationale	Action	Specific implication	Staff lead	Cost	Estimated impact
<b>One to One and small group tuition</b>	‘There is extensive evidence supporting the impact of high-quality 1:1 and small group tuition as a catch-up strategy.’	<b>In class interventions</b>	<p>Physical activities throughout the school day for all pupils. Additional MOVE sessions for identified pupils.</p> <p>High quality Math’s and literacy focus for specific pupils</p> <p>Break out areas for all classrooms. Indoor for all classes and outdoor for most classes</p> <p>Identified pupils provided with 1:1 regular time with trusted adult.</p>	<b>Current staffing</b>	£0	<p>Intervention/MOVE/Physical breaks</p> <p>Increased staff confidence. Pupils have access to high quality teaching. Interventions taking place in class – more cost effective. Increased progress.</p> <p>Pupils whose physical progress has regressed demonstrating increased movement/tone.</p> <p>Pupil health and well-being improved across school</p> <p>Improved self-esteem, confidence, emotional resilience and behavior.</p>
<b>Targeted support</b>	‘In order to support pupils who have fallen behind the furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary’.	<b>Training another member of staff in ELSA</b>	The ELSA member of staff will support children, particularly the most vulnerable with social skills, emotions, bereavement, social stories and therapeutic stories, anger management, self-esteem, counselling and skills such as solution focus and friendship. Individual pupils will have a dedicated 1:1 session, aimed at supporting their emotional needs. Practised through literacy and PHSE based activities.		£2950	<p>Supports pupil voice.</p> <p>Children will be supported to work through trauma and difficult situations, allowing them to express themselves freely; seek solutions and develop their emotional skills and resilience.</p> <p>Improvements in well-being; health and emotional support</p>

<p><b>Teaching assistants</b></p>	<p>'The overriding principles from evidence is that teaching assistants should be deployed in a way that supplements, not replaces, the teacher'</p>	<p><b>Supply staff to cover classes.</b></p> <p><b>TAs used during targeted support.</b></p> <p><b>Purchase of additional resources to support intervention</b></p>	<p>Additional regular supply staff to support class bubbles, helping to reduce closers/reduced numbers in classes.</p> <p>The use of TAs to deliver high quality interventions that complement and extend class-based teaching and learning.</p>	<p>TA2 x 3 £600 per week</p> <p>Maths equipment £125</p> <p>English £89</p> <p>Sensory resources £302</p>	<p>School will continue to operate, ensuring pupils can still attend and learn.</p> <p>Improvements for learning outcomes.</p> <p>Closing the gap for those that need attentional support.</p>
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## Wider academic support

Schools will be deploring a range of wider strategies to support their pupil in the upcoming academic year with creativity and commitment. New challenges will arise such as social distancing measures. There may be new barriers to success in school, such as reduced attendance, or adaptations to school routines which may affect the behaviour of some pupils. Equally, many pupils will thrive as regular school routines are (re)established and school leaders focus on the social and emotional needs of their pupils.

Area	Rationale	Action	Specific implication	Staff lead	Cost	Estimated impact
<b>Supporting Parents and Careers.</b>	‘Parents have played a key role in supporting children to learn at home and it is essential that schools and families continue to work together as pupils return to school’.	<b>Parent Workshops</b>	Zoom meeting coordinated and hosted by school for the parents group. Allowing sharing of information.  Ideas and linking information.	<b>KH</b>	£0	Supports the sustained communication and partnerships with parents/care givers.
Area	Rationale	Action	Specific implication	Staff lead	Cost	Estimated impact
<b>Supporting an SEL curriculum</b>	‘SEL advances educational equity and excellence through authentic school-family-community partnerships...  SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities’	<b>Establishing an equality working party group</b>  <b>BAEM / EFL courses and training</b>	Creating a group centered on equality- encompassing different cultural backgrounds. Celebration events and whole school activities will be planned focusing on celebration/unity. Supported links through Governors.	<b>LH, CW, JM</b>	£200	Educating children on cultural awareness; celebrating diversity with school; creating and re-establishing links between home and school. Promoting positive mindset and attitude

Area	Rationale	Action	Specific implication	Staff lead	Cost	Estimated impact
<b>Supporting pupils social, emotional and behavioural needs</b>	'A large and often unrecognised part of teachers' work has always involved providing support for pupils' social, emotional and behavioural needs'.	<b>Extensive, inclusive outdoor education through outdoor learning provision:</b>  <b>Purchase of resources to support learning / improve accessibility to the outdoor learning area.</b>  <b>Dedicated time with staff-vestibular; movement break areas; sensory integration and sensory interventions.</b>	Research shows that mental health, well-being and wellness can all be supported through outdoor learning. Children will have access to the designated outdoor learning area. Stimulating cognition;  Purchase of walkie talkie to enable contact between colleagues, whilst staff are supporting SEMH pupils / pupils accessing outdoor education working with children in outdoor areas	<b>SLT JP Outdoor learning team</b>	Matting £400  Outdoor equipment – tools, seed, bird seed, £75  Walkie talkies £300	All children will access quality outdoor learning provision. Improving health.  Children will feel comfortable and settled in school. There will be less incidents/children go into crisis. Children will be emotionally regulated. Needs and wants will be met.  There will be fewer emotional support plans.  Children will have reduced anxiety and develop resilience through outdoor experiences helping to support mindfulness.
<b>Supporting families</b>	Many families have struggled throughout the pandemic, financially and with welfare needs.	<b>Home food care packages will be organised through school and sent home to vulnerable/ PPG/ FSM6 families.</b>	Food packages to be delivered to families on PPG, FSM6 and vulnerable families	<b>KH</b>	<b>Funding via magic breakfast</b>	Families will continue to receive food support. Anxiety, stress and discomfort in the home will hopefully be alleviated.



<b>Additional equipment</b>	To ensure school is a COVID safe environment and has part of schools planed response.	<b>Additional hygiene / care products / PPE</b>	Safety of pupils and staff is paramount to ensure that the children can continue to access school and minimize the spread of COVID-19	<b>Bursar SLT</b>	<b>£1000</b>	School will be a COVID safe environment, through vigilance and care and having availability to correct equipment and protective measures in place.
			Current total spend		<b>£16391</b>	

*This document will be amended and updated as necessary to incorporate further spend and impact. It will be reviewed throughout the year to assess the effectiveness of strategies and the intended impact.*