

Armathwaite Community Primary School

Covid Catch Up Plan 2020 –22

Total Covid Catch-up Grant we will receive ~ 2020-21 ~ 5360

Estimated cost of Covid Catch –up strategy 2020-21 ~ £11,664

Our Covid-19 Catch-up strategy is targeted at our vulnerable and disadvantage children and any children with gaps that are apparent and who we know will need additional support to catch up. We will use Education Endowment Foundation research based strategies as a starting point for our catch-up strategy.

Armathwaite School Summary of Teaching and whole-school strategies

Impact

Supporting great teaching

- Staffing (teaching and TA) hours extended to meet need for recovery and catch up, particularly when operating for an extended period in separate bubbles. Additional TA time in KS2 for catch up.
- 2020-21 ~ Support the induction and provide mentoring for our NQT teacher. Training opportunities and time to talk, observe teaching and be observed (where Covid and bubbles allowed).
- Priority for all staff to be engaged within CPD (online) following a year with reduced capacity due to Covid and staff ill health. Maths and English CPD across staff initially to focus on the core curriculum and wellbeing (school ethos and culture)
- 2021-22 prioritise CPD for new staff members, additional to statutory. Time provided for NELI, phonics, core, P4C and subject area training.
- Possible additional drawing and talking training

Pupil Assessment and feedback

Assess children coming back into school. Anxiety levels. Talk about coming back into school. Opportunities to share and explore feelings. Use this information to target support where most needed. Explain that support is available (nurture and drawing and talking) and how to ask for this if you need it.

Use of assessment materials to support identification of where children are and any learning gaps. Discuss confidence and involve children in school organisation and the assessment process.

Assess gaps across the curriculum (particularly vocabulary ~ some subjects may be more affected than others) and develop and apply plans for writing journals and subject specific vocabulary planning to support this.

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Transition Support

Impact

Staff supporting vulnerable children and families during lockdown and home learning to support their transition back into school. Support and reassurance for parents (consider mental health and well-being of all involved).

Keep all school routines and curriculum as normal as possible, particularly the broad and rich curriculum we provide. This needs to be maintained alongside interventions and targeted intervention to ensure normal routines support children to feel safe.

Opportunities for nurture\drawing and talking for children who are vulnerable to anxiety as a result of the pandemic.

Targeted Support

One to one and small group tuition with intervention programmes

One to one support for identified children.

Creation of a recovery plan for individual children, identifying which areas of intervention they need, so this can be timetabled in.

This will include:

- Daily additional reading
- Phonic catch up
- Same day intervention for maths
- Numicon Intervention Programme
- Maths recovery intervention
- Reading intervention
- Talk boost
- Smart Moves

Intervention programme ~ Third Space ~ extend the number of children able to access this through use of NTP.

Speech and Language Specialist intervention extended for the development of comprehension in upper KS2 and in KS1 and lower KS2.

Teaching ~ Eleanor

Chloe ~ reading comprehension

Cost of TA to provide support mornings in both classes

Reduced class sizes

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Extending school time

Impact

- Additional after school maths sessions provided for identified children in KS2 with maths intervention TA
- Additional reading opportunities with breakfast from 8am for identified children
- Teacher run after school phonics and multiplication club for identified children

Wider strategies

Work closely with parents to support home and blended learning where needed.
Support parents through greeting and speaking to them each morning and evening to maintain positive relationships and provide advice and feedback until we are able to invite parents back into school.
Parent meetings organised face to face, outdoors and distanced (unless parents request online\phone meeting), so we can share learning and progress at home and school.

Access to technology

Use government provided technology to support any families who require this.
If resources are not available through this route, try to provide them through school if needed and possible.
Continue to provide online support for families who need this in order to engage with the learning platform ~ HLTA and maths intervention TA.