

COVID Catch-up plan

School name:	Coteford Junior School
Academic year:	2020/21
Total number of pupils on roll:	305
Total catch-up budget:	£24400

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 6.

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.

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.

The EEF advises the following:

Teaching and whole school strategies

- Supporting great teaching
- Pupil assessment and feedback
- Transition support

Targeted approaches

- One to one and small group tuition
- Intervention programmes
- Extended school time

Identified Impact of Lockdown and Self-Isolation Period

Emotional health and well being	A number of pupils are displaying anxiety about the return to school. Pupils have found it difficult to get used to the way the school is now operated. Further anxiety is also being caused by ongoing disruption in school due to pupils and staff self-isolating.
Maths	Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children are still positive about maths and lockdown has not affected their attitudes. Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments.
Writing	Children haven't necessarily missed 'units' of learning in the same way as Maths, but have lost essential practising of writing skills. Specific grammar knowledge has suffered, leading to lack of fluency in writing. The majority of children didn't 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 don't is now increasingly wide. The bottom 20% of readers have been disproportionately
Foundation	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 powerful curriculum moments.

Teaching and whole-school strategies

Desired outcome	Approach and Estimated Cost	Staff lead	Comments and Review
<p>ATTENDANCE Ensure all children are attending school regularly</p>	<ul style="list-style-type: none"> • Monitor attendance daily • Chase all absences • Monitor number of isolation periods • Participation team to support with key families <p>(£500)</p>	<p>Joanna Martin Natalie Goodison</p>	<p>Attendance in autumn term was 95%</p> <p>Attendance and engagement with remote learning monitored on daily basis, with follow up for children not engaging on a weekly basis.</p>
<p>Emotional Health and Well-Being Update our understanding of each child, in order to adapt and deliver our curriculum and provide</p>	<p>See SEMH Plan and Policy Employ therapeutic support professional</p>	<p>Rachael Ecklely</p>	

<p>targeted support based on each pupil's social, health, emotional, physical and academic needs.</p> <p>To endeavour to provide support to children through pastoral care, an appropriate curriculum and routines</p> <p>To ensure that children access a school environment where they feel safe, secure and able to thrive.</p> <p>To assess children's wellbeing and academic levels and provide purposeful opportunities to build on these. Teachers will continually assess and review to ensure that all children are able to succeed.</p>	<p>£2000</p>		
<p>To implement a curriculum which identifies areas where there are gaps in learning and approaches to learning</p>	<p>To commit time to ensuring that routines, expectations, standards, relationships and values are quickly re-established. This includes, getting children 'back-on-track' in both an academic and emotional sense is the absolute priority</p> <p>£150</p>	<p>All staff</p>	
<p>Supporting great teaching</p> <p>Subjects will be planned with increasing detail and consideration for how pre-requisite knowledge will</p>	<p>Additional time given to staff for planning core subjects to address gaps in learning.</p>		

be taught alongside new learning so that knowledge gaps can be reduced.	Staff development meetings about improving meta-learning in pupils £2500		
Transition Support Children joining the school have opportunity to get to know the school virtually to enable them to feel confident	Virtual tour and promotional video made Access to Vimeo £2000		

Targeted support

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Desired outcome	Approach and Estimated impact	Staff lead	Comments
<p>1-to-1 and small group tuition</p> <p>Identified children will have significantly increased rates of reading fluency; have secure understanding of basic maths facts and operations</p> <p>They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding. They will be confident readers and dips in reading attainment will be negated.</p>	<p>1 to 1 specialist dyslexia teaching for identified pupils</p> <p>Small group tuition for basic maths facts and operations</p> <p>MyOn reading programme purchased and used for focused support</p> <p>TTRS purchased</p> <p>£5000</p>	<p>EB SP RE</p>	

<p>Intervention Groups for Maths and Writing</p> <p>Group work with teachers and support staff to with maths and writing</p>	<p>Intervention groups to address gaps in understanding in:</p> <ul style="list-style-type: none"> -problems solving -fractions, decimals and percentages -identified aspects of writing including <p>£6000</p>	<p>SLT</p>	
<p>Science and Foundation Curriculum</p> <p>Curriculum to be re planned over 3 years to ensure key knowledge and concepts are addressed</p>	<p>Release time for co-ordinators and curriculum specialist to complete re planning.</p> <p>£2750</p>	<p>ALL TEACHING STAFF</p>	

Wider strategies

Desired outcome	Approach and Estimated cost	Staff lead	Comments and Review
<p>Supporting Parents and Carers</p> <p>Children will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home-learning.</p> <p>Children have access to appropriate stationery and paper- based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning.</p> <p>Value the emotional well- being of staff of families, as they return to school, and in the continued aftermath of the CO-VID 19 pandemic</p>	<p>Home-learning paper packs are printed and ready to distribute for all children. Stationery packs are to be purchased and set aside for children to take home when home-learning occurs.</p> <p>Well-being support for families, particularly during any school closures or periods of isolation</p> <p>£2000</p>	<p>SLT</p>	

<p>Access to technology</p> <p>Teachers have laptops that are equipped with webcams and allow the teachers to access school-based resources from home. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.</p> <p>Webcams on school PCs to enable home learning</p> <p>DfE devices set up and distributed</p>	<p>Review laptops owned by staff</p> <p>Aztec time for setting up DfE devices</p> <p>£1000</p>		