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Heytesbury CofE Primary School

Covid Catch-Up Plan

April 2021

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Our strategy at Acorn Education Trust

The Covid-19 has affected children, young people, families and schools in an unprecedented fashion. Schools have been at the frontline of the response to the pandemic remaining open for children of key workers and the most vulnerable children alongside coordinating remote education for others. Families and schools have seldom worked so closely together in the best interests of our children and young people.

However, this challenge is far from over and compensating for the interruption to education will be at the forefront of school planning for some time to come. Undoubtedly a complex situation, schools will be aiming to confront issues around learning as well as well-being. Moreover, the evidence suggests that the pandemic has served to highlight the impact on students from socio-economically disadvantaged groups who have struggled disproportionately to their peers.

For schools in Acorn Education Trust, we will be acting on available research to create a plan which will meet the needs of all our students moving forwards. Rooted in a sustained response, our schools will identify objectives to ensure that each child is able to continue their journey through education with the support that they require along the way. This is in line with our Trust vision of preparing young people for their world in their time. Never has this been more important.

The government has assigned funding to schools to assist in the "catch-up" following the disruption caused by the pandemic. The Education Endowment Foundation has provided research-led strategies on how best to support children and young people in their reports "Covid-19 Support Guide for Schools" and "The EEF guide to supporting school planning: a tiered approach to 2021". This guidance is underpinned in our strategy.

This document is a live, ongoing piece of work and will be continuously monitored and updated. A review process within the Trust will ensure that the money assigned to this project is spent intelligently, fairly and to the benefit of our children and young people. Each school's plan will be written by the head and Exec. Head and then agreed by the Head of SEND for the Trust. The allocation of funding and impact of the plan will be monitored and evaluated by the Standards and Improvement Committee of Directors.

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What has been the impact of the Covid-19 pandemic in Heytesbury CofE Primary School?

Primary

Reading	We assessed each child individually for reading comprehension and fluency. In KS2, gaps were identified in inference, explaining and making comparisons within/between texts. In EYFS & KS1, gaps are evident in phonic understanding and application, as well as understanding retrieval and simple inference. Within EYFS, Y1, Y3, Y4, Y5, there are small groups of children who are not SEN but who need intervention to close the gaps in reading.
Writing	Using materials from the LA, each child's writing was analysed and gaps identified. These are predominately in the knowledge and application of SPAG. Stamina for writing has also decreased across all year groups. Within Y1, Y3, Y4 & Y5, there are small groups of children, who are not SEN, but need writing intervention to develop sentence structure and cohesion.
Maths	Ongoing formative assessment as well as 'pre-assessment' activities, and in addition, reference to 'Ready to Progress' and Curriculum prioritisation documents have allowed us to identify gaps in maths knowledge. In KS1, number and place value is a theme requiring additional intervention. There are also gaps in shape, space and measure. At KS2, areas depend on the individual pupils and intervention will be targeted accordingly. Intervention is required on basic numeracy to support the lower attainers at KS2.
Non-core	The pandemic has meant that some of the curriculum has not been taught. Some aspects will need to be re-planned to ensure that delivery of these curricula remains sequential.
Well-being	We adapted our PSHE programme to allow for a bespoke mental health/well being unit during term 4 – this included preparation for returning to school on 8 th March 2021. As our youngest children missed a significant part of their nursery education and then part of their EYFS experience, managing routines, independence and expectations of being in school has been a challenge for some. TA time has been increased temporarily in the youngest class with other strategies to support emotional well-being put in place. Curriculum plans have also been slowed to allow for additional PSHE type activities – a significant number of the youngest children are not currently 'in a place' to learn.

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Covid-19 Catch-Up Planning

1. Teaching and Learning

EEF Strategy	EEF rationale	Specific planning for Heytesbury School	Cost	Expected impact
Supporting Great Teaching	The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils. This was true before the Covid-19 pandemic and will continue to be vital.	<p>Prof development re Rosenshine’s approaches. HT time to coach individuals. Introduce & implement The Write Stuff for English. Use of National College webinars. Focus of professional development meetings ongoing on curriculum and teaching & learning. Planning adapted to allow for revisiting of key skills in English & maths previously taught to ensure understanding is embedded (<i>eg LA writing grids; NCTEM prioritisation documents</i>) Planning adapted in all subjects to ensure progression in knowledge, understanding and skills. Release time for subject leads for non-core subs to research, plan then feed into PDMs.</p>	<p>PDM time Directed time PDM time / PPA time Included in usual costs</p>	<p>Progress in outcomes for children across all subjects in terms of knowledge, Writing – vast majority of children reaching expected and GDS Gaps closing for those working towards writing standard. Engagement in all lessons will be high. Children will know more, do more, remember more.</p>
Pupil assessment and feedback	High quality assessment is essential to great teaching helping us to understand what pupils have (and have not) learned. Targeted diagnostic assessments can help teachers to monitor pupils’ progress.	<ul style="list-style-type: none"> • Diagnostic assessment planned and taken post lockdown 3 – reading, writing & maths. • Ongoing NFER assessments & analysis of these. • Gaps to be targeted through universal provision and intervention. • Re-asses to ascertain if gaps have closed. 	PDM & PPA time	Teachers know in detail about the needs of individuals in the class and can plan accordingly. Impact on positive progress.
Transition support and ongoing	All pupils will need support to transition back to school.	As above – bespoke PSHE unit written.	See below	Improved behaviour for learning in Otters Class.

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remote education	There are particular challenges to support pupils transitioning to a new school. Focusing on high-quality remote learning will continue to be valuable for pupils.	<p>Otters increase time spent on PSHE due to gaps identified in social emotional development. Preparation in place to go to remote education should the need arise again.</p> <p>Additional laptops purchased via the Trust.</p> <p>Virtual transition meetings for Y6 children with SEND.</p>		Gaps minimised should the need for remote education be needed again. Children with SEND feel confident about their move to secondary education.
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1. Targeted support

EEF Strategy	EEF rationale	Specific planning for Heytesbury School	Cost	Expected impact
1:1 and small group tuition	There is extensive evidence supporting the impact of high-quality 1:1 and small group tuition as a catch-up strategy. To be most effective, the tuition should be guided by the school, linked to the curriculum, and focused on areas where pupils will most benefit from additional practice or feedback.	<p>Training / coaching of new TA.</p> <p>1:1 reading for children with SEN and for those who have gaps in reading.</p> <p>TA timetables show focussed 1:1 and small grp support.</p> <p>Catch-up tutor / teacher for year 4 maths and year 1 maths/English.</p>	<p>HT time</p> <p>£44 x 1hr x 25 weeks x 2 yr grps £2,200</p>	<p>New TA feels confident in independently supporting small groups.</p> <p>Reading ages & NFER assessment results show improvement.</p> <p>Gaps in reading, writing & maths close.</p>
Intervention	A particular focus for intervention is likely to be literacy and/or numeracy. Effective intervention follows assessment, which can be used to ensure that support is well-targeted and to monitor pupil progress. Structured, evidence-based programmes are	<p>Diagnostic assessments in reading, writing & maths have identified the gaps to be addressed allowing focussed teaching.</p> <p>Investigation of programmes that foster most progress.</p> <p>Training for all staff re the intervention</p>	<p>PPA time</p> <p>SENCo time feeding in to PPM time.</p> <p>PPM time</p>	<p>Teaching is very focussed on children's needs.</p> <p>Effective interventions in place – evidenced by 'entry' & 'exit' assessment data.</p>

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	<p>best. Pupils should understand the link between intervention and the learning in class. Sessions are time-limited and delivered by trained teachers or TAs.</p>	<p>programmes being put in place.</p>	<p>Overtime for TAS to be trained & release time for staff member to coach - £900</p>	
<p>Planning for pupils with SEND</p>	<p>Good teaching for SEND is good teaching for all. Teachers are aware of individual learning needs. Creating a positive and supportive environment that promotes high standards and positive relationships can help to ensure pupils can access the best possible teaching. Consistent routines and pro-active approaches to behaviour will support all pupils including those with SEND.</p>	<p>Training re the Rosenshine principles. Diagnostic assessments to identify gaps in knowledge & skills. TAs timetabled to address these or to release the teacher to address these gaps. Support & training from Trust Behaviour Support Assistant to develop behaviour for learning strategies.</p>	<p>PDM time HT / SENCo time to prepare PDMs. £1,380</p>	<p>Quality teaching evident. Key children able to regulate emotions and therefore engage in learning.</p>

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2. Wider strategies

EEF Strategy	EEF rationale	Specific planning for Heytesbury School School	Cost	Expected impact
Supporting social, emotional and behavioural needs	A sustained focus on supporting pupils' social, emotional and behavioural needs will be needed. Meaningful and manageable assessment will be crucial. A common misconception is that a pupil's well-being is separate from their academic learning.	A trained ELSA and time for ELSA sessions with pupils. Trust Behaviour Support Assistant to advise and support on behaviour for learning in Otters Class and for individual children. Review of PSHE programme to ensure support for mental health / emotional well-being of all.	Will be added when training takes place. See above 2 teachers restorative justice training- supply costs £600	Children more able to manage their emotions and so more able to access learning. The youngest children are more able to manage expectations and demands of being in school. Children feel able to speak with any adult in school if worried or concerned.
Communicating with and supporting parents	Close engagement was critical over the pandemic. Communication will need to be monitored and supported. Providing books and education resources to pupils over the summer may be helpful along with support and guidance.	Communication of SEN provision and SEN passports.	Directed time eg parents evening.	
Access to technology	Pupils' access to technology has been a key factor affecting the extent to which they can learn at home. Technology could also be valuable as pupils return to school to access tuition or support. To	Laptops & dongles via The Trust. Ipads from Trust Tablets from Warminster Lions Staff training re use of these.	£3040 £1400 Donation PDM time	

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	support learning, how technology is used matters most. Providing guidance on how to use the technology effectively is essential.	Review e-safety curriculum.		
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