Abingdon Primary School Coronavirus (COVID 19) Catch Up Strategy

All our work through the Catch-Up Premium will be aimed at accelerating progress and overcoming barriers, in order to address any gaps in learning. The Catch-Up Premium funding will be used to fund specific elements of our Catch Up Strategy.

Great teaching is the most important lever schools have to improve outcomes for their pupils. (EEF COVID 19 support guide for schools)

Aims:

➢ To identify those children most impacted by the school closure due to coronavirus pandemic
➢ To ensure children whose education was disrupted can recover and get back on track
➢ To ensure children return to normal educational routines as quickly as possible
➢ To support pupils to make up for lost teaching time
➢ To ensure pupils who miss further schooling due to self-isolating associated with COVID 19 have adequate skills and equipment to access online learning (see school blended learning policy)

Barriers to learning as a result of school closure during lockdown:

➢ Missed time in school due to lockdown equates to a full term of learning
➢ During the lock-down, many children did not fully engage with online learning. A large percentage of children used parent phones which are not always available. Some children do not have internet access at home.
➢ 90% of our children are classified as EAL – English is not their home language. For many of these children they had very little opportunity to speak in English during lockdown as they speak in their first language at home.

SEPTEMBER 2020 – FULL RE-OPENING PRIORITIES

➢ Recognising where additional Catch Up support may be required and how to modify the Basic Skills curriculum to address gaps in knowledge.
➢ Bridging curriculum carefully planned to ensure a focus on pupil's physical, emotional and social development underpins the Basic Skills curriculum.
➢ Understanding how to continue to teach an ambitious and broad curriculum whilst also progressing pupil development.
➢ Planning curriculum development based on individual pupil's starting points and making effective use of regular formative assessments.
➢ Developing blended learning and remote education as a key component in the delivery of the school curriculum and ensuring a coherent plan to return to previous curriculum by Autumn 2021.
➢ Identifying the key areas to prioritise at EYFS and between KS1 and KS2 to ensure continuous progression and essential knowledge and skills are developed.

Barrier	Desired Outcome	Planned Approach and Costings	Monitoring / Evaluation
Children's emotional well-being and mental health needs should be met in order to support pupils after extensive absence from school and coping with the impact of pandemic on daily life.	Staff are alert to emotional health and wellbeing needs in children and are well prepared to support children with EHWB. Pupils who need additional provision are promptly identified and supported. Attendance is high. Children feel safe and enjoy school.	CPD: use of wellbeing resources 2 x SLT members championing mental health, supporting staff and directing to resources. Weekly well-being sessions in place. Wellbeing area and resources readily available in every classroom. Increase EHWB support in school: THRIVE leader / behaviour HLTA / counsellor / Wellbeing leader.	SENDCo /Wellbeing leaders (2 x SLT) Attendance is 97%+ (disregarding COVID absence). All children who are identified by staff as needing additional provision have access to appropriate professional support.
Home learning requires further refinement and development in order to improve access to learning and ability to provide more individualised feedback at home for all pupils. Many children do not have access to appropriate technology at home in order to access remote learning successfully. Need to develop pupils' resilience in using online learning whilst ensuring they know how to stay safe online.	A strong remote learning offer is in place and all teachers are trained in its use. Staff are confident in delivering the curriculum through remote learning. Online learning is used in school regularly to ensure a blended learning approach so that lessons can smoothly transition to remote learning at short notice. Children engage with activities; parental feedback is positive and barriers to access are overcome. Children know how to keep themselves safe online and actively do so.	Parental survey re access to devices. CPD: online learning Remote learning and online safety curriculum revised and prioritised. *Purchase of 10 additional ipads for Reception classes* *£2,981.10* *Purchase of 60 lenovo tablets for Y5* *Purchase of 10 lenovo tablets to supplement 16 DfE tablets so barriers to access are overcome* *£7,549.50* *Purple Mash Subscription* *£1,150*	Closing the Gap Leader (SLT) Digital Resilience Leader Computing subject leader Aspirational target of 65% working within the parameters of Age Related in reading, writing and maths by July 2021. Digital resilience leaders (pupils) regularly conduct surveys to ensure children in their class are keeping safe online.
Formative assessments across school (September) indicate a wide range of attainment in all classes due to the variations in engagement of remote learning during school closure.	Gaps in learning are swiftly identified and used to inform targeted interventions based on individual learning needs.	Reduction in class sizes enables personalised learning and high-quality interventions (based on academic mentoring model) to be led by class teacher, supported by a teaching assistant in every class. *School based academic mentoring programme* *£18,000*	Deputy Head Teacher Assistant Head Teacher Aspirational target of 65% working within the parameters of Age Related in reading, writing and maths by July 2021.

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Formative assessments indicate that times table knowledge is weaker than prior to closure; related impact on overall maths attainments as a result of slower/weaker calculation skills.	Pupils make accelerated progress in rapid recall and application of times tables from their starting points at the beginning of the autumn term.	Implement Times Tables Rockstars programme from Y2 to Y6; regular tracking and fluid and responsive intervention. *Times Tables Rockstars subscription £167.90*	Closing The Gap Leader/ Basic Skills Leader (2 x SLT) 65% pupils in Y4 and Y5 achieve the MTC
Baseline assessments indicate some learning loss and gaps in phonic knowledge. This has resulted in some pupils in KS1 and Y3 working well below ARE.	Pupils in Y3 attain phonic standards achieved prior to lockdown (Y1 screening outcomes 2018). Pupils in Y1 & Y2 make accelerated progress in phonics.	Additional daily phonic sessions for identified children in Y1, Y2 & Y3; regular tracking and fluid and responsive intervention.	Assistant Head Teacher 80% of pupils in Y1 and 75% of pupils in Y2 achieve the phonics screening check
Due to the emphasis on on-line learning, standards in presentation, grammar and spelling are lower than expected in terms of ARE. Stamina for writing has also decreased.	Pupils make accelerated progress in writing and spelling skills to at least match standards prior to closure; pupils' stamina for and accuracy in writing improves.	High emphasis on quality presentation skills and talk for writing approach to extended pieces. Spelling provision review – Sounds Write CPD: high quality grammar teaching	Basic Skills Leader (SLT) 65% achieve ARE in handwriting and spelling with an aspirational target of 65% ARE in writing overall.
Formative baseline assessments, carried out in Autumn 1 as part of the school based assessment cycle, indicate that a large majority of children in EYFS are achieving well below ARE in Communication and Language due to speaking in their first language only during the period of lockdown.	Pupils make accelerated progress against the EYFS framework particularly in communication and language.	CPD: Launchpad into Literacy & ELKAN for all EYFS staff	EYFS leader (SLT) Nursery lead teacher (ELKAN trained) Aspirational target of 65% achieve GLD for Communication and Language
		Total spend: £29,848.50	

REVIEW OF CATCH UP STRATEGY:
- ➢ Continuous formative assessment carried out to ensure any gaps in learning are identified and addressed in a timely manner.
- ➢ Frequent and robust discussion at Team and SLT level ensuring provision, standards and progress across all phases are both consistent and of a high quality.
- ➢ Planned monthly pupil dialogue meetings to review progress and identify where additional intervention is required.
- ➢ Blended/Remote learning reviewed against the school blended learning policy and guidance to ensure a consistent and appropriate approach.
- ➢ Children's engagement in remote learning (including homework tasks set weekly) monitored systematically to ensure swift support from PSA / Children Centre staff where needed.
- ➢ Topics reviewed in light of any gaps in learning in foundation subjects due to lost teaching time and substituted as required.
- ➢ Programme of intervention will be robust, accurate and fluid to ensure pupils are identified, issues addressed and impact reduced in as timely a manner as possible.

- In Early Years, teaching and learning opportunities will move forward steered by the children's next steps in their learning and development through assessment procedures, working with and teaching children through play and day to day communication with children and parents.
- Governors will be updated on planning, review and impact at termly school improvement meetings.