

PHEASEY PARK FARM PRIMARY SCHOOL

COVID CATCH UP STRATEGY

FUNDING:

The school received the following Covid Catch Up Funding:

2020/21 £46,000

The school's Covid-19 Catch-up strategy is targeted at the most disadvantaged children within the school, either those in receipt of the Pupil Premium fund, those that have / had a social worker attached to their family or those who we know have struggled disproportionately to their peers.

Funding has been used to provide increased teacher and teaching assistant support, access to interventions and increased access to EdTech.

We have completed a Covid Catch Up Plan and Intervention Plan which specifies the targeted support in place and the impact. These documents should be read in conjunction with our Covid Catch Up Strategy below.

RATIONALE

Quality First Teaching

Great teaching is the most essential resource that schools have to improve outcomes for their pupils. Ensuring every teacher is supported and prepared for the new year is essential to achieving the best outcomes for pupils. Providing opportunities for professional development—for example, to support curriculum planning or focused training on the effective use of education technology is crucial.

Schools have already 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.

Early career teachers, who may have had opportunities to develop their practice curtailed by school closures, are particularly likely to benefit from additional mentoring and support.

Assessment and Feedback

Assessment will help teachers to determine how to most effectively support their pupils. Every pupil will have been affected differently by Covid-19.

Setting aside time to enable teachers to assess pupils' wellbeing and learning needs is likely to make it easier for teachers and other school staff to provide effective support.

For example, subject-specific assessments might be used to identify particular areas where pupils have forgotten or misunderstood key concepts, to ensure that new material being covered builds on secure foundations. Standardised assessments in core subjects will identify pupils who would benefit from additional catch-up support.

Providing pupils with high-quality feedback and building on accurate assessments is essential.

One to One and Small Group Support

There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. We will ensure that tuition is linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback.

Tuition will be delivered by qualified teachers and teaching assistants. Where tuition is delivered by teaching assistants providing training linked to specific content and approaches is beneficial.

Intervention Programmes

In order to support pupils who have fallen behind furthest, structured interventions, which can also be delivered one to one or in small groups, are likely to be necessary.

A particular focus for interventions is likely to be on core subjects. Programmes are likely to have the greatest impact where they meet a specific need, such as oral language skills or aspects of reading, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery.

Interventions might focus on other aspects of learning, such as behaviour or pupils' social and emotional needs, or focus on particular groups of pupils with identified special educational needs or disabilities.

Effective intervention follows assessment, which can be used to ensure that support is well-targeted and to monitor pupil progress.

Booster Clubs

There is some evidence that additional booster support can have a small positive impact on learning as well as improving other outcomes, such as attendance and behaviour. However, to be successful, any increases in school time should be supported by both parents and staff.

Supporting Parents and Carers

Parents have played a key role in supporting children to learn at home and it is now essential that schools and families continue to work together as pupils return to school. Schools have provided extensive pastoral support to pupils and families throughout the pandemic. Additional support in the new school year will focus on providing regular and supportive communications with parents, especially to increase attendance and engagement with learning. There is a risk that high levels of absence after the summer pose a particular risk for disadvantaged pupils.

Providing additional books, technology and other educational resources to families with support and guidance, may also be helpful—for example, offering advice about effective strategies for reading with children.

Access to Education Technology

Pupils' access to EdTech has been an important factor affecting the extent to which they can learn effectively at home. In particular, lack of access to technology has been a barrier for many disadvantaged children. As all pupils return to schools, technology will be essential; for example, by facilitating access to online learning or support. Schools might find it helpful to invest in additional technology, either by providing pupils with devices or

improving the facilities available in school. To support learning, how technology is used matters most.

Ensuring the elements of effective teaching are present—for example, clear explanations, scaffolding, practice and feedback— is more important than which form of technology is used.

In addition, providing support and guidance on how to use technology effectively is essential, particularly if new forms of technology are being introduced.

Pheasey Park Farm-Expenditure

Quality First Teaching	
<ul style="list-style-type: none"> • Priority for all staff to be engaged within CPD following a year with reduced capacity due to Covid and staff ill health. • The school's CPD offer to be refocussed on appropriate KPI. • CPD initially to focus on the core curriculum and wellbeing. • Mental Health workshops for all teachers & year 6 pupils • Reading CPD to up level Guided Reading Provision 	
Pupil Assessment and Feedback	
<ul style="list-style-type: none"> • Teachers to use circle time and pastoral support to assess pupils wellbeing post covid. • Autumn 1 assessment data to be used as class benchmarks. • Cornerstones Assessment to be rolled out to all KS1 & 2 classes. • All highlighted pupils become main focus of interventions. 	
Estimated Cost	£10,000

One to One and Small Group Tuition	
<ul style="list-style-type: none"> • One to one support offered to identified pupils impacted by covid. • TAs to provide additional targeted support during assembly times. • Learning Mentor and Behaviour support to provide additional support across the school where needed 	
Intervention Programmes	
<ul style="list-style-type: none"> • Lexplore purchased to assess and target vulnerable readers throughout KS1 and 2 • GoRead purchased for KS1 and 2 reading • GoWrite purchased to support Writing 	
Booster Clubs	
<ul style="list-style-type: none"> • Key Staff to offer tailored support to most vulnerable children at lunchtimes and after school. • Additional On Line Clubs to support Well Being. 	
Estimated Cost	£24,000

Supporting Parents and Carers	
<ul style="list-style-type: none"> • School to increase pastoral capacity through Learning Mentor and Behaviour Support Leaders. • Workshops for Parents to include Supporting Children at Home, SATs and Using EdTech effectively. 	
Access to Technology	

- All disadvantaged children to have access to a pupil device for home learning.
- Additional devices to be purchased.
- Parent purchase scheme to be introduced.
- Online platform widened to ensure resources used at home mirror core areas within the school.

Estimated Cost	£12,000
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