

Trumpington Meadows Primary School

Covid Catch-up Strategy and Planning

2020-2021

Summary Information

In March 2020, the school closed to all pupils except the children of Key workers; in June, we then opened to Y1, Reception and Year 6 pupils with staff providing online learning for all those pupils not in school. Our Covid recovery plan needs to be seen in conjunction with the agreed focus on improving standards and rates of progress for all children and the ongoing targets in the school improvement plan, which has also been adjusted to reflect the changing circumstances. The immediate focus in September has been to baseline where children are at, to devise our recovery plan for the rest of the year and to begin to implement a relentless focus on improving the outcomes of the children and fill the gaps in their learning due to the lockdown.

Our 3 Areas of Focus:

1 Teaching:

Baseline assessments and gap analysis to identify the data profile of children returning and where support needs to be targeted, putting in place catch-up teaching.

Quality first teaching supported by evidence informed CPD for teachers and support staff.

Continue to develop and implement a broad and balanced curriculum, including music teaching.

Ongoing assessment and monitoring will identify particular focuses for catch-up teaching and those pupils in need of additional support.

The development of reading and writing and improvement of these outcomes.

The delivery and provision of remote learning.

2 Targeted Support:

Small group teaching and booster groups to support catch-up.

Regular progress meetings to discuss pupils and their needs.

Pre-teaching and post teaching provision for learners.

Effective deployment of TAs to support pupil progress.

Tutoring and booster sessions for Year 2 and Year 6 pupils.

3 Wider strategies:

Supporting pupils' social, emotional, mental health and behavioural needs.

Development of school and classroom learning environment

Effective resourcing to support accelerated progress.

Developing parent engagement.

Catch up funding allocation: £12,600

Intent:

Children will make accelerated progress from their starting points, with targeted catch-up support in place based on accurate assessments.

Children will have positive well-being and SEMH support will be available for all children.

Gaps in children's knowledge and understanding will be closed as a result of the support and strategies implemented.

Children's confidence and love of reading will be improved and the teaching of reading will be consistent and effective.

The school will have developed their engagement with parents.

Development of the curriculum will have continued and children will benefit from broad and rich opportunities across the subject areas.

Implementation:

Teaching	Rational	Desired Outcome	Cost
<p>Baseline Assessments and pupil progress meetings.</p>	<p>Significant learning time has been missed as a result of COVID 19, meaning many children will not have a secure grasp of the requirements from the previous year group. Some children will have regressed.</p>	<p>Assessments will have been used to accurately assess the impact of lockdown at cohort, class and pupil level.</p> <p>Teachers will have a clear understanding of the barriers for their pupils and will adjust their planning accordingly to support progress.</p> <p>The majority of the children will make accelerated progress and the % of children in each class at ARE will increase over the year.</p> <p>Key groups of children who are identifies as at risk or not achieving ARE, to be tracked and supported to enable them to make necessary accelerated progress to achieve their potential.</p>	<p>Sistema music (releases class teachers to deliver catch-up interventions): £9,405.00</p> <p>Additional PPA time for teachers, allowing greater CPD and opportunities to discuss classes and cohorts.</p>
<p>Quality First Teaching</p>	<p>Catch-up session to be delivered by class teacher.</p>	<p>Weekly catch-up teaching sessions will be in place focused on missed learning and the needs of the class: these will be different for each class, so as to be most effectively differentiated. These sessions will be directed and led by the class teachers, as they are the best person to support the class. They will be freed up to do this through the use of catch-up funding to</p>	<p>Costs of interventions</p>

<p>Effective specific or specialist support from TAs and Inclusion team.</p>	<p>For those children who need specialist interventions to enable them to access learning and make desired progress.</p>	<p>support broader curriculum opportunities – eg Sistema Music and/or Spanish.</p> <p>Specific interventions will be in place to support children on the SEN register, or needing individualised support. The Inclusion team will liaise with teachers to ensure the most appropriate resources are in place.</p>	
<p>Continue to develop and implement a broad and balanced curriculum which takes into account elements that were missed over lockdown.</p>	<p>Teachers to use assessments and children’s prior knowledge to adapt planning and teaching to cater for individuals and classes so that gaps in learning do not widen.</p>	<p>The core curriculum will have been edited to fit the needs of the pupils in each cohort; un-taught concepts from previous years will be taught again to ensure curriculum coverage and gap-filling.</p> <p>Teachers will use ongoing formative assessment and regular assessment opportunities in the teaching cycle (eg cold and warm tasks) to adapt their teaching.</p>	<p>Costs of Education City £928 TT Rockstars £95.00</p> <p>Curriculum costs</p>
<p>On-going Assessments and Feedback.</p>		<p>Regular, individualised feedback and opportunities to respond will be provided to pupils to further accelerate their progress and ensure challenge for all.</p> <p>Continuous provision will be in place in Year 1 to support children who did not achieve the Early Learning Goals.</p>	<p>Sistema costs</p>

<p>The delivery and provision of remote learning.</p>	<p>Some children will continue to self-isolate and shield, requiring teachers to provide consistent in-class and online teaching.</p>	<p>Google Classrooms and Tapestry (for EYFS) will be used as the online learning portal for children at home, as well as providing all children with homework.</p> <p>All accessible classwork for the week will be posted on Google Classrooms so children isolating at home have at least 3 hours of high-quality work to complete. Feedback will be given on multiple of these pieces by the class teacher.</p>	
<p>Teachers to implement a broad and balanced curriculum which covers all the foundation subjects.</p>	<p>Children have missed the rich opportunities of a broad and balanced curriculum whilst at home and catch must not be a single focus on reading, writing and maths but encompass the entire curriculum to ensure high quality teaching and learning.</p>	<p>Curriculum development will continue, putting into practice the work completed by staff during the initial lockdown. This includes, Geography, History, Science, RE, Music, PE, PHSE and Computing.</p> <p>New music curriculum will be in place with all pupils from Y1-Y6 receiving a specialist music session each week.</p> <p>The computing curriculum will have been developed and children will be accessing higher-quality teaching.</p> <p>The curriculum will continue to be broad and balanced with exciting opportunities for the children. This will include reference to developments in the world around them and opportunities to develop the children’s cultural capital.</p>	

	<p>Some children will have stalled or regressed in their reading, having an impact upon their ability to access the wider curriculum.</p>	<p>Reading for pleasure will be promoted in all classrooms through the use of the Trumpington reading spine, engaging reading corners and regular opportunities to read and be read to.</p> <p>Children identified from assessments as needing additional reading or phonics support will have 1:1 opportunities to read or be part of reading booster groups during the week. Some children will attend after-school book clubs.</p> <p>Despite Covid restrictions, children will still have access to a range of high-quality literature and books on the Trumpington reading spine will be available in all classrooms.</p>	<p>Cost of books on the reading spine £1500</p> <p>TAs and SLT listening to readers regularly to promote and develop love for reading.</p>
Targeted support	Rational	Desired Outcome	Cost
T4W	<p>Analysis of data (October 2020) demonstrates that there has been a decline in outcomes, most prominently in writing.</p>	<p>Support will be targeted at addressing identified needs of groups of children identified through progress reviews.</p> <p>Children will make rapid and increased progress from their starting points.</p> <p>Teachers will be using the Talk4Writing scheme effectively to ensure high-quality teaching.</p> <p>Feedback will be targeted and groups of children will have had particular areas of</p>	<p>Half termly progress and attainment reviews and identification of children needing support. (within school costs)</p> <p>Ongoing training.</p>

<p>Booster sessions and catch up.</p> <p>Specialist Interventions</p>	<p>Loss of learning for Year 6 and Year 2 children and time available to support children to catch up.</p>	<p>need identified that will be reflected in adaptations made to the teaching sequence.</p> <p>Year 6 baseline data will have been analysed and children in need of particular catch-up support identified.</p> <p>Booster sessions in Maths, Reading and Writing will be in place and will demonstrate rapid improvements in pupil attainment.</p> <p>The % of Y6 pupils working at ARE in reading, writing and maths (separately and combined) will improve significantly.</p> <p>Year 6 pupils will be supported with the academic and pastoral challenges of transition and will be ready for secondary school.</p> <p>Additional support will be in place for Year 2 pupils, in particular those children who do not pass the Y2 phonics check.</p> <p>The % of children reaching the expected standard in the Y2 phonics check will increase from the previous year.</p> <p>The % of Year 2 children reaching the expected standard in reading, writing and maths will increase from 2019.</p>	<p>Time and staffing costs</p>
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<p>Booster sessions</p>	<p>Increased numbers of children have stalled or regressed since March and are not working at ARE and not making expected progress</p>	<p>All Year 6 and Year 2 pupils will receive an hour of catch-up teaching focused on their needs from their class teacher or member of SLT.</p> <p>Interventions will be in place, will be consistently delivered and will demonstrate improved attainment and progress.</p> <p>Reception pupils will be working on interventions such as Early Talk Boost and Nuffield Early Language Intervention Programme, and these will be demonstrating progress.</p> <p>All children will receive an hour of catch-up teaching a week based on their needs identified during assessment.</p> <p>Teachers will demonstrate high expectations and the % of children at ARE in all classes will increase across the year.</p> <p>The majority of pupils will make accelerated progress.</p> <p>Identified gaps in learning will be reducing.</p>	<p>Costs of staffing</p> <p>Intervention costs</p> <p>NELI/Talk Boost costs? Staffing costs?</p>
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Wider strategies	Rationale	Desired Outcome	Cost
Implementation of PHSE Curriculum	Children may struggle with SEMH given the impact of lockdown, especially for disadvantaged families.	<p>New Cambridgeshire PSHE curriculum will be implemented across the school to support pupil well-being and acclimatise pupils into the new ways of working.</p> <p>Inclusion team will identify, alongside class teachers, children in need of additional support and put these in place.</p> <p>Staff will be trained in SEMH and specific inclusion staff will receive counselling support.</p> <p>Behaviour policy will be adapted.</p>	
Working Walls and workstations (where necessary).	The use of the learning environment to support improved outcomes and enable children to access the curriculum independently.	<p>Learning environments in all classes will be conducive to high-quality learning and will celebrate pupil achievements.</p> <p>Resources will be available to support the broad curriculum – including developing the resources for the teaching of music and computing.</p>	<p>Reading corner costs and budgets.</p> <p>Costs of resources and books. Costs of music resources (Ipads) and computing resources.</p>
Use of specialist staff and Inclusion team.	Effective deployment of staff to ensure maximum contact and support for children	Support staff will have clear targets and will have received CPD to support them with their work.	Inclusion and TA time. Teacher time to liaise/TA performance management.

<p>Increased Parental Engagement</p>	<p>Some parents may have been difficult to contact during the lockdown and may need re-engaging with their children’s learning.</p> <p>School attendance and concerns of parents around safety</p>	<p>Each class will have an intervention timetable set up with staff employed effectively to accelerate pupil progress.</p> <p>Support staff will have had a demonstrable effect on pupil progress.</p> <p>Staff will use virtual forms of communication to encourage parent involvement: parents’ evenings will be online and there will be follow-up conversations with parents who were unable to attend.</p> <p>Inclusion and family partnership workers will continue to communicate regularly with parents who the school are less able to contact. Teachers will record children who are not completing online work on MyConcern.</p> <p>School attendance will be in line with national statistics.</p> <p>Inclusion and family partnership team will support families for whom there is a concern.</p> <p>Safety and cleaning procedures will have been followed as per the school’s risk assessment.</p>	<p>Within school funding</p>
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IMPACT:

Governors will be responsible for reviewing the impact of the support planned above. This will be achieved by reviewing the progress and attainment data for all children on a termly basis. Governors will receive a termly update on impact of planned support. Pupil books and data will demonstrate improved progress and attainment and a narrowing of the gap, ensuring that pupils are recovering from the lost learning.

The SLT and staff will review progress of all children on a half termly basis and ensure that progress is evident in books. Pre and post teaching sessions will be used to ensure that children are quickly identified and support in place to help children to access and make progress in their learning. The Inclusion team will also review the outcomes and offer additional support to class teachers and pupils where appropriate.

Desired Outcome	Review of desired outcomes February	Review of desired outcomes May	Review of desired outcomes September
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<p>Assessment will have been used to set up catch-up teaching and AfL will be used to ensure further challenge and support.</p> <p>Staff and children will have the appropriate support they need to improve outcomes and accelerate progress.</p> <p>A broad and balanced curriculum will be in place.</p> <p>All children are able to access online learning to support homework and home learning</p> <p>The % of children at ARE in each class will be increasing.</p> <p>The majority of pupils will be making accelerated progress.</p> <p>Marking and feedback will be regular and effective, will have an impact on pupil progress and will be responded to by children.</p> <p>Interventions for SEN pupils will be demonstrating effectiveness.</p>			
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Reading for pleasure will be a key focus within the school and reading outcomes are improving.			
Desired Outcome			
Talk4Writing will be taught consistently in all classes. Writing outcomes will improve in all classes. Interventions will be in place to support Year 2 and Year 6 pupils and these will be demonstrating a significant improvement in outcomes. Catch-up teaching and targeted interventions will be having a clear impact on pupil progress.			
Desired Outcome			
Learning environments will be conducive to high-quality learning, including reading corners. Resources will be available to support the broad curriculum.			

<p>PSHE will be regularly taught and SEMH support available to pupils and staff.</p> <p>Support staff will have clear targets, training and a demonstrable effect on pupil progress.</p> <p>Parents will be engaged in their child's learning.</p> <p>School attendance will be in line with national.</p>			
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