

## CPSWV Covid 19 Catch Up Plan

As with all government funding, school leaders must be able to account for how this money is being used to achieve our central goal of schools getting back on track and teaching a normal curriculum as quickly as possible. Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors and trustees should scrutinise schools' approaches to catch-up from September, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities, and ensuring appropriate transparency for parents.

**Funding - £80 per child equates to:**

**Approximation on Oct Census St Benet's £80 x 90 pupils = £7,200**

**St Edmund's £80 x 88 = £7,040**

<u>Areas to Address</u>	<u>Action</u>	<u>Finance</u>	<u>Monitoring</u>	<u>Timing</u>	<u>Impact</u>
<b>Identify children's needs</b>	<ul style="list-style-type: none"> <li>● Parent questionnaire filled out on return</li> <li>● Parent Meetings – parent input based on progress during 'lockdown'.</li> <li>● What do children feel worked well for their learning during lockdown?</li> <li>● Use the above information to highlight vulnerable children. (excessive worry, trouble sleeping, lonely, family relationships suffering, home learning hard,</li> </ul>				

	changed role of technology in their life)				
<b>Additional 1-2-1 and/or small group teaching for most vulnerable</b>	<p>External tutors supporting and accelerating learning. Take on a group within each bubble to support in key areas identified by the teacher.</p> <p>1 session per week x 15 sessions after school each.</p> <p>In addition to this, TA's will work across the year groups and focus on pupil progress and catch up due to school closure. This will include Literacy Catch Up, Speech and Language support (NELI), pre-teaching key concepts and maths interventions.</p>	Unknown – awaiting MAT information on cost of tutoring	Drop ins during the sessions, impact and follow up after sessions- assess pupils at mid-way points.	Over a term, 15 lessons per term for each individual or group- assessed.	Children who were original below expected standard – are making better than expected progress.
<b>Assessment</b>	<p>Assessment levels will be taken in December as research shows little information will be gained from summative assessment given in the first week back and only wastes time. However low stakes assessment will begin in the first half term.</p> <p>Maintain three data drops within the year but monitoring from SLT to ensure planning and delivery is strong and supporting progress.</p>	<p>NFER tests for more formative assessments end of Autumn Term</p> <p>Reading and Maths, SPAG</p> <p>KS1 = £139 x 2</p> <p>Lower KS2 = £236 x2</p> <p>Upper KS2 = £184 x2</p>		Each term weekly - follow the monitoring schedule of teaching, learning books, planning etc.	Children taught missed concepts and moving closer to expected levels.

<p><b>Maths</b></p>	<p>Identify topics not taught in school and where they appear on this year's learning.          Use formative assessment and diagnostic tests to identify children who may need further support.          Use government Ready to Progress criteria and Power maths/White Rose to help identify where recap lessons might be useful and where formative assessments will help to identify those not ready to progress.          White Rose small steps that are matched to the ready to progress documents and these are useful to look at alongside.          While teaching:          1. Do they need to alter the starting point (use some lessons from the previous year) and or length of the unit for the whole class?          2. Do specific children need more direct tailored support? Pre teaching for example.          Resources that could be added to units; 1. White Rose have recap lessons, 2. Power</p>	<p>White Rose Premium          £99 per school</p>	<p>Maths Lead plans checked to ensure topics and concepts picked up and taught using mastery approach.</p>	<p>Over 12 months (13-17 units for each year group- some may need a full week pre-teach, some may need only a few days)</p>	<p>Children will be fully caught up an on track within 2 years, however we are hoping this would be within a year.</p>
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	<p>Maths strengthening and deepening activities from the previous year. 3. Classroom Secrets mastery resources linked to White Rose. 4. Bitesize videos linked to Power Maths.</p>				
<b>English - Writing</b>	<p>Year groups to work together at start of year and have a clear understanding of the key skills and objectives in the previous year's learning to build on. Use these as the basis of the Autumn term's planning incorporating some of the key current year group objectives. Spelling session separate to the main English lesson. Staff being really precise on questioning and feedback to gain maximum progress from all learners.</p>		<p>English Lead to support with planning and look at work- feedback to support progress.</p>		<p>Children will be fully caught up and on track within 2 years, however we are hoping this would be within a year.</p>
<b>Reading</b>	<p>Daily independent reading of 15 mins a day - each child will be heard read each week in school by an adult and record this into reading records. Running records half termly to establish appropriate level of reading book. Teacher is accountable for this and keeps relevant records. Continue with the whole class reading- more focused objectives</p>	<p>Cost of Vocabulary Ninja for Etymology teaching £59 per school</p>	<p>Half termly checks on reading records and listen to readers to ensure correct levelling.</p>		<p>Regularity of reading to be re-established.</p>

	<p>and daily tasks to support with this.</p> <p>Daily reading for pleasure through story time through all year groups.</p>				
<b>Assess Phonics and Spelling</b>	<p>Phonics Assessments- on all EYFS to Y3 children in September.</p> <p>Daily Spelling lessons in Year 2- 6 through No Nonsense spelling.</p> <p>Gap Analysis</p>		Half termly tracking of phonics progress and group fluidity.		
<b>Behaviour for Learning</b>	<p>Establish the expectations in the class, hygiene routines of the new normal - walking up and down corridors, coming in and out of school etc.</p> <p>Focus on home learning expectations and giving children opportunities to do this work in school for practice.</p> <p>Attendance and punctuality to be strictly monitored and supported with school procedures on a daily basis.</p> <p>Re-establish JONK – Joy of Not Knowing growth mindset skills</p>		Class and school expectations- SLT and class teachers and TA's Attendance- EHT to monitor.		
<b>PE</b>	<p>Due to children being indoors and less active over this time it is even more essential that children are engaging in high levels of physical activity and establishing good active behaviours for later life.</p> <p>Two lessons of PE taught by class teachers and daily 15 min of</p>		All staff and children take part in this. Monitor the quality of the activity and how active and engaged children are with pupil voice.	Whole year and beyond.	

	exercise on a rotation of activities. Power walking, skipping, running, circuit, yoga style activities( stretching)				
<b>Well being</b>	Staff and pupils- to ensure all feel safe and secure being back in school. To build on all stake holder's resilience being within school and how we move on from Covid 19. <i>See wellbeing strategy on website.</i> Family Support Worker referrals for children who need more targeted support. Staff – Norfolk Wellbeing Support Line.			Throughout the year.	Children, staff and governors understand what has happened and how we move on in strength to strength to support all for the rest of lives. Resilience in things we encounter