



Great Wishford C of E Primary School

Covid Catch-Up Plan

July 2021

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.

What has been the impact of the Covid-19 pandemic in Great Wishford School?

Primary

Reading	<p>We use the NFER assessment tests to identify where our children are working across the school.</p> <p>We use the Salford reading test to look in more detail at where our lowest 20% are and our SEND children.</p> <p>20-25% of pupils had regressed by an average of 1 STEP (4 – 6 weeks) compared to this time last year, including 53% of SEND and 25% of PP.</p>
Writing	<p>Ongoing diagnostic assessment of writing has found that pupils are on average 1 step of progress below pupils at the same stage last year. Grammar, punctuation and spelling is the main area of weakness in both KS1 and 2. We also notice a lack of reader awareness in the use of vocabulary and grammar in upper KS2.</p> <p>Our lowest 20% of writers showed an average of 1 STEP behind. All other children were roughly similar in levels achieved last year with a drop specifically in SPAG of approx. 1 STEP (4 – 6 weeks) for some children.</p>
Maths	<p>We use the NFER assessment tests to identify where our children are working across the school. We also use Basic Maths Test to look in detail at our lowest 20% and SEND children.</p> <p>Ongoing formative assessment and specific diagnostic assessment has allowed us to identify gaps in maths knowledge. In KS1, place value, fluency of times tables and fractions of amounts are themes requiring additional intervention and catch up planning for in class teaching. Shape, space and measure is an area all children in KS2 have lost in class teaching time on and this will be targeted through in class planning and teaching for catch up. Intervention is required on place value knowledge, fluency of times tables and some basic maths fluency to support the lower attainers at KS2. Some individual interventions will be run for children who have small individual areas of catch up.</p> <p>Any regression compared to this time last year shows as very individual apart from those areas where a whole block of learning was taught via home learning clips and seems dependant on the level of home support given for maths.</p>
Non-core	<p>Formative assessment is taking place in non-core lessons. The pandemic has meant that some of the curriculum has not been taught. Some aspects are being re-planned to ensure that delivery of these curriculum areas remain sequential.</p>
Well-being	<p>Time has been spent during the first few weeks of the return to school carefully observing and talking to pupils about well-being. Our behaviour logs show an increase in 'smaller' social incidents in the children's free time (playtime, lunchtime and in some PE lessons) during term 5. A "return to school" survey was conducted and found that 100% of our children are happy to be back at school, and whilst 75% of children are happy to be back with their friends, relearning social behaviour has been difficult for others.</p> <p>25% of our children have some concerns about their learning. Further discussions with individual pupils have taken place to identify emotional concerns and to support those who displayed anxieties we now have one extra child accessing Thrive support and three extra children accessing ELSA support as needed.</p>

	<p>3 of our children and families have received and some are still receiving support from ESA. 1 of these children is just moving away from early support and having his needs met more specifically by a My Support Plan. This child has become a school refuser and is awaiting diagnosis for ASD. We are working to support from school until this time by using a reduced timetable and ELSA support for a fixed period of time each day. We will look to building up this time in the new academic year further.</p>
--	---

Covid-19 Catch-Up Planning

1. Teaching and Learning

EEF Strategy	EEF rationale	Specific planning for Great Wishford 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>CPD around higher level questioning / Rosenshine's principles in relation to our classroom teaching.</p> <p>The Write Stuff has been introduced across the school to raise attainment particularly in disadvantaged and SEND.</p> <p>Embedding White Rose for maths mastery teaching.</p> <p>Re-planning of maths curriculum to account for gaps found using diagnostic assessments.</p> <p>Monitoring and evaluation of teaching across the school- CPD/coaching where needed.</p>	2 x staff meetings	<p>Clear, structured and progressive lessons, children learning more and remembering more- this will be seen in NFER results</p> <p>Good/planned questioning to diagnostically assess learning.</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	<p>NFER / diagnostic assessment from NCETM / diagnostic assessment</p> <p>Salford Reading and Basic maths (SEND group)</p> <p>Phonics screening and key word recognition</p>	<p>Doodle Maths / English spell / Doodle Phonics- £781.20</p> <p>Precision spelling / maths / phonics</p>	Teachers have forensically analysed gaps in learning so that they can plan for progress. Consequently, all children will make accelerated progress towards their targets across the curriculum.

	assessments can help teachers to monitor pupils' progress.	<p>Diagnostic assessment around basic skills for writing.</p> <p>Use of extra Pupil Progress Meetings to identify in-class intervention and small group intervention. All evidenced in planning for intervention document in detail</p>	resources (cost of 1 x TA)	<p>Key identified individuals will receive support to plug gaps and ensure progression.</p> <p>Teachers are aware of the needs of individuals and can make reasonable adjustments accordingly.</p>
Transition support and ongoing remote education	<p>All pupils will need support to transition back to school.</p> <p>There are particular challenges to support pupils transitioning to a new school.</p> <p>Focusing on high-quality remote learning will continue to be valuable for pupils.</p>	<p>ELSA</p> <p>Thrive – use of Acorn Behaviour Support</p> <p>Jigsaw – embedding of new scheme.</p> <p>TEAMs training to be used in remote education</p> <p>Extended new school visits for those transitioning to a new school</p>	TA time for ELSA supervision	<p>Children will be ready to learn and be resilient towards challenge in teaching and learning.</p> <p>Children will be confident to ask for help across all areas of their lives. They will develop strategies to manage their emotions.</p> <p>Individuals receiving support from ELSA and Thrive – make progress in emotional development specific to their individual needs. For example, settling on arrival to school.</p>

2. Targeted support

EEF Strategy	EEF rationale	Specific planning for Great Wishford 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.	Small group precision teaching based on gaps shown from diagnostic assessment- pre teaching and post teaching as part of classroom support and specific interventions to support a 'gap' and run out of class as short and frequent. 1:1 tuition for child with SEND who has EHCP.	TA to run out of class interventions	Accelerated progress and catch up.
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 best. Pupils should understand the link between intervention and the learning in class.	Quality first teaching- teacher planning for and targeting small groups of children in the classroom. Teacher planning for and running small group interventions as post teaching. TA planning alongside the teacher small group and 1:1 interventions to close a specific gap shown in diagnostic assessments (see intervention timetable in appendix)	HLTA to run class while teacher runs small group post teaching. TA to run out of classroom interventions.	Accelerated progress and catch up.

	Sessions are time-limited and delivered by trained teachers or TAs.			
Planning for pupils with SEND	<p>Good teaching for SEND is good teaching for all.</p> <p>Teachers are aware of individual learning needs.</p> <p>Creating a positive and supportive environment that promotes high standards and positive relationships can help to ensure pupils can access the best possible teaching.</p> <p>Consistent routines and pro-active approaches to behaviour will support all pupils including those with SEND.</p>	<p>Planning to meet Passport targets and offer in class support through quality first teaching by class teacher. (CPD from Trust Head of SEND on passport targets)</p> <p>Visual timetables up in all classrooms to help children see now and next and organise the day.</p> <p>Visual prompts used in lessons- remain consistent.</p> <p>Acorn Thrive practitioner support for in class learning used to enhance classroom daily support for children who need it.</p> <p>Children in mixed year groups split to enable smaller and focused year group teaching for maths.</p> <p>Behaviour policy adapted to meet the needs of each individual but language of choices and stages remain consistent.</p>	<p>HLTA to allow classes to be split into smaller year groups.</p> <p>PPM time- supply cover for class teacher and TA to allow Passport targets and SEND targets to be set and understood.</p> <p>Thrive practitioner time.</p>	<p>All children accessing the curriculum.</p> <p>All children experiencing high quality teacher.</p> <p>All children receiving correct support.</p> <p>All teaching staff adapting planning to meet the needs of individuals.</p> <p>All children feeling confident about learning and making progress.</p>

3. Wider strategies

EEF Strategy	EEF rationale	Specific planning for Great Wishford 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.	<p>Forest school</p> <p>Outdoor learning environment</p> <p>Ongoing support for individuals with SEMH – e.g. visual TTs</p> <p>Jigsaw</p> <p>Liaising with outside agencies for individual pupils.</p> <p>Ongoing development of ELSA provision.</p> <p>Use of Trust nurture base for one pupil.</p>	<p>Trust provision of Forest School</p> <p>Already in school</p> <p>TA time to attend termly workshop (supervision) with Ed Psyc (£95.00 x 2)</p>	<p>Children are happy to come to school.</p> <p>They attend well.</p> <p>They behave well.</p> <p>Children know who to go to in order to talk about a problem.</p> <p>Children feel safe at school.</p>
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	<p>Face to face contact with parents at the school gate each day. Head always available for meet and greet.</p> <p>Extra parents meeting when children returned.</p> <p>Resources sent home during lockdown. Check-ins with home.</p>		Survey completed showing parents feel communication, particularly 1:1 communication at drop off, has been good. Most parents also report feeling well informed about their pupil's progress

	<p>helpful along with support and guidance.</p>	<p>Acorn Appeal has been accessed to support with purchasing uniform for families.</p> <p>Admin support for parents to complete FSM forms.</p>	<p>1 x whole school uniform and 2 x jumpers.</p>	
Access to technology	<p>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 support learning, how technology is used matters most. Providing guidance on how to use the technology effectively is essential.</p>	<p>6 x laptops loaned to families who requested help with IT</p> <p>Children invited into school during closures where access to technology was detrimental to learning</p> <p>6 x laptops supplied by Trust to support small group intervention for recovery</p> <p>Ipads to be supplied by Trust to support small group intervention.</p>		<p>Children have remained in touch with school and have managed to remain familiar with lessons and expectations.</p> <p>Some learning and progression has shown, particularly in maths during the first lockdown and more so in English during the second.</p>

Appendix- small group intervention timetable run by one x TA

	8:30-9:00	9:00-10:15	10:15-10:30	10:30-11:10	11:10-12:00	12:00-12:45	12:45-1:00 15 minutes whole group work	1:00-1:15 15 minutes whole group work	1:15- 1:25 10 mins	1:25-1:35 10 mins	1:35-1:45 10 mins	1:50-2:50 1 hour
Mon	Meet and Greet- BSF	Support RF in HH Class				Lunchtime	SUPPORT FOR H WALL (FOX PE LESSONS) While supporting as extra adult observer- 1:1 20-minute paired reading for comprehension- SM, HPW, EQ, IM, JS (1 hour 40 mins)					
Tue	Meet and Greet- BSF	10 mins- 1:1 reading (decoding and vocab dev) SM AC GM SN EQ PC EB	Playtime	10 mins 1:1 reading for fluency MB HN JN EmB	15 mins Precision teaching xtables SM AC 15 mins Doodle maths BSF MB EIB PC 15 mins Doodle maths SN EmB JP		Intervention Doodle Maths Y2 HH Class	Intervention Doodle Maths Y3 HH Class	Handwriting- letter formation HH Class	Handwriting- letter formation HH Class	Handwriting- letter formation HH Class	10 mins each- 1 hour overall time 1:1 reading Y2 HH Class +10 mins- LP 1:1 reading

Wed	Meet and Greet- BSF	10 mins- 1:1 reading (decoding and vocab dev) SM AC GM SN EQ PC EB		10 mins 1:1 reading for fluency MB HN JN EmB	15 mins Precision teaching xtables SM AC 15 mins Doodle maths BSF MB EIB PC 15 mins Doodle maths SN EmB JP		15 mins- Precision spelling of common exc Y3/4 EI B PC GM JN AP	15 mins- Precision spelling of tricky words Y1/2 EQ JS MB HPW SN OL EmB AC	15 mins Intervention Doodle Maths Y2 HH Class	15 mins Intervention Doodle Maths Y3 HH Class	10 mins- LP 1:1 reading 20 mins- WB, CB, OK Doodle Maths 20 mins- ELSA SUPPORT- RF	
Thurs		Meet and Greet- BSF	10 mins- 1:1 reading (decoding and vocab dev) SM AC GM SN EQ PC EB		10 mins 1:1 reading for fluency MB HN JN EmB	15 mins Precision teaching xtables SM AC 15 mins Doodle maths BSF MB EIB PC		15 mins- Precision spelling of common exc Y3/3 EI B PC GM JN AP	15 mins- Precision spelling of tricky words Y1/2 EQ JS MB HPW SN OL EmB	15 mins Handwriting letter joins AP HN IG	15 mins- Precision teaching Spelling of CEW Y3/4 GM JN AP 15 mins- Precision teaching Spelling of CEW Y3/4 EIB PC 15 mins- Precision teaching Spelling of tricky words Y1/2	

				15 mins Doodle maths SN EmB JP			AC		HN SN OL EmB AC 15 mins- Precision teaching Spelling of tricky words Y1/2 EQ JS MB (15 mins spare time)	
Fri	Meet and Greet- BSF	15 mins- WB, CB, OK Doodle maths	ELSA SUPPORT RF	10 mins each- 1 hour overall time 1:1 reading Y2 HH Class	CELEBRATION WORSHIP Intervention Doodle Maths Y2 HH Class	Intervention Doodle Maths Y3 HH	Handwriting- letter formation HH Class	Handwriting- letter formation HH Class	Handwriting- letter formation HH Class	10 mins each- 1 hour overall time 1:1 reading Y2 HH Class +10 mins- LP 1:1 reading
Support SL in HH Class- interventions still to run in this time										

