

Oakwood Primary Covid Catch up Premium Plan

Context

The DfE has allocated funding to the school equivalent to £80 per pupil which will be paid in 3 portions in autumn 2020, early 2021 and then summer term 2021.

With 412 children on census day Oct 2020 and indicative amount for the year would be £32,960.

Use of the Catch up Premium and rationale at Oakwood

Oakwood Primary School will use the Catch Up Premium as a single total to fund specific activities to support all children to catch up on missed education since March 2020. The funding will not be used on a per pupil basis, as some children need more support and others less. The funding will be prioritised where the evidence suggests it is needed most.

The school will develop and implement plans and evaluate the impact of the Catch up Premium

The school is using additional to the funding on top of the Catch up Premium to ensure that children catch up, especially where the impact of Jan 2021 lockdown increase need and where original plans had to be adapted. The expected cost of this plan is just over £50,000.

What are the barriers to overcome?

- Working below expected in reading, writing or maths with gaps in understanding, due to lockdown or repeated self-isolation which is limiting progress
- Emotional and mental health needs of the child and wider family
- Attendance and punctuality
- Limited engagement in home learning when self-isolating
- Lack of IT devices at home to support home learning

The funding will be used to develop:

1. Teaching and whole school strategies

- a. **Supporting great teaching** – having the best possible teaching will ensure that children systematically plug gaps and make strong progress from their starting point (post Lockdown). Therefore, supporting each teacher, HLTA and TA, through increased coaching and other professional development is essential for achieving the best outcomes our pupils. This will focus especially on staff who are new to the school or the profession, whose training may have been disrupted due to lockdown. The school will continue to develop our use of technology and use of online resources to support children's learning both in school and at home.

- b. **Pupil assessment and feedback** – Accurate assessment and follow up by all staff in school is essential to know what initial gaps are and to determine how well they are being plugged from both lockdowns. Oakwood Primary school will prioritise pupil assessment opportunities so that staff assess pupils’ ongoing wellbeing and learning needs which will ensure that we can provide effective support where it is needed most through targeted support.

2. Targeted support

- a. **One to one and small group tuition** - There is extensive evidence supporting the impact of high quality one to one and small group tuition/ feedback as a catch-up strategy. The most effective way to do this is to ensure high levels of communication between the teacher, tutor and child to ensure areas worked on are the priorities for each child. Some funding will be in place to provide small group tuition by teachers in school and tuition provided by external providers, as part of the DFE National Tutoring Programme, will also be used and the impact evaluated and communication will be a focus to ensure this meets the needs of our pupils.
- b. **Intervention programmes** – these will be developed for children who have fallen behind the most and they will mostly have a focus on literacy, numeracy, learning behaviour skills and emotional well-being. These will be scheduled with trained staff in school for a specific period of time. We will be able to assess the impact from the start to the end of the intervention. Many more children are needing support with their emotional well-being and this is a barrier to all learning in school and is therefore a priority to ensure children are happy in order to learn at their best. We are adding capacity appointing an extra ELSA in school, who can lead interventions where children are struggling emotionally.

Development plan. This is what is proposed. The focus may change based on evidence at each termly review. The cost of implementing the plan will exceed the amount allocated through the Covid Catch up Premium.

focus	Action	Who/ When	Success Criteria	Monitoring	Proposed cost
1a	NQT+1 focus coaching and development opportunities.	ZR ongoing	NQT+1 will have opportunities to plug gaps due to training and experience lost during lockdown in their NQT year	Teaching observations - BV Target reviews and impact recorded Discussion with teachers	No additional cost
1a	Increased support for planning and assessment to ensure in class teaching is highly effective in addressing gaps.	BV	All staff will be able to evidence impact of support on their teaching and the reduction of gaps for children, especially for the disadvantaged and SEND groups	Pupil progress meetings, performance management	No additional cost

1a	HLTA coaching programme – phonics and behaviour management focus	BV	HLTA can evidence the positive impact of coaching with reference to the outcomes for children HLTA coach can give examples of the impact of their own coaching over time on the HLTA.	Coaching reports reviewed by ZR	No additional cost
1a	Further develop remote learning provision- link to curriculum and adapt for individual needs EHCP and SEND. Manage the bank Chromebooks to loan to any family isolating to assist with online learning at home.	TA, BW LB	When isolating as a class, all children can access their usual curriculum and learning through Tapestry or Google Classroom for learning remotely. Children are engaged and parents are supportive of this. Every child has rapid access to IT to enable them to engage fully in learning at home	Child and parent survey remote learning. Google Classroom/Tapestry monitoring Loan of laptops and how they have been used	No additional cost
1a	Teacher and TA CPD – opportunities to develop subject and pedagogical knowledge <ul style="list-style-type: none"> • Andy Hind pedagogical approaches whole staff training • Solent Maths Hub Mastery focus • National Online Safety membership • SENCO-led behaviour training • SENCO-led training for TAs on autism, social stories and comic-strip conversations. 	SLT	Staff will feel confident to address gaps in learning, and to support behaviour and emotional and social well-being	SLT monitoring activities	Andy Hind - £450 Maths Hub (income £900) – release time £1000 NOS - £2800

1b	Standardised assessments to help identify gaps (White Rose Hub, NFER) with time for subject leaders to analyse the results.	TA AT TW BW	All pupils have a clear analysis of their strengths and areas to develop. All adults working with the child know the next steps.	Review of individual test analysis Pupil progress meetings linked to provision maps.	NFER - £800 Release time - £500
1b	Increased demand post lockdown- allocate extra referral time and parent meeting time for camhs referrals / No limits referrals	DSLs	Children and families feel supported in dealing with their child's mental health. Children's emotional well-being and mental health needs are fully understood by adult that work with them.	CPOMS records	Absorbed within SLT time
2a	Year 6 tuition in Autumn Term to address lockdown gaps	CB	Children accurately identified for tuition programme and parents fully supportive leading to child being fully engaged. Children being tutored can demonstrate examples of where their understanding is better and this can be proved in their independent work.	Impact on work books and progress in class	£1000
2a	National Tutor programme- school pays 25% of cost of each programme. Review providers – link with our need and priorities	TA	Children accurately identified for external tutor programme and parents fully supportive leading to child being fully engaged. Children being externally tutored can demonstrate examples of where their understanding is better and this can be proved in their independent work.	Tutor progress notes Impact on work books	
2a 2b	Smaller teaching groups post March re-opening to aid transition back to school. Additional teaching/TA staff enabling targeted interventions Year 1 – Supply teacher, 10 weeks Year 2 – Supply teacher, 11 weeks Year 3 – BW/HLTA Year 4 - LM	SLT	Children are settled back into school routines well, feel safe and there is a positive impact on progress in work books. Smaller groups support children's successful social interactions Children make good progress from their starting points	Pupil data/Pupil Progress meetings SLT	£26,000

	Year 5 – Supply teacher, 9 weeks				
2b	Appointment of second ELSA	SLT	Capacity to deliver ELSA programmes is increased – more children are supported. Children’s emotional needs are met in school and they say they are happier and well supported. The children are less anxious and able to share how they are feeling appropriately	SENCO overview of impact for individual children	£16,000
2b	Train staff member and set up drawing and talking emotional support	TD AG	Increased capacity to deliver emotional based support for children Children’s emotional needs are met in school and they say they are happier and well supported. The children are less anxious and able to share how they are feeling appropriately	D and T leaflet – website info Parent and child feedback Training notes	Training £500
2b	Enrolment of teacher on the SENCO accreditation (starting in September)	BW	Increased capacity for supporting our SEN/Disadvantaged pupils	SLT	£2,500