Covid Catch-Up Plan

1. Summary information					
School	Pawlett Primary School Academy				
Academic Year	2020-21	**Total Covid catch up budget**	£5040	**Total number of pupils**	63
Date for next internal review of this strategy			September 2021		

2. Barriers to future attainment (Second wave of Covid-19 resulting in closure, bubble closer and self-isolation)	
In-school barriers *(issues to be addressed in school, such as poor oral language skills)*	
A.	Loss of consistent learning time due to COVID-19
B.	Lack of consistent online resources to support phonics/early reading and reading at home
External barriers *(issues which also require action outside school, such as low attendance rates)*	
C.	Second wave of Covid-19 resulting in closure, bubble closure and self-isolation for individuals – low attendance
D.	Lack of access to technology
E.	Parental engagement with continuation of learning

3. Desired outcomes		
	Desired outcomes and how they will be measured	*Success criteria*
A.	Increase numbers of children reaching Age Related Expectations (ARE) in every year group	Summative data scores, increased reading at home, increase targeted reading in and out of school with consistent scheme. Increased use of Google Classrooms and Tapestry

B.	Ensure progress for all particularly in reading, spelling and phonics	Spelling shed data will show accelerated progress Quality of writing in books will identify improvements KS2 PIRA scores Phonics data through R,W Inc will show accelerated progress
C.	Ensure access to online learning is established and maintained	Children engaging with online learning when not in school
D.	Maintain high levels of attendance and punctuality of all children	Data will show that persistent absenteeism is decreased and % attendance is increased (aim of 96%) Reduced numbers of letters and attendance clinic meetings Parents are well informed and feel confident to bring their children to school

4. Planned expenditure

Academic year	**2020-21**

The three headings below enable schools to demonstrate how they are using the Covid Catch Up Fund to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve numbers of children reaching ARE at every level	Focus upon quality first teaching for all	Feedback and experience from staff, parents and children about how they learn	Regular modelling and monitoring of QFT by EB/LD Through Coaching 15 Analysis of data (PIRA/PUMA/KS1/Phonics) Pupil Progress Meetings x 4 year Close monitoring of strategy by AC	EB	Praising Stars 3 x year - with addition of summative assessment at the end of Term 1 Plan, assess, review cycle for all intervention work
Share metacognitive strategies with learners when in school and spend a portion of all feedback/assessment sessions focusing on the process of learning & how pupils are managing it, rather than just the outcome.	Sessions for learners about different ways of learning Use Google Classroom in school for children to become familiar with methods of how to give feedback and interact.	EEF – Best evidence on supporting students to learn remotely EEF – Best evidence on impact of school closure on the attainment gap EEF toolkit- re importance of effective feedback and metacognition strategies	Modelling by whole school staff Positive praise through weekly celebration assemblies (continue if closed) Recognition boards Hot Chocolate Friday (continue if closed) Deliberate over communication with families CPD training for all staff on Google Classrooms and Tapestry where required	EB	Informally on a weekly basis Through weekly learning walks Parent and staff feedback Monitoring of CPOMS
Total budgeted cost					£XXXX

ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Access to technology in the event of full closure, bubble closure or self-isolation	Loan of technology to families	Experience during closure limited opening from March – July 2020.	Clear guidance and support from school for families to access online learning Online Parent/carer workshops for EYFS/Year 1 children to support phonics/early reading	EB/RB	Engagement with online learning Outcomes from data drops
Accelerate or maintained progress with children	Spelling Shed and TTRockstars in school and at home White Rose Maths online access Practice remote learning strategies in school Printed learning packs for 2 weeks' worth of work for each bubble are ready to print Speed Sound cards for each EYFS/Year 1 and Year 2 child	Experience during closure limited opening from March – July 2020.	Through training of all staff and volunteers to how best to support reading in/out of school Monitoring of planning, teaching and learning Regular assessments to identify progress Pupil Progress Meetings (PPM) Wellbeing Champions to maintain interaction with key children Clear guidance for parents to support phonics learning	EB	Praising Stars x3 followed by PPM Tracker for children to identify engagement and learning
Total budgeted cost					£2,250

iii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increase attendance of children	Use of Learning Mentor, and class teachers to engage children and parents Deliberate over communication to embed relationships	Experience and feedback during closure limited opening from March – July 2020. Concerns over attending since September 2020	Importance of daily attendance phone call Through conversations with families and children Involvement by EWO when appropriate	EB	Every term through analysing attendance data and looking for patterns Weekly attendance data

	Open door policy regarding any safety concerns		Clear guidance of schools' procedures and policies in line with government guidance		
Access to online reading scheme	Whole staff training	EEF – Best evidence on supporting students to learn remotely EEF – Best evidence on impact of school closure on the attainment gap Anecdotal evidence of successful use in other Trust primary schools	CPD to understand and use scheme effectively Clear guidance for children and families to use the scheme Effective use of scheme	EB	Praising Stars x 3 Engagement with online scheme
			Total budgeted cost		£2,790
			Total expenditure		£5,040

5. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.