

Covid-19 Catch Up Strategy Plan 2020-21

OUR LADY AND ST. HUBERT'S PRIMARY





Covid-19 Catch Up Strategy 2020-21

Summary Information

School	Our Lady & St. Hubert's Catholic Primary				
Academic Year	2020-21	Total budget	£28720	Date	December 2020
Total number of pupils	390			Review Date	March 2021

Key Priorities

Teaching

1. Ensure consistent high-quality teaching and learning across school
2. Ensure transition between school and remote learning is effective, ensuring engagement of children through high quality resources

Targeted academic support

3. Ensure identified children/groups have access to necessary targeted support including interventions

Wider Strategies

4. Ensure all children are emotionally ready for school
5. Ensure all children have an increase in physical exercise

Plan including actions, expenditure and review dates

Chosen action/approach	Outcome	Monitoring/Evidence	Cost	Staff	Comments/Review
Priority 1 - Ensure consistent high-quality teaching and learning across school					
<p>Train staff to enable them to develop a broad array of teaching strategies through: Online training (including Rosenshine's principles) Rosenshine approaches explored in phase meeting and staff meetings Strategies explored in staff meetings /sharing of good practice</p> <p>Provide CPD for staff on quality of teaching – including metacognition</p>	<p>Pupils access high-quality teaching, which positively impacts on learning</p> <p>Pupils are engaged in learning enabling rapid progress</p>	<p>Minutes of meetings PowerPoints of sessions Phase meeting logs Walkthrus used as a basis for phase meetings</p>	<p>Purchase of subscription to 'walkthrus' General 6 — WALKTHRUs £350</p>	<p>AB Phase leaders</p>	
<p>Assess pupils on return and analyse data to identify gaps. Staff to use gaps to adapt curriculum accordingly. Reports delivered to parents and arranged phonecalls to discuss if necessary Pupil progress meetings completed in December following assessment week.</p>	<p>Pupils make rapid progress from their September starting points. Pupils bridge gaps meaning outcomes are closer to what is normally expected in September</p>	<p>DC Pro Assessment data analysis Pupil Progress meetings Phonics assessment</p>	<p>NA</p>	<p>All Staff</p>	
<p>Non negotiables developed for core subjects. Staff to assess and plan intervention if necessary.</p>	<p>Non-negotiables ensure children are not left behind in their learning and further gaps do not develop. Interventions more targeted leading to rapid progress</p>	<p>DC Pro Intervention planning</p>	<p>NA</p>	<p>AB OOB</p>	

<p>All children have access to a broad and balanced curriculum through: New thematic curriculum, linked with 21st century skills (6Cs) Writing curriculum linked to theme approach White Rose Maths Progress tracked through DC Pro</p> <p>Monitor appropriately</p>	<p>Children fully engaged in their learning. Children making at least expected progress from Sept baselines.</p>	<p>Lesson Observations Work in books Learning environments Pupil Voice</p>	<p>NA</p>	<p>SLT</p>	
Priority 2 - Ensure transition between school and remote learning is effective, ensuring engagement of children through high quality resources					
<p>Develop a remote-learning policy with clear expectations for staff, pupils and parents</p> <p>All teachers provide resources for pupils to learn remotely on Seesaw platform, including video instruction.</p> <p>Train staff on using Seesaw to deliver remote learning if needed through staff meetings Share expectations with staff by sharing remote learning policy in staff meetings</p>	<p>Gaps will not significantly widen further due to time off school during self-isolation/bubble closure</p> <p>Staff can continue to engage with children in a safe environment for all.</p> <p>Staff confident in using seesaw platform and is used effectively to allow children to progress despite absence from school.</p>	<p>Seesaw monitored to ensure provision is being made</p> <p>Staff meeting minutes</p>	<p>Seesaw platform purchased to enable ease of remote learning</p>	<p>AB OOB</p>	<p>Engagement of children in learning (noted by user data on Seesaw)</p> <p>Tracking assessment on DC Pro</p>
<p>Purchase class webcams to enable zoom meetings to take place – this could be teachers delivering lessons from home or meetings of relevant groups within school – staff meetings, prayer leaders etc.</p>	<p>Remote learning and meeting for all more accessible allowing both learning and key meetings to take place across school, limiting impact on all</p>	<p>Use of webcams throughout school for remote learning, meeting minutes</p>	<p>Purchase of webcams for desktop stations/IWB for remote learning to take place.</p> <p>11x£20</p> <p>£220</p>	<p>AB</p>	

Distribute government funded laptops/SIM cards to families who do not have access to technology or have limited internet.	Children who do not have access to technology/internet at home enabled to access remote learning through Seesaw platform	CC to monitor use across school – engage with vulnerable parents to offer support	NA	CC	
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Priority 3 - Ensure identified children/groups have access to necessary targeted support including intervention

<p>Address gaps in learning for pupils who have fallen behind due to break in education:</p> <p>Appoint a fully qualified teacher to take groups of 6-children, from all KS2 year groups, to deliver 6-week intervention based on gaps in learning.</p> <p>Teacher to use assessment data to identify gaps and target children accordingly.</p>	<p>Significant gaps in pupils' learning are filled enabling them to be ready to progress in future year groups. Teacher's enable and support accelerated learning of key concepts and non-negotiables.</p> <p>Pupils feel more confident in accessing their year group's curriculum; increased love of learning; understanding of 6Cs including character (stamina).</p>		<p>Spring £910 per week 11 weeks</p> <p>£10010</p> <p>Summer £910 5 Weeks</p> <p>£4550</p> <p>Total £14560</p>		
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<p>Appoint a fully qualified teacher to take groups of 6-children, from all KS1 year groups, to deliver 6-week intervention based on gaps in learning.</p> <p>Teacher to use assessment data to identify gaps and target children accordingly.</p> <p>This will include: Addressing gaps in phonics learning: Qualified teacher to provide cover to enable focused phonics teaching intervention groups in Year 1.</p>	<p>Significant gaps in pupils' learning are filled enabling them to be ready to progress in future year groups</p> <p>Pupils feel more confident in accessing their year group's curriculum; increased love of learning; understanding of 6Cs including character (stamina).</p>	Regular Phonics assessment through RWINC Books and pupil voice	<p>Spring £910 per week 11 weeks</p> <p>£10010</p>		
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Priority 4 - Ensure all children are emotionally ready for school					
Transition days for first days back – children to start morning with previous teacher and then afternoon with current teacher.	Children feel comfortable returning to school to familiarity. All children adapt back to school life and its expectations	Survey results	NA	All	
Complete pupil survey and analyse results using Microsoft forms Complete parent survey and analyse results using Microsoft forms	Better understanding of how both parents and pupils feel about the return to school enabling adapted provision and targeted support regarding wellbeing	Survey Results	NA	AB to set up forms	
Forest School sessions provided for vulnerable cohorts starting with Year 1 class	The mental health needs of the children in a vulnerable year group met.	Pupil voice for forest school	£1700 Autumn £1870 Spring £3570 Total	Year 1 AB to organise	
Regular phonecalls and conversations to happen with SEND and vulnerable families by SENDCo and family support officer.	All families feel supported and attendance in line with 2019 data	Attendance data through SIMs Call logs monitored	NA	KG CC	
Emotion coaching for all staff: Supporting and sustaining children’s emotional and behavioural wellbeing	Children are more emotionally stable, more resilient, achieve more academically and have fewer behavioural problems. Teachers will be able to communicate more effectively and consistently with children in stressful situations. Promotes children’s self-awareness of their emotions and generates nurturing relationships	Logs on my concern Staff and pupil voice surveys	NA	KG	
Priority 5 - Ensure all children have an increase in physical exercise					
Ensure all classes are timetabled to 2 hours of PE either through the hall/studio or outside environment	Amount of PE across school maintained and in some cases increased due to less time having to get changed.	Monitoring of PE sessions Pupil Voice	NA	SLT JT	

Develop resources for use outside at breaktimes and lunchtimes Staff to agree on schedules during phases meetings	Children more physically active at breaktimes due to engagement because of resources. Staggered breaktimes leads to more space for children to play and less behavioural problems	Monitoring Staff feedback	Through Sports Premium funding	All staff	
Sports coach targets areas of curriculum staff not confident in.	Quality and quantity of physical education improved. Children more physically active after long periods of possible inactivity.	Staff feedback Pupil Voice	Through Sports Premium funding	JT	
Development of virtual games House competitions planned each term: Dodgeball Benchball Hockey Sports Day	All children across school to take part in competitive sport, increasing quantity and quality of physical exercise.	Staff feedback Pupil Voice	NA	JT	
				Total Spend	£28710

Termly Review Information		
February 2021	April 2021	July 2021