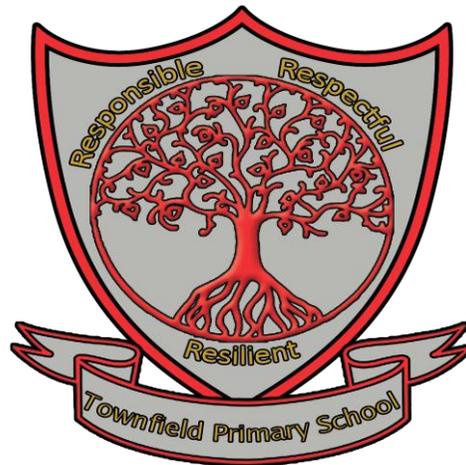


# Townfield Primary School

## Covid Catch Up Strategic Plan

2021



### OVERVIEW OF THE SCHOOL

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	457 (excluding nursery) 54 Nursery
Total number of pupils eligible for PPG	65 (14%)
Total amount of COVID Funds	£ 38,160

## Teaching

	Chosen Action/Approaches	Monitoring	Staff lead/Cost	Outcome
High quality teaching for all	<p><b>Explicit Teaching</b> All children have access to a broad and balance curriculum.</p> <p>All lessons include 'sticky learning opportunities' to assess for gaps and review previous learning of key concepts.</p> <p>The curriculum for every subject area has been reviewed. A milestone document has been produced with clear sequential steps that lead to end points. If there are any gaps teachers can use this document to support any previous steps.</p> <p>Produce subject leader 'coverage' documents/planning by subject lead to class teachers. Allocate term specific planning to catch up key concepts</p> <p>Class timetables adapted to accommodate additional 'catch up time. Eg additional daily phonics sessions and additional daily maths sessions based on 'Ready to Progress' maths document.</p> <p>Whole school focus on vocabulary acquisition. Vocabulary is taught explicitly in every lesson.</p> <p>Curriculum 'essentials' for Reading, Writing and Maths are identified and taught / revisited across wider curriculum subjects.</p>	<p>Subject leader regular monitoring including subject leader reports and action planning</p> <p>SLT monitoring</p> <p>Pupil voice</p>	<p>Curriculum lead</p> <p>AHT (English lead)</p> <p>SLT</p> <p>Maths lead</p>	<p>High quality explicit instruction with teacher demonstration followed by guided and independent practice</p> <p>Teachers demonstrate strong subject knowledge.</p> <p>Rosenshine's principles of instruction are evident in planning .</p> <p>Rosenshine's potential of stories is evident in planning.</p> <p>Reading, writing and foundation subjects are interwoven throughout the curriculum.</p> <p>From assessment and subject leader monitoring, the school curriculum is adapted so that 'critical content' is evident for progression.</p>

	<p>School schemes are used to enhance teacher knowledge and ensure consistency across the school and class. Schemes used are: Development of a Maths Mastery approach, using 'Maths No Problem' scheme, throughout school supported by external Mastery Specialists.</p> <p>Maths lead to teach across Year 6</p> <p>Introduction of whole class shared reading, 'Read to Write' provides lots of teacher modelling and scaffolding to accelerate learning. With a specific focus on the lowest 20% of readers. A cross curricular reading spine is produced to immerse children in a broad range of texts including poetry and non fiction text. All texts to be set above aged reading level.</p> <p>New and improved phonics scheme planning, with rigorous assessment document to enable any gaps to be targeted. All phonic books match the phonological level of each child.</p> <p>Main focus on Prime Areas of Learning in Nursery.</p> <p>Woodland learning to provide extra curriculum catch up opportunities in Music, PSHE, Reading, History, RE, Geography, DT (forestry skills), PE (team building) Science (natural world) etc Woodland planning is produced by subject leaders and the planning is sequential, it links to all milestone documents.</p>		£3,000	
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	<p><b>Scaffolding</b> Pre- tutoring sessions are planned into class timetables</p> <p>Additional resources purchased including visualisers</p> <p>Steps to Read books £698</p> <p>Steps to Read planning materials £770</p> <p>Monitoring focus that SEND pupils are supported through scaffolding.</p> <p>Knowledge organisers are produced/researched by subject leaders</p> <p>Homework policy to be reviewed and additional online 'catch up' resources. Use Oak Academy/Bitesize/BBC</p>	<p>Subject leader regular monitoring including subject leader reports and action planning</p> <p>SLT monitoring</p> <p>Pupil voice</p>	<p>Visualizers £1,500</p> <p>Steps to Read books £698</p> <p>Steps to Read planning materials £770</p> <p>Knowledge organisers £200</p> <p>SLT Spring</p>	<p>Following effective assessment, planning demonstrates scaffolding opportunities and pupils are able to work independently.</p> <p>Scaffolding is slowly removed.</p>
	<p><b>Cognitive and metacognitive strategies</b> Additional staff CPD to ensure teachers understand metacognition knowledge. Teachers to support pupils to plan, monitor and evaluate their learning. Planning and pedagogy demonstrates explicit instruction, teachers modelling their own thinking. Research other opportunities for adults to provide self-regulation strategies and motivation. Planning and pedagogy also promotes metacognition talk in the classroom. Teachers to use carefully designed guided practice in school's schemes and foundation planning. Review all planning to ensure all aspects of metacognition are evidence and regularly revisited.</p>	<p>Subject leader regular monitoring including subject leader reports and action planning</p> <p>SLT monitoring</p> <p>Pupil voice</p>	<p>SLT</p> <p>HT/DHT to lead staff meetings</p>	<p>Cognitive and metacognitive strategies are evident in planning and lessons. Pupils naturally check their own work and make necessary adaptations.</p>

	<p><b>Flexible grouping</b> Robust timetables in place which include additional catch up lessons and detailed group work.</p>	<p>Pupil progress meetings Analysis of assessment.</p>	<p>SLT Class teachers AHT</p>	<p>Pupils are allocated to temporary groups to allow teachers to set up opportunities for collaborative learning.</p>
<p>Effective diagnostic assessment</p>	<p>Additional assessments planned in Spring term. These include Writing, NFER Reading tests and Maths Ready to progress quizzes.</p> <p>NFER standardised testing at two points in the year including a baseline. Subject leaders use question by question analysis to plan</p> <p>Effective diagnostic assessment rooted in daily classroom practice e.g. use of verbal short answer quizzes and multiple-choice questions etc. Constant feedback to celebrate acquisition of knowledge so pupils feel success.</p> <p>Summative assessments to take place for phonics at the end of half term and reading, writing, maths in March once children have had a chance to review missed learning.</p> <p>Summative assessments for other curriculum areas to take place at the end of each blocked unit to identify any further gaps.</p> <p>Purchase additional resources such as knowledge organisers/flash cards and use in introductions and plenaries. Planning to be adapted is needed.</p> <p>Safeguarding meetings to assess wellbeing/Lyndsey</p>	<p>Safeguarding weekly meetings</p> <p>Attendance weekly meetings</p> <p>CPOMS</p>	<p>DHT SLT</p> <p>SIL quizzes</p>	<p>Assessment identifies what learning has been lost/misunderstood.</p> <p>From assessment and subject leader monitoring, the school curriculum is adapted so that 'critical content' is evident for progression.</p>
<p>Supporting remote learning</p>	<p>A plan for remote learning is in place in the event of school/bubble closures. The system enables teachers to provide feedback to pupil's learning.</p>	<p>Regular review through DFE document and Remote learning policy</p>	<p>Seesaw cost £1,584</p>	<p>All children who need to access remote learning will have access to IT and wifi. Remote learning reflects the learning which would be taught in the classroom.</p>

	<p>Use Seesaw as a platform and Oak Academy, Bitesize and Purple Mash as resources. A bank of lessons/resources will be available. Additional resources will be provided to children: pens, paper, work packs.</p> <p>Opportunities for disadvantaged/vulnerable pupils to borrow school ICT/SEND equipment. Remote learning is being constantly reviewed to ensure the best approach is in place and SEND resources are appropriate Seesaw/IDL are used as assessment/teacher, pupil feedback</p> <p>Support parents in accessing IT equipment and wifi through regular questionnaires and close pupil engagement monitoring.</p> <p>Pearsons online reading school for the whole school £1,153.59</p>	<p>SLT to monitor engagement</p> <p>Attendance meetings monitor those pupils isolating.</p>	<p>Pearsons £1,153.59</p>	<p>Children are given feedback regularly on their remote learning.</p>
<p>Focusing on professional development</p>	<p>NQTs have a designated mentor who will meet weekly, review progress and set targets. Reflection to be made on skills for remote learning and assessment.</p> <p>Subject leaders will continue to deliver staff meetings with covid catch up curriculum as a key agenda item.</p> <p>Subject leaders to continue to review their curriculum from teacher, pupil feedback and assessment. Prepare plans which fill learning gaps.</p> <p>Regular CPD courses to be attended by subject leaders through SIL, feedback then shared with staff.</p>	<p>Subject leader regular monitoring including subject leader reports and action planning</p> <p>SLT monitoring</p> <p>Pupil voice</p>	<p>AHT C.Kinnear</p> <p>AHT M Hughes</p> <p>Curriculum lead</p>	<p>Training will be provided for teachers and follow on support.</p> <p>Subject Research will be the basis of all training. New staff will have mentoring and coaching opportunities from SLT who will provide modelling, feedback and support.</p>

	<p>Regular monitoring and review from Curriculum lead in adaptation of plans and reinforcement of 'sticky learning' and key vocabulary.</p> <p>Three days of CPD for teaching maths at mastery (1.9.20 – 3.9.20) cost under PP</p> <p>Curriculum CPD to launch new curriculum in every subject area (4.9.20)</p> <p>CPD opportunities on behaviour, mental health and wellbeing provided by the ADHD Foundation.</p> <p>Steps to Read training</p> <p>English Lead training</p> <p>English 'Catch up training'</p> <p>ADHD Foundation CPD</p> <p>SALT Training for TAs (no cost)</p>		<p>Steps to Read training £420</p> <p>English Lead training £50</p> <p>English 'Catch up training' £500</p> <p>ADHD Foundation £1,900</p>	
<b>Total Expenditure</b>	<b>£11,775</b>			

### Targeted Academic Support

<p>High quality one to one and small group tuition</p>	<p>Application submitted for NELI programme to enable targeted language support in the early years. This was successful. Staff trained and pupils assessed and interventions planned</p> <p>Extra 'catch up' sessions in KS1 (2h 20mins) and KS2 (2h 30mins) allow any gaps to be plugged. Time is allocated to maths, reading, phonics and spelling.</p> <p>The Dfe 'Ready to Progress' document used to review key maths concepts children need to have attained from previous year.</p> <p>A bespoke, systematic spelling programme based on the 'Babcock programme' implemented to catch up</p> <p>Reception focus on targeting any gaps in language, early reading, phonics and maths.</p> <p>Tranmere- Premier Reading Primary Stars no cost With a specific focus on the lowest 20% of readers.</p>	<p>Early Years regular monitoring feedback to SLT</p> <p>Work with Eng lead</p> <p>Work with SENDCO</p> <p>SLT monitoring</p> <p>Pupil voice</p>	<p>EYS Lead No costs</p> <p>C.Kinnear</p> <p>No cost</p>	<p>Staff receive extensive training from experienced trainers or teachers. The intervention has structured supporting resources and lesson plans with clear objectives. Teaching assistants or academic mentors follow the plan and structure of the interventions. Assessments are used to identify appropriate pupils, guides areas for focus and track pupil progress. Connections are made between the out-of-class learning in the interventions and classroom teaching. Careful timetabling with appropriate training Consistent delivery Reading interventions</p>
<p>Teaching assistants and targeted support</p>	<p>Co planning with teachers will be planned. TAs assigned to all ability groups.</p> <p>During 'catch up sessions' teachers and teaching assistants provide interventions. This ensures that children are not missing high quality core teaching led by the teacher. Interventions are brief and maintained over at least 8 weeks. Assessments guide interventions and connections are made between out of class learning and classroom teaching.</p>	<p>English and Maths lead regular monitoring including subject leader reports and action planning</p> <p>SLT monitoring</p> <p>Pupil voice</p>	<p>SENDCO</p> <p>SLT</p> <p>Eng/Maths lead</p>	<p>Appropriate, good quality training is provided to TAs. Planned interventions which have a proven impact and overseen by SENDCO</p>

	<p>Interventions are monitored half termly by class teachers, SENDCO and SLT.</p> <p>Time to talk used by TAs.</p> <p>Teaching Assistants to deliver interventions shared by outside specialists eg Zones of Regulation, Kids Skills, Now and Next</p> <p>Breakfast and Afterschool Club to provide additional places and planned interventions if identified. Additional support in completing homework.</p>			
Academic Tutoring	<p>National Tutoring Programme will be used and memorandum agreed between school and Ranstad.</p> <p>From assessment, pupil remote engagement and attendance, tuition groups will be set at 1:3, 1:2 or 1:1 depending upon need. Careful timetabling for tutor groups will be planned by SLT.</p> <p>With a specific focus on the lowest 20% of readers.</p> <p>Tutoring time to be planned outside the school day also. Research tutoring over Summer holidays</p>	Data anlysis by SENDCO, SLT and Assessment lead.	£10,000	Three way relationship is created with tutor, teacher and pupil to ensure that tuition is guided by the school, linked to the curriculum and focused on the areas where pupils would benefit from additional feedback or practice. Tuition will be delivered by qualified teachers.
Planning for pupils with SEND	<p>Providing parents with additional support materials.</p> <p>Providing pre-teaching for SEND children.</p> <p>ADHD Foundation provide support for targeted children</p> <p>Orrets Meadow specialist support 15 pupils across school.</p>	SLT review through Safeguarding/attendance meetings Review of SPP	ADHD Foundation Orrets Meadow £4,200	Teachers use strategies: explicit teaching, scaffolding, cognitive/metacognitive, and flexible grouping strategies. Teachers demonstrate detailed knowledge of each pupil and use other specialists for support. High standards and positive relationships create a positive and

	Regular access to school therapy dog for targeted children  IDL- Literacy and Numeracy intervention programme  Sensory resources for ASC children. To help with transition to school for children with ASC in reducing anxiety		IDL £558  Sensory £400	supportive environment. Routines are consistent to ensure positive behaviour. Pupil self-regulation is evident.
Total Expenditure	<b>£15,158</b>			
<b>Wider Strategies</b>				
Supporting pupils' social, emotional and behavioural needs	A thorough transition has taken place between class teachers from last academic year to new class teachers. Weekly attendance meetings with HT Weekly Safeguarding meetings Teaching assistants to support at lunchtimes to help with continuity and support positive behaviour. Mentoring sessions for specific children focused on self-awareness, self-management, problem solving and social skills.  Bring in PE specialist to provide after school provision  Research Summer School clubs to purchase packages to provide activities for pupils.  Additional staff CPD to ensure teachers understand metacognition knowledge.	SLT review through Safeguarding/attendance meetings Review of SPP	SLT  R.Dixon Personal Development lead  Staff meeting time Release time  PE lead N Carey PE specialists/Summer School £10,977	Routines are in place Attendance improves and is consistent Improvement on PA data Disadvantage pupils' attainment is good  The SEL curriculum is evident throughout other subjects.
Planning Carefully for adopting a SEL curriculum	A new PHSE curriculum has been introduced following the key principles exemplified in the SAFE model.	SLT review through Safeguarding/attendance meetings Review of SPP	SLT  R.Dixon Personal Development lead	The SEL curriculum is planned so that: Sequenced activities that lead in a coordinated and connected way for skill development.

	<p>Weekly woodland learning opportunities for all children across school to support well being, mental health, personal development, mindfulness and to extend the curriculum opportunities.</p> <p>Woodland learning to provide extra curriculum catch up opportunities in Music, PSHE, Reading, History, RE, Geography, DT (forestry skills), PE (team building) Science (natural world) etc</p>	Subject leader regular monitoring including subject leader reports and action planning	<p>Woodland resources £1,000</p> <p>Curriculum lead</p> <p>Staff meeting time</p> <p>Release time</p> <p>PE lead N Carey</p>	<p>Active forms of learning that enable our pupils to practise and master new skills</p> <p>There is focused time in the classroom/forest spent developing social and emotional skills. Explicit and defined targets will be evident.</p> <p>Cognitive and metacognitive strategies are evident in planning and lessons. Pupils naturally check their own work and make necessary adaptations.</p>
Communicating and supporting parents including parents and pupils of different ages	<p>Continue regular communication with parents through website, personal phone calls from class teachers.</p> <p>Weekly newsletters</p> <p>Regular HT communication</p> <p>Information will be shared about sustainable home learning and children's individual success will continue to be celebrated.</p> <p>Provide online support sessions for parents including SEND Snapshot.</p> <p>Catch 22 Funding to families- no cost to school but families received £2210. In addition 3 laptops provided to school and designated to SEND pupils.</p>	<p>Website review</p> <p>Trustees review in Curriculum Committee feedback</p>	<p>£150 Ged Murphy</p> <p>Trustees</p> <p>HT/SLT</p>	<p>There is a clear plan/actions for communication with parents following an audit.</p> <p>Communications will be adapted depending upon need including age of children.</p>
Successful implementation in challenging times	Regular staff meetings with 'covid catch up' focus/agenda item so that CPD is consistent and regular	School SPP/Monitoring and review cycle	HT/DHT/SLT	<p>Regular review of Covid catch up strategies will be evident using EEF process of implementation:</p> <p><b>Explore, prepare, deliver and sustain.</b></p>

	<p>School cycle of review</p> <p>Attending external training, high quality and up to date. Consistent system of reporting back and putting in actions relevant</p> <p>SLT regular review of EEF resources and disseminating to all staff.</p> <p>SPP includes catch up school strategy document. This is shared with Trustees and scrutinised. Regular review of this document with set timescales for actions.</p>			<p>With more complex strategies, school considers: <b>expected, supported and rewarded.</b></p>
<p>Total Expenditure</p>	<p><b>£11,258</b></p>			

**Respectful Resilient Responsible**