



## Kirk Ella St Andrew's Community Primary School COVID -19 Catch up Strategy

We understand that all children have missed out on continuous teaching and will require some level of catch up. Our strategy for catch up will focus on:

- Assessing the amount of catch up required academically for each child.
- Targeting support they require either in the classroom or with separate sessions.
- Assessing their wellbeing and providing support in the classroom and other wellbeing support staff.

There will be particular emphasis on those children with the most need, especially those which are disadvantaged, which include those in receipt of the Pupil Premium funding, those that have / had a social worker attached to their family or those who we know have struggled disproportionately to their peers.

Catch up premium allocated to KSAPS (based on £80 per pupil)	
September 2020-March 2021:	£22,215
March 2021-September 2021:	£15,865
<b>Total Catch up funding</b>	<b>£38,080</b>

### Teaching and whole-school strategies

#### Supporting great teaching

- Providing support to every teacher is essential to achieving the best outcomes for pupils.
- Providing opportunities for professional development—for example, to support curriculum planning or focused training on the effective use of the new technology available.
- Providing extra staff support within the classroom. (7.4FTE in the last six months)
- Providing additional resources in class.

#### Pupil assessment and feedback

- Teachers set aside time to assess pupils' wellbeing and learning needs to ensure they provide effective support.
- Subject-specific assessments will be used to identify particular areas and assess where pupils have forgotten or misunderstood key concepts, to ensure that new material being covered builds on secure foundations.
- Standardised assessments in Maths and English will be used to identify areas for development for each child which will feed into planning.
- Benchmarking will be carried out by comparing March 2020 and December 2020 assessments to ensure how much catch up is required.
- Ensuring high-quality feedback is used, building on accurate assessment

#### Transition support

- Support for those new to the school or have spent little time in school.
- Additional transition support to identify areas where pupils are likely to require additional support especially those transitioning to secondary school

### Targeted Support

#### One to one and small group tuition

- To be provided in class initially by the teacher and support staff after identifying particular needs and to support all children that require it.
- One to one and small group work separate to the lesson and in addition to teaching already taken place.
- Additional tuition delivered by qualified teachers and Teaching Assistants known by the school in specific sessions to focus on key concepts and learning.
- Extra sessions to be added in the school day. Before and after school if required

#### Intervention programmes

- In order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary.
- Extra Teaching Assistants to be employed to increase capacity in the year groups.
- A particular focus for interventions will be on Core Curriculum and Wellbeing

This will include:

- Extra Phonics sessions to embed learning and to catch up all that has been lost over lockdown. Especially in Foundation, Year 1, 2, 3 and 4. Tracking all children to ensure their phonic knowledge is secure.
- Special emphasis on Reading to ensure standards are maintained and children catch up.
- Use of our PSHE tool 'Jigsaw' for sessions to ensure the behaviour or pupils' social and emotional needs are met.
- Focus on particular groups which are classed as vulnerable, pupil premium and those with special educational needs or disabilities.

#### **Well-being support**

- Additional academic or pastoral support to be provided if required for specific pupils after school.
- Wellbeing Team used to be a link to all stakeholders within the school

### **Wider strategies**

#### **Supporting parents and carers**

- Pastoral support for parents and children in the form of ELSAs in school and Well being Coordinator
- Communication increase with regular updates provided by the Headteacher.
- Provision of extra educational resources to families with support and guidance online

#### **Access to technology**

- Ensuring all the children have access to technology by provided ipads and laptops when required.
- Purchase of new online learning tool, Doodle, to support with Maths, English, spellings and tables to extend learning at home.
- Ensure the elements of effective teaching are present—for example, clear explanations, scaffolding, practice and feedback which is more important than the technology used.
- Providing support and guidance on how to use technology effectively is essential, particularly if new forms of technology are being introduced.

#### **Outdoor Learning support**

- Outdoor learning curriculum established to provide further support to all the children.