



## **New Close Primary School**

### Covid Catch-Up Plan

2021

## Our strategy at Acorn Education Trust

The Covid-19 has affected children, young people, families and schools in an unprecedented fashion. Schools have been at the frontline of the response to the pandemic remaining open for children of key workers and the most vulnerable children alongside coordinating remote education for others. Families and schools have seldom worked so closely together in the best interests of our children and young people.

However, this challenge is far from over and compensating for the interruption to education will be at the forefront of school planning for some time to come. Undoubtedly a complex situation, schools will be aiming to confront issues around learning as well as well-being. Moreover, the evidence suggests that the pandemic has served to highlight the impact on students from socio-economically disadvantaged groups who have struggled disproportionately to their peers.

For schools in Acorn Education Trust, we will be acting on available research to create a plan which will meet the needs of all our students moving forwards. Rooted in a sustained response, our schools will identify objectives to ensure that each child is able to continue their journey through education with the support that they require along the way. This is in line with our Trust vision of preparing young people for their world in their time. Never has this been more important.

The government has assigned funding to schools to assist in the “catch-up” following the disruption caused by the pandemic. The Education Endowment Foundation has provided research-led strategies on how best to support children and young people in their reports “Covid-19 Support Guide for Schools” and “The EEF guide to supporting school planning: a tiered approach to 2021”. This guidance is underpinned in our strategy.

This document is a live, ongoing piece of work and will be continuously monitored and updated. A review process within the Trust will ensure that the money assigned to this project is spent intelligently, fairly and to the benefit of our children and young people. Each school’s plan will be written by the head and Exec. Head and then agreed by the Head of SEND for the Trust. The allocation of funding and impact of the plan will be monitored and evaluated by the Standards and Improvement Committee of Directors.

## What has been the impact of the Covid-19 pandemic at New Close Primary School?

### Primary

Reading	<p>We used the Salford reading test in September 2020 to identify deficits in reading across the school.</p> <p>In November and March we used the NFER tests (year 2-5) and past SATs papers for year 6 to assess children's progress, using the raw score and standardized score to identify where children had regressed. The majority of children's standardized score had dropped. 63% between 1- 5 points. 24% between 5-10 points. 16% more that 10%.</p> <p>Our English lead, in conjunction with class teachers- used the diagnostic assessment tools from the NFER/SATs papers to identify gaps of knowledge and skills. They then put together a programme and series of targets, week by week, for each year group to end of the academic year. These targets were based on National Curriculum objectives and guidance from Wiltshire LA about key strands to focus on in relation to catch up. At the end of June a final round of assessments will take place and the same process will be put into place to identify needs for term 1.</p>
Writing	<p>Ongoing diagnostic assessment of writing has found that pupils are on average 2 steps (using the schools colour graded system A-E) of progress below pupils at the same stage last year. Spelling is a key factor. In addition, children's ability to write in a sustained and more independent way has been affected.</p> <p>Using NFER diagnostic assessment the English lead has put together a catch up programme for each year group for spelling, Punctuation and Grammar and composition/effect aspect of writing. At the end of June a final round of assessments will take place and the same process will be put into place to identify needs for term 1.</p>
Maths	<p>In November and March we used the NFER tests (year 2-5) and past SATs papers for year 6 to assess children's progress, using the raw score and standardized score to identify where children had regressed. The majority of children's standardized score had dropped. 81 % between 1- 5 points. 13% between 5-10 points. 3% more that 10%.</p> <p>Our maths lead, in conjunction with class teachers- used the diagnostic assessment tools from the NFER/SATs papers to identify gaps of knowledge and skills. They then put together a programme and series of targets, week by week, for each year group to end of the academic year. These targets were based on National Curriculum objectives and the ready to progress maths. At the end of June a final round of assessments will take place and the same process will be put into place to identify needs for term 1.</p>

Non-core	<p>Formative assessment is taking place in non-core lessons. The pandemic has meant that some of the curriculum has not been taught or taught remotely from both the year A (20/21) and year B (2019/20). Some aspects will need to be re-planned to ensure that delivery of these curricula remains sequential. We have logged sessions/units which weren't completed or were only completed partially/taught remotely.</p> <p>A plan has been produced to identify which units from our year A cycle (next year) will need pre teach.</p> <p>In addition, in term 6, additional time has been allocated to the teaching of SRE- to ensure that children have had the full curriculum taught for this current year and previous years that have been missed.</p>
Well-being	<p>Time has been spent during the first few weeks of the return to school carefully observing and talking to pupils about well-being. Increased time was given to PSHE, well-being and social sessions including team building/circle times. In addition, we identified extra-curricular activities that we felt the children would benefit from. There has been an increase in low level disruptive behaviour with children struggling to concentrate, lacking resilience and independence. This was most noticeable in the younger classes on our initial return. With our EYFS teacher having to alter how provision was managed to manage behaviour of children who couldn't settle into routines and activities. This became less evident as the term went on but after each holiday, repeated behaviours have been noted in a more obvious way than previously.</p> <p>In KS1- there were issues with friendship and mild aggressive behaviour amongst the children, with these difficulties spilling out to parents and the army community. This has now settled.</p> <p>In KS2- the initial return was good. However, behaviour issues were more evident later in the term as children became tired and unsettled. Issues surrounding social media outside of school also began to effect relationships in school.</p> <p>Children have been generally more emotional and less able to deal with issues that arise. This has included for the children at New Close, high levels of mobility with a full regimental move taking place between September 2020- March 2021. NOR has risen from 73 to 106 in this time. Some children arrived at the school whilst in lockdown or in our bubble closure during late November. Some children left the school without proper opportunity to say good bye. The impact on class dynamics and friendships has been significant. New children have required additional support to settle and it has been difficult to assess the impact of learning loss and ability.</p>

Covid-19 Catch-Up Planning

1. Teaching and Learning

EEF Strategy	EEF rationale	Specific planning for New Close Primary School	Cost	Expected impact
Supporting Great Teaching	The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils. This was true before the Covid-19 pandemic and will continue to be vital.	<p>Subject leader staff meetings- identifying key focus for catch up gaps- catch up programme in place for teachers to follow until the end of term 6</p> <p>Continue CPD for delivery of Core subjects- led by subject leader/head.</p> <p>Training on Quality First teaching</p> <p>Consistent delivery of quality first teaching</p> <ul style="list-style-type: none"> <li>- Explicit teaching</li> <li>- Scaffolding</li> <li>- Cognitive and metacognitive strategies</li> <li>- Flexible grouping</li> </ul> <p>AFL- flexible groupings</p> <p>Monitoring system in place to review teaching and create coaching style plans for teachers</p> <p>Moderation of books in staff meetings to review practise and progress</p>	£2000	<p>All pupils to make accelerated progress in order to close the gaps created by the lockdowns.</p> <p>Lessons are engaging and high quality. Children can be seen to be absorbed in their learning.</p> <p>Children learn more and remember more</p> <p>Children with additional learning needs can access the curriculum within their classroom and are supported to reach aspirational levels.</p> <p>Phonics checks level to rise to 85% pass rate.</p>

		<p>PPM- to review progress and identify how next steps can support good quality teaching</p> <p>Support from SENCO to advise on how children with SEN can be provided for within class setting and with interventions where needed.</p> <p>Ramsbury Hub phonics training and resources</p> <p>Regular review of staff well being.</p> <p>Purchase of richer reading books to support access to real books which majority of children do not have at home.</p>	£2000	<p>More children read for pleasure.</p> <p>Children are exposed to a greater range of vocabulary.</p>
Pupil assessment and feedback	<p>High quality assessment is essential to great teaching helping us to understand what pupils have (and have not) learned. Targeted diagnostic assessments can help teachers to monitor pupils' progress.</p>	<p>Use of Salford to identify reading levels</p> <p>Use of NFER to identify progress made from November and previous year (pre pandemic). Use standardised score as comparison for loss/progress. Carried out at end of March. Repeat in late June.</p> <p>Use NFER diagnostic tool to identify gaps in</p>	<p>£1700 NFER tests per annum</p> <p>£70 Renfrew</p>	<p>Staff are aware of gaps in learning and can plan for progress.</p> <p>Staff are aware of strengths and weaknesses in children's reading and can target support accordingly to ensure progress.</p>

		<p>learning- programme developed to ensure gaps are taught</p> <p>Use range of assessments to identify entry and exit points for children with SEN or children starting catch up interventions.</p> <p>Use of end of unit assessments and knowledge review in all subjects.</p> <p>PPM to discuss progress of children and identification of next steps/children requiring additional support. Class teacher/Head/SENCO/Dept leader.</p>		<p>Entry and exit point data will ensure that intervention has impact and can be changed if this is not the case.</p> <p>Tailored discussions around the progress of individual children leads to bespoke planning and improved outcomes.</p>
<p>Transition support and ongoing remote education</p>	<p>All pupils will need support to transition back to school. There are particular challenges to support pupils transitioning to a new school. Focusing on high-quality remote learning will continue to be valuable for pupils.</p>	<p>Additional time on the curriculum was given to pastoral and social opportunities within curriculum subjects in both September and in March/April. See wellbeing box for details.</p> <p>PSA advisor continued to support families regarding transition or issues that had been faced at home during lockdown.</p> <p>ELSA has picked up groups/individuals that have struggled emotionally since the return. Other children have been given time to talk.</p>	<p>No additional cost</p>	<p>Children are happy to attend school. They attend well - above 96% as a whole-school target Target FSM attendance 96% Target SEN attendance 96%</p> <p>Families feel supported by the school.</p> <p>Children are ready and make a positive transition to next class or setting in September 21.</p>

		<p>Careful thought is being given to how children will transition into new classes for next year and the structure of EYFS/KS1</p> <p>Liaison work with secondary school, adapted to meet needs of COVID restrictions.</p>		
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## 2. Targeted support

EEF Strategy	EEF rationale	Specific planning for New Close Primary School	Cost	Expected impact
1:1 and small group tuition	There is extensive evidence supporting the impact of high-quality 1:1 and small group tuition as a catch-up strategy. To be most effective, the tuition should be guided by the school, linked to the curriculum, and focused on areas where pupils will most benefit from additional practice or feedback.	<p>Effective selection of pupils</p> <p>Appropriate training for staff</p> <p>Tuition is well planned and resourced</p> <p>Has a clear link to class based learning</p> <p>Feedback is given accordingly</p> <p>Progress is tracked</p> <p>See additional data gathering document</p> <p>See intervention timetable for year ½</p> <p>See intervention timetable for year ¾ and 5/6</p>	£3700	<p>Identified children will make accelerated progress in maths and English.</p> <p>Children will be clear on their targets for success.</p> <p>Tuition will impact on class-based learning.</p>
Intervention	A particular focus for intervention is likely to be literacy and/or numeracy. Effective intervention follows assessment, which can be used to ensure that support is well-targeted and to monitor pupil progress.	<p>Effective selection of pupils</p> <p>Appropriate training for staff</p> <p>Tuition is well planned and resourced</p> <p>Has a clear link to class based learning</p>		<p>Intervention will be tracked for successful impact meaning that children receive evidence based programmes to support.</p> <p>Teachers plan intervention for their class</p>

	<p>Structured, evidence-based programmes are best. Pupils should understand the link between intervention and the learning in class.</p> <p>Sessions are time-limited and delivered by trained teachers or TAs.</p>	<p>Feedback is given accordingly</p> <p>Progress is tracked</p> <p>See additional data gathering document</p> <p>See intervention timetable for year ½</p> <p>See intervention timetable for year ¾ and 5/6</p> <p>Introduction of NELI for identified children in reception- additional training for another staff member for NELI</p>	<p>Free training initially, but ongoing TA costs to deliver interventions from main school grant.</p>	<p>meaning that individual needs are well-known and targeted ensuring best impact.</p> <p>Children show higher levels of basic skills than previously.</p>
<p>Planning for pupils with SEND</p>	<p>Good teaching for SEND is good teaching for all.</p> <p>Teachers are aware of individual learning needs.</p> <p>Creating a positive and supportive environment that promotes high standards and positive relationships can help to ensure pupils can access the best possible teaching.</p> <p>Consistent routines and pro-active approaches to behaviour will support all pupils including those with SEND.</p>	<p>Regular CPD from SENCO to support good provision in class and with those delivering interventions.</p> <p>Children planned for within sessions, clear differentiation and support indicated.</p> <p>Flexible groupings</p> <p>Children with additional needs required to access the curriculum receive wave 1 and 2 support planned for by teacher and delivered by all staff working with those children.</p>	<p>No additional cost</p>	<p>Increased knowledge among staff of SEND and the associated barriers for learning.</p> <p>Person centred approaches ensure all stakeholders are engaged.</p> <p>More children make progress across the curriculum areas due to be able to access lessons and learning.</p>

		<p>SEN passports/MSP- have clear targets which match appropriately with academic/social/behaviour targets</p> <p>Increased ELSA/implementation of Thrive</p> <p>Use Trust provision for key pupils as required</p>		<p>Passports provide rigorous tracking of support and progress.</p>
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3. Wider strategies

EEF Strategy	EEF rationale	Specific planning for New Close School	Cost	Expected impact
Supporting social, emotional and behavioural needs	<p>A sustained focus on supporting pupils' social, emotional and behavioural needs will be needed. Meaningful and manageable assessment will be crucial. A common misconception is that a pupil's well-being is separate from their academic learning.</p>	<p>For the 2021/2022 year- school to receive training to become a Thrive school</p> <p>Thrive Senior Leader practitioner training to begin in September</p> <p>Thrive Whole school training- to begin in September</p>	£549	<p>New Close's environment will be inclusive, supportive and welcoming</p> <p>Teachers will have strong awareness of the emotional needs of the children in their class enabling them to plan learning to support this.</p> <p>Children will become more aware of their emotional learning and how their brain works.</p> <p>Learning Behaviour's will improve resulting in a settled learning environment.</p>

				Children will feel safe and secure that staff understand their needs and can meet them.
Communicating with and supporting parents	<p>Close engagement was critical over the pandemic. Communication will need to be monitored and supported.</p> <p>Providing books and education resources to pupils over the summer may be helpful along with support and guidance.</p>	<p>Transition booklets created for the summer holiday</p> <p>PSA communication</p> <p>TA/teacher communication weekly to parents during lockdown/ bubble closure</p>	£500	<p>Parents will engage with the school in support of their children.</p> <p>Parents will feel connected to the school and know where to ask for help.</p> <p>Parents will be able to further their child's learning journey at home fostering a love of learning.</p> <p>Parents will be involved in the early stages of any issues which arise and be involved in early intervention to prevent issues from escalating.</p>
Access to technology	<p>Pupils' access to technology has been a key factor affecting the extent to which they can learn at home. Technology could also be valuable as pupils return to school to access tuition or support. To support learning, how technology is used matters most. Providing guidance on</p>	<p>Purchase of 15 additional laptops in school. Making a total of 30.</p> <p>These are being used for whole class support.</p> <p>Access to bespoke programmes such as times tables rock stars</p>	£6039 Including laptop storage	<p>Ongoing access to ICT should there be another lockdown.</p> <p>Children can use ICT for recording in lessons.</p> <p>Online interventions can be accessed by children to enable</p>

	<p>how to use the technology effectively is essential.</p>	<p>Access to additional laptops if bubble closure/further lockdown is required.</p> <p>Intervention programmes such as star spell.</p> <p>Waiting for the purchase of IPADS again to support intervention for SEN children and access to technology in class for SEN</p>		<p>progress in basic skills.</p> <p>Use of ICT can remove barriers to learning for children with specific needs.</p>
CPD		<p>Phonics training- starting July 2<sup>nd</sup> and ongoing into 2021/22- all staff</p> <p>Thrive training/CPD.</p> <p>Introduction of the Write Stuff. Led by Sarah Ashton (Acorn English lead) and Hannah Elson (New Close English Lead).</p> <p>Ongoing CPD- planned through normal staff meeting schedule</p>	<p>£6000 (covered by Ramsbury Hub grant)</p> <p>£1443 for childhood practitioner course (from COMF funding)</p>	