

# COVID-19 CATCH UP STRATEGY STATEMENT

Summary information					
School	Long Mead Community Primary School				
Governor	Lesley Broom				
Key Senior Leader	Lizzie Alexander				
Academic Year	2020/21	Total Covid-19 strategy funding	£10,500	Date agreed	October 21

**Reviewed in red – End of term 1 2020**

**Reviewed in green – End of term 2 2020**

**Review in purple – End of term 3 2021**

**Reviewed in blue - End of term 4/Beginning of term 5 – 2021**

**Reviewed in pink – End of Term 6**

Barriers to future attainment and personal wellbeing	
In-school barriers	
<b>A.</b>	Pupils on entry have lower than expected attainment, with many not having met the criteria for meeting the national standards in Maths and English.
<b>B.</b>	The school conducted maths assessments on all pupils following their return from lockdown. Following this analysis, maths fluency showed gaps across the school.
<b>C.</b>	Pupils on entry in our EYFS unit have lower starting points in most areas of learning, in particular, personal, social and emotional development and communication and language.
<b>D.</b>	The school conducted reading fluency and comprehension assessments on all pupils following their return from lockdown. Following this analysis, reading fluency in Reception and KS1 showed lower progress and many of the children below their age expectation and year 3 and 4 showed lower progress in comprehension.
<b>E.</b>	Pupils sometimes find focussing and their attitude to learning in lessons difficult. The school has new behaviour system in place that some children may find difficult.

<b>Desired outcomes (<i>desired outcomes and how they will be measured</i>)</b>		<b>Success criteria</b>
<b>A.</b>	Through quality first teaching, children will make good progress in Maths and English.	Progress will be seen within the children's books and evident through learning walks and deep dives that quality first teaching is take place.
<b>B.</b>	To close the gap of maths fluency within years 2-6. Currently with noticeable gaps, Year 2 = 9/19 Year 6 = 13/22	Gaps will close and children will be able to access maths units for their year groups.
<b>C.</b>	Currently 21% (3/14) pupils are at the expected level in Speaking and 7% (1/14) is at the expected level in Understanding.	All children in pre-school will make at least 3 steps of progress in the areas of Speaking and Understanding.
<b>D</b>	Currently, 15/19 children in Year 2 were below in their reading fluency and colour book band levels.	Reduce the number of Year 2 pupils who are below in their reading fluency. 12/19 children to achieve the phonics standard by the end of year 2.
<b>E</b>	To improve children's attitude to learning and decrease the number of pupils requiring further intervention for class based discussions on lack of classwork and persistent disruption.	All children across the school will know and understand the school vision and values linked to the culture, community and conduct policy. All children across the school will participate in our PSHE scheme. All children in KS2 will participate in our life after lockdown project.

<b>1. Review of expenditure</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PUPIL PREMIUM, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

<p>Progress will be seen within the children's books and evident through learning walks and deep dives that quality first teaching is take place.</p> <p>Positive learning walks and three deep dives have taken place.</p> <p>Quality first teaching evident, as well as support for developing long term memory.</p> <p>Book looks have been positive and actions taken where needed and amended.</p> <p>In the moment marking taking place and acknowledgement marking – a review of the school marking policy has taken place and is to be monitored from T1.</p> <p>Training has continued to take place throughout the year, despite challenges. Subject knowledge and progression of skills evident within observations and through book looks.</p>	<p>To improve the quality of marking and feedback, leading to the progress of all children - Visualizers to be used to support feedback and progression of children within class.</p> <p>Improve assessment approaches throughout the school to ensure high quality teaching and feedback - To use quizzes and other low stake testing to develop long term memory</p> <p>To use diagnostic question to assess children within lessons (quizzes/multiply choice questions – particularly focused on targeting common misconceptions)</p> <p>Engage in professional development programmes to enhance teachers subject knowledge. Further CPD training to be put in place for teachers and leader and additional time throughout the year to be dedicated to staff development. (Subject Knowledge and progression of skills)</p>	<p>EEF suggest that evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils.</p> <p>Deep subject knowledge and a flexible understanding of the content being taught is clearly important, as well as explicit instruction, scaffolding, flexible grouping and cognitive and metacognitive strategies.</p> <p>Through our pillars of excellence development it is evident that quality modelling, scaffolding and addressing misconceptions enhances the learning of individuals, groups and whole class work. It also promotes high expectations and aspirations.</p> <p>Research from the EEF show that feedback strategies typically have an 8 month learning gain.</p> <p>Research from the EEF suggests that planning for effective assessment is integral to supporting teaching. It is important to differentiate between learning that has been forgotten due to extended absence from the classroom and material that hasn't been learnt properly. Effective diagnostic assessment are therefore rooted in classroom. Such as assessment may include the use of verbal questions etc. These low stake approaches have the benefit of more precisely diagnosing gaps in learning and</p>	<p>Learning walks that have taken place from a range of leaders within the school have been successful.</p> <p>Continued. Continued</p> <p>Visualisers have now been purchased and given to classes at the end of term. Teachers to now used them in class to support feedback in class. Further sharing of how these are being used effectively within class to improve marking and feedback.</p> <p>Discussions have taken place about developing Long Term Memory in staff meetings, Inset and through our bundle of webinars. Learning walks show this is taking place. This good practice is again to be shared amongst staff next term and explore how this can move into t3 when children have new topics. Subject leaders to monitor this in planning as stated.</p> <p>Diagnostic questioning - staff training through webinars has taken place. Subject leaders are currently exploring how this can be implemented within their subjects. As stated – discuss during subject leader meeting.</p> <p>CPD that has taken place this term so far:</p> <p>Staff meetings Charanga music</p>	<p>£500 (To purchase 6 visualizers)</p> <p>£1200 (External training and purchase on resources to support) £600 spent</p>
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		<p>informing teaching than broader, time-intensive mock exams. The benefits to pupils are evident, but particularly disadvantaged learners, who are able to build on these solid foundations, receive continuous feedback and support, and consequently feel more confident to access the full curriculum.</p>	<p>INSET – behavior, maths progression, risk plan, Long term memory, literacy development  Intervention  Webinar bundle – formative assessment  Literacy webinars  PE training  Kent webinars  Pe webinars  Maths Kent webinars  Computing audit  Marking and feedback reviews  Sharing of books  Computing scratch training</p> <p>Deep dives planned for, as well as book looks.</p>	
<p>Close the gaps in maths fluency throughout the school in order to access maths units for their year groups.</p> <p>Improvement in weekly arithmetic challenge scores seen across the school. Further support next year needs to continue to close gaps and planned support for fluency. Interventions taking place are supporting learners and progress being seen. Same day interventions are to take place, as well as all classes carrying out weekly arithmetic challenges and end of unit tests.</p>	<p>Small group tuition and 1:1 tuition</p> <p>Pre-teaching units of work</p> <p>Fortnightly monitoring via subject leader to ensure coverage and professional conversation.</p> <p>Clear planning to be in place and focused questioning</p> <p>Misconceptions to be addressed rapidly.</p>	<p>Research from the EEF show that small group tuition typically can result in a 5 month gain. Tutoring interventions have been shown to be particularly effective for pupils who are lower attaining in comparison to their cohorts and for those from disadvantaged backgrounds. As such, tutoring can be used as a targeted catch-up strategy for particular pupils. Evidence from EEF consistently shows the positive impact that targeted academic support can have, including pupils who are not making good progress across the spectrum of achievement. To be most effective, creating a three-way relationship between tutor, teacher and pupil is essential, ensuring tuition is guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback. Schools</p>	<p>Tuition is in place and will continue up until Christmas. This will then be reviewed alongside Literacy and Maths leaders.</p> <p>A review has taken place and an evaluation written up this took place alongside tutor and subject leaders. Tuition has been successful and progress being seen in groups and class. Further 6 weeks for most groups and practice of test techniques. No tuition taken place during t3 due to lockdown. Will commence again when all children return to school.</p> <p>Subject maths leader is monitoring maths carefully, including pace of planning and interventions taking place. This is regularly taking place. Currently most teachers are a couple of weeks behind which</p>	<p>£7,200  (2 hours per day for 30 weeks by a qualified teacher)  £2000 spent</p> <p>£500  (External training and purchase on resources to support)</p>

should therefore explicitly plan for how to manage relationships with external tutor and ensure staff have time to influence how these sessions are used and to receive appropriate feedback from tutors and from participating pupils.

Tuition delivered by qualified teachers is likely to have the highest impact.

Research from the EEF suggests that planning for effective assessment is integral to supporting teaching. It is important to differentiate between learning that has been forgotten due to extended absence from the classroom and material that hasn't been learnt properly. Effective diagnostic assessment are therefore rooted in classroom. Such as assessment may include the use of verbal questions etc. These low stake approaches have the benefit of more precisely diagnosing gaps in learning and informing teaching than broader, time-intensive mock exams. The benefits to pupils are evident, but particularly disadvantaged learners, who are able to build on these solid foundations, receive continuous feedback and support, and consequently feel more confident to access the full curriculum.

was expected. From deep dive in maths scheme is supportive and teaching and learning is good. Continued with the scheme through lockdown. Review when children return.

Learning walks have been positive This has continued. Monitoring work through Microsoft Teams and family feedback.

All classes 2-6 use powerpoints to support lessons and good feedback has been given. Clear questioning is being used alongside the powerpoint and misconceptions addressed. Now focus is to develop stem sentences within power points.

Subject leader to meet with teacher during T2 to discuss gaps based on baseline assessment. Action plans have been put in place based on data from year 2 and year 6. Discussions take place as to actions for the multiplication check.

Misconceptions being addressed within lessons and prompt catch up sessions put in place. Pre-teaching sessions in place from year group before where deemed necessary.

Assess gaps when children return to school.

			<p>Testing to take place, alongside teacher judgements at the end of T5 and T6.</p> <p>Tuition is taking place for 3 hours each morning - 4 mornings a weeks. Targeted children across the school in both maths and literacy.</p>	
<p>All children in pre-school will make at least 3 steps of progress in the areas of Speaking and Understanding.</p> <p>NELI programme has boosted children's confidence and speaking and listening for most children in the group, as well as the speech bubbles programme. 3 steps of progress not evident but progress is seen from teachers professional judgements. This is to continue next year – both projects.</p>	<p>Participate in the DfE Reception year early language programme to deliver the Nuffield Early Language Intervention in academic year 2020 to 2021</p> <p>NELI involves small-group and one-to-one language teaching sessions for reception age children identified as needing targeted language support. Children who would benefit from NELI are identified by an initial app-based assessment of pupils' oral language, called LanguageScreen. The intervention is delivered over 20 weeks by 2 trained school staff, such as a teaching assistant. In order for NELI training to be accessible across England in a socially distanced and self-paced manner, an online training model has been developed.</p>	<p>Early language is vital for success later in life yet, as a result of the Covid-19 pandemic, some children entering reception in September 2020 have missed out on more than 20 weeks of early education at a crucial time for their early language development.</p> <p>Several EEF trials have found that NELI improves both children's oral language and early literacy skills. A recent trial of the programme found that children made on average three months of additional progress compared to children in the comparison group – making NELI the most robustly evaluated early language intervention available in England.</p>	<p>Data has now been collated for Nursery and Reception children 100% of Reception children have made progress since Nursery.</p> <p>Early Language programme has been signed up to and resources are currently been purchased to engage with this successfully. This is to begin in January.</p> <p>DFE project has been signed up to and children tested. Training to take place in T3 and results of test to be shared with teachers and HoS delivering the programme.</p> <p>To carefully explore how this intervention will fit into the timetable.</p> <p>Training has now been completed by the 2 lead teachers and LSA. This project is now likely to go into next year as well.</p> <p>NELI project now in place for ___ children in Reception class. This has only been a few sessions so will be evaluated in a couple of weeks time.</p>	<p>£600 (Cover for training costs and money to buy 6 tablets for the group interventions and assessments to take place)</p>
<p>Reduce the number of Year 2 pupils who are</p>	<p>To keep detailed records of reading bands and fluency assessments.</p>	<p>Research from the EEF show that small group tuition typically can result in a 5 month gain. Tutoring</p>	<p>Tuition is in place to support some year 2 children. This will be evaluated during term 2 with</p>	<p>£7,200</p>

<p>below in their reading fluency. 12/19 children to achieve the phonics standard by the end of year 2.</p> <p>12/20 children on track to achieve the phonic standard by the end of the year.</p> <p>All year 3 children continuing with phonics this year.</p>	<p>To monitor year 3 and 4 reading comprehension</p> <p>Small group tuition and 1:1 tuition</p> <p>To purchase Anima phonics for all children in Reception and KS1.</p>	<p>interventions have been shown to be particularly effective for pupils who are lower attaining in comparison to their cohorts and for those from disadvantaged backgrounds. As such, tutoring can be used as a targeted catch-up strategy for particular pupils. Evidence from EEF consistently shows the positive impact that targeted academic support can have, including pupils who are not making good progress across the spectrum of achievement. To be most effective, creating a three-way relationship between tutor, teacher and pupil is essential, ensuring tuition is guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback. Schools should therefore explicitly plan for how to manage relationships with external tutor and ensure staff have time to influence how these sessions are used and to receive appropriate feedback from tutors and from participating pupils.</p> <p>Tuition delivered by qualified teachers is likely to have the highest impact.</p> <p>Anima phonics will allow children to deepen their phonics knowledge within class activities, as well as during their choosing time and if they were to spend time at home due to self-isolation. Engaging and interactive site, linked well to letters and sounds which is our current programme.</p>	<p>subject leaders. Evaluation taken place. Currently not taking place due to lockdown. Review when children return.</p> <p>Anima phonics meeting has taken place with HoS and Phonics leader. Discussions with P leader and business manager to take place next week. Purchased. To begin to use in T3. Using whilst at home.</p> <p>Some year 2 pupils are currently behind in their phonics this term and need to catch up. Additional sessions to be put in place for the whole class. Additional sessions in place delivered by class teachers and also 3 children twice a week with tutor. Good progress is being made in phonics. Currently not taking place due to lockdown. Review when children return.</p> <p>Literacy and phonics leaders to meet with class teacher to discuss how triangulation of phonics lessons, reading books and guided reading books align. To evaluate the impact of this. This is part of the literacy deep dive planned for 11/12/21 Deep dive did not take place due to lockdown. This is to be postponed until term 5.</p> <p>Literacy leaders to have professional dialogue with year 3/4 teacher based on reading comprehension after term 1.</p>	<p>(2 hours per day for 30 weeks by a qualified teacher) (Included within budget cost above already) £2000 as above.</p> <p>£500 Anima phonics</p>
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			<p>Has this improved? What is the class putting in place to support the lower than expected test scores?</p> <p>To further monitor during deep dive planned for 11/12/21. Deep dive did not take place due to lockdown. This is to be postponed until term 5.</p> <p>Deeop dive due to take place this term – will be focusing on phonics and links with reading.</p>	
<p>To improve children's attitude to learning and decrease the number of pupils requiring further intervention for class based discussions on lack of classwork and persistent disruption.</p> <p>From the learning walks, deep dives and SIP review the atmosphere throughout the school is calm and positive. There are however some children requiring much further intervention and support. Attitude to learning and stamina to continue to be a focus next year.</p>	<p>All of KS2 to engage in our Life After Lockdown PSHE programme.</p> <p>The Covid-19 Pandemic has had a huge impact on students' well-being across the nation, bringing unprecedented changes to their every day lives. The pandemic has altered the way in which schools are able to support students, highlighting the need for a creative approach to the way in which we as educators can work. The Life After Lockdown programme has been created to allow schools access to meaningful and flexible wellbeing sessions that can be delivered both online and in the classroom. Not only does this programme support students' wellbeing throughout these unprecedented times, but it also ensures that students are equipped with the vital tools to successfully overcome life's challenges as</p>	<p>Strengthening Minds Programmes: Over the past 5 years, Strengthening Minds has established itself as one of the leading providers of emotional wellbeing interventions, successfully supporting young people in making long lasting behavioral changes. To date, Strengthening Minds supports over 50 schools nationwide in delivering our unrivalled packages of support. Our programmes have been created to ensure a cost effective and a sustainable solution to positively tackling mental health and wellbeing. The emotional wellbeing of students continues to be a priority in schools across the country. We are all greatly aware of the damaging impact that poor wellbeing can have on our students. Not only can these feelings lead to long lasting emotional damage, but they can also affect students' ability to interact positively with others, leading to poor behaviour and</p>	<p>Life after lockdown project to begin in term 2.</p> <p>Successful project so far which most of the children are enjoying and participating in. More children are sharing their ideas and thoughts and thinking about 'what's next'. Booklets take a lot of time to complete so some aspects of the scheme are to take place verbally instead of always written. Targets within the programme are being used for the children to set themselves each week. This has some success but children need to really focus on themselves and not a generic target.</p> <p>Has not taken place this term. Will pick up with all children in KS2 when they return to school but not necessarily using the workbooks.</p> <p>Learning breaks and active breaks have taken place for most classes to support them in</p>	<p>£995 – funded by Clarion Housing</p> <p>£150 to print booklets – funded by United Living</p>

	<p>we get to grips with the 'new normal'. This effective programme allows students to participate in weekly sessions that genuinely help them to explore their feelings towards what has been a highly difficult time. The programme also provides an opportunity to break bad habits, find motivation and prepare for life post-lockdown</p>	<p>academic disengagement. The need for this intervention is more prevalent than ever; many students have been, and in some cases continue to be, isolated from their natural school environment, bringing feelings of stress, fear and anxiety. If these needs are not met, the ability to teach students will be more difficult than ever. A lack of motivation to learn, anxiety of being around others and a genuine unwillingness to engage are just a few of the problematic challenges schools will have to combat. The Life After Lockdown Programme addresses all these issues and more, providing effective support that will enhance our students' wellbeing during, and long after, these unprecedented times pass.</p>	<p>their concentration. Clear consequences and following of behavior expectations. Meeting with parents taking place.</p>	
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