

Sampford Peverell C of E Primary School

Covid-19 Catch Up Plan

Summary Information			
Total number of pupils	88	Amount of catch-up	£80
Total catch-up premium budget: £7040			

Rationale:

Following the 2020 lockdown due to the COVID-19 pandemic, schools have received an additional amount of money to provide catch-up support for those pupils that require it. At Sampford Peverell C of E Primary School, in order to utilise this additional funding in the best possible way, we have considered closely the research and advice put forward by the EEF, I CAN and No More Marking, and used timely assessments of both children's academic and personal development needs to inform our decisions. The table below outlines our intentional spend with a rationale accompanying each decision.

Action plan with planned expenditure for academic year 2020_21

Teaching and whole school strategies: <ul style="list-style-type: none"> – Supporting great teaching – Pupil assessment and feedback – Transition support 				
Action	Rational	Implementation	Cost	Impact
Quality first teaching including remote learning.	‘Providing opportunities for professional development—for example, to support curriculum planning or focused training on the effective use of technology—is likely to be valuable.’ EEF	Staff meetings will allow for focused planning and training.	£0	
	‘Manipulatives and representations can be powerful tools for supporting young children to engage with mathematical ideas.’ EEF	Purchase of manipulatives to support the teaching of maths.	£600	

	<p>'Manipulatives (physical objects used to teach maths) and representations (such as number lines and graphs) can help pupils engage with mathematical ideas.' EFF</p> <p>'Ensuring the elements of effective teaching are present – for example clear explanations, scaffolding and feedback – is more important than how or when they are provided. There was no clear difference between teaching in real time ("synchronous teaching") and alternatives ("asynchronous teaching").' EEF</p> <p>'For many children and young people with speech, language and communication needs (SLCN), the impact of lockdown and being out of school for so long will be more severe. This is compounded by the loss of access to speech and language therapy, especially when many therapists were redeployed to support colleagues across the NHS.' I CAN</p> <p>'Transition is especially important for pupils with SEND and those from disadvantaged backgrounds. The research is clear that these groups are most at-risk of a decline in educational outcomes following the transition to secondary school.' EFF</p>	<p>Purchase webcams, graphic tablets and pens and laptop sleeves.</p> <p>Dedicated staff meeting time to develop remote learning offer.</p> <p>Staff CPD on Speech, language and communication needs.</p> <p>SENDco only works one day a week so overtime to be paid to ensure time is set aside to support those transitioning to high school.</p> <p>SENDco attended training on the impact of Covid on SEND pupils.</p> <p>Release time for teachers so that they can go spend time observing and getting to know the children who will be in their class in September.</p> <p>Overtime paid for extra TA support in Y5/6 class so</p>	<p>£300</p> <p>£0</p> <p>£100</p> <p>£200</p> <p>£105</p> <p>£150</p> <p>£1700</p>	
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		that intervention can happen at the point of teaching in order that Y6 make accelerated progress.		
	<p>‘Comparative Judgement assess open-ended work more reliably than traditional marking...Research has shown the process to be as reliable as double marking, but much quicker.’ No More Marking</p> <p>‘In October 2020, the organisation “No More Marking” published their analysis of a writing exercise carried out by over 116,000 <i>Year 7 students at the start of the academic year. Through an assessment of pupils’ work they concluded that the work pupils produced was similar to that of year 5 pupils from an exercise in November 2019.</i>’ DfE Report on Lost Learning</p>	Purchase assessing primary writing from No More Marking to support teachers in assess writing and plan targeted next steps.	£595	
	<p>‘Fluent reading supports comprehension because pupils’ cognitive resources are freed from focusing on word recognition and can be redirected towards comprehending the text.’ EEF</p>	Purchase Accelerated Reader Middle Years books with low ZPD so that they are at the appropriate level and interest for KS2 struggling readers so that fluency can be developed.	£690	
	<p>‘Setting aside time to enable teachers to assess pupils’ wellbeing and learning needs is likely to make it easier for teachers and other school staff to provide effective support.’ EEF</p>	Dedicated time given to assess pupils’ wellbeing and learning needs when they return.	£0	

Targeted approaches:

- One to one and small group tuition
- Intervention programmes

Action	Rational	Implementation	Cost	Impact
Small group tuition	‘There is extensive evidence supporting the impact of high quality 1:1 and small group tuition as a catch-up strategy.’ EEF	4 teachers, 1 HLTA and 1 TA will carry out a 13-week tuition programme for 1 hour a week each.	£2000	
Intervention programmes	<p>‘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.’ EEF</p> <p>‘Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.’ EEF</p>	<p>From September these interventions will be in place: Maths - counting to calculating, Plus one and Power of 2. Those children in KS2 with weak phonics knowledge will have access to decodable books from the phonics book Rescue Series and Totem Series. Extra RWI sessions for those children in Y2 who did not meet the Y1 phonics screening and those children in Y1 who are at risk of not passing the Y1 phonics screening.</p>	£450	

	'Early intervention has great potential to narrow this gap, and the Nuffield Early Language Intervention has previously demonstrated considerable promise.' EEF	TA and teacher will need to be released to compete training so that NELI intervention can be delivered.	£150	
Wider strategies: – Supporting parent and carers – Access to technology				
Action	Rational	Implementation	Cost	Impact
Supporting parents and carers	'There is a risk that high levels of absence after the summer pose a particular risk for disadvantaged pupils.' EEF	Identify children at risk of low attendance and keep in regular contact with parents. Put in place quick interventions when attendance falls so that parents can be supported. Provide regular and supportive communications with parents and carers.	£0	
Access to technology	'Pupils' access to technology has been an important factor affecting the extent to which they can learn effectively at home. In particular, lack of access to technology has been a barrier for many disadvantaged children.' EEF	PTFA and Parish magazine donated money so that we could purchase 16 chrome books.	£3304 (no cost to school as donation)	This meant that all children who needed a laptop where loaned one by the school.