

Pauntley Primary School Covid-19 'Catch up funding' plan

1. Summary information			
Academic Year	2020-21	Total Covid-19 catch up budget	£2146
Total number of pupils	47	Monitored by	TL

Known impact of Covid-19 school closure	<ul style="list-style-type: none"> - Increased gaps in reading, writing and maths for those pupils who were unable to engage fully with home learning during lockdown - Social, emotional and mental health needs of children exacerbated by the circumstances of lockdown – resilience, attitude to learning etc
Key priorities	<ol style="list-style-type: none"> 1. Ensure all children are attending school regularly 2. Ensure children are emotionally ready for returning to formal learning 3. Ensure consistent and high-quality teaching and learning across the Federation 4. Ensure SEND and PP children receive the necessary interventions 5. Ensure identified children have necessary catch up interventions – Appointment of additional Teaching Assistant 6. Ensure all children’s home learning is not inhibited due to the lack of technology available or lack of engagement with the resources

1. Ensure all children are attending school regularly					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children are on time and at school every day School attendance is 95%+	Liaison with individual families as necessary 3 day absence welfare check	Small school – all children are dropped off Phone call made by class teacher to 'check-in' – develop parent/teacher relationships	<ul style="list-style-type: none"> • Teachers on the playground at start/end of day 	HT	Termly

2. Ensure children are emotionally ready for returning to formal learning

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children settled into new classes and have adapted back to 'school life'.	Regular PSHE lessons in Autumn 1 and then utilised in Autumn 2 onwards where necessary	Staff will have an understanding of individual worries and concerns – targeted Soc/Em support can be given where identified	<ul style="list-style-type: none"> Teacher feedback in staff meeting HT monitoring 	Staff team HT	Termly

3. Ensure consistent and high-quality teaching and learning across the Federation

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Reading to be prioritised in the classroom and extra support provided for disadvantaged pupils	Teachers will specifically monitor the amount of reading at home and the amount of reading progress being made by disadvantaged children within their classes. Once they have identified those children who are not reading regularly at home or are not making appropriate progress, they will show evidence of adjusting whole class reading approaches, will target specific children and will actively find different ways to encourage the enjoyment of reading with disadvantaged pupils.	Reading is the cornerstone of learning and leads to lifelong learning. The evidence from the numerous research studies encourage the raised profile of reading within schools. There is also evidence that children who are well-read and confident readers are more resilient and cope better with trauma.	<ul style="list-style-type: none"> All staff will monitor reading amounts each week Staff to discuss concerns with home support with parents Identified children to have additional support in the classroom 	HT	Termly
Parents and pupils have support for their individual pastoral and emotional needs, every day.	Pastoral Support Leader.	Pupils are supported in appropriate ways and staff understand the needs of the pupils better.	<ul style="list-style-type: none"> Monitoring of achievement and progress data as well as qualitative records. Pupil and Parent questionnaires (Jan). Teachers will monitor attitudes to learning. Attendance will be monitored. Behaviour logs will be monitored. 	HT	Termly reviews

All children to have quality access to adult support within class.	Additional teaching assistant support within class.	Evidence shows that when schools manage teaching assistants effectively and when teaching assistants have appropriate training, teaching assistants can be effective within class and can accelerate learning.	<ul style="list-style-type: none"> Regular teaching assistant meetings. Teaching assistants are paid for planning meetings before school where lessons are discussed, pedagogy explained, targeted support explained and interventions evaluated. 	HT	Termly
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4. Ensure SEND and PP children receive the necessary interventions

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children who are eligible for pupil premium funding have targeted, individualised support for reading, writing and maths as necessary	Tailored interventions targeted at the children's ability, whether higher, middle or lower attaining where progress is deemed to be faltering	Evidence has shown that through interventions that are individualised, that are regularly reviewed and that are targeted at the children's current learning position, learning will be accelerated	<ul style="list-style-type: none"> Class teachers will have regular planning meetings with teaching assistants to review interventions Teachers and teaching assistants will weekly review the effectiveness of interventions and alter as necessary Teachers to use SMART targets that address the child's specific need 	HT	Termly
Pupils with additional social, emotional and mental health needs receive additional tailored, targeted support as necessary.	Individual or group work using evidence based intervention appropriate for their specific needs applied as necessary	Children who struggle with emotional literacy also find it difficult to communicate effectively in class, maintain appropriate relationships and to reach their academic potential in reading and writing.	<ul style="list-style-type: none"> Class teachers will have daily planning meetings with teaching assistants to review interventions Teachers and teaching assistants will weekly review the effectiveness of interventions and alter as necessary Teachers to use SMART targets that address the child's specific need 	HT	Termly

**5. Ensure identified children have necessary catch up interventions
Covid-19 catch up funding used to employ a TA (supplemented by school budget)**

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children who have missed school due to family self-isolation have the ability to go through their home learning to ensure they are up to speed with their peers in class	1:1/small group support with a TA to go through home learning work to ensure the children understand the objectives and	Although children will have had access to the same curriculum content as their peers in school, they will not have received the same level of teacher/TA input. This process will go some way to address this.	<ul style="list-style-type: none"> Class teacher to identify those in need of additional support based on feedback from home learning Class Teacher and 1:1 TA to feedback the gaps/areas that need addressing 	Class teachers	Termly
Children who have missed school due to year group 'bubble' isolation have access to additional TA support should it be required	1:1/small group support with TA to fill gaps in learning/understanding from home learning – identified by class teacher	Although all children will have had access to the same home learning content, not all children will have been able to access it consistently. This process will provide them with time and additional input to go through any areas they may have found challenging or to recover any content that may be required.	<ul style="list-style-type: none"> Class teacher to identify those in need of additional support based on feedback from home learning Class Teacher and 1:1 TA to feedback the gaps/areas that need addressing 	Class teachers	Termly

6. Ensure all children's home learning is not inhibited due to the lack of technology available or lack of engagement with the resources

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children able to access home learning packs Children able to have virtual contact with class teacher and peers	<ul style="list-style-type: none"> - Paper copy sent home when isolation occurs - Work packs posted on school website - Microsoft Teams accounts 	Some children do not have ability to print work Work packs follow the same structure and coverage of the learning that takes in place school so it is familiar to the children	<ul style="list-style-type: none"> Class Teachers to organise and co-ordinate home learning packs Class teachers to monitor work for their own class and responsible for virtual meetings Class teachers to feedback to HT any concerns or issues that arise from pupils and/or parents 	HT Class Teachers	After each isolation period

	<ul style="list-style-type: none"> - Microsoft Teams used as virtual meeting platform. 2xdaily sessions with class teacher – When school IT provision allows - Teachers to currently deliver two zoom sessions for isolated classes - Class email used for children/families to submit work and teachers to feedback or answer questions/queries 	<p>Ability to submit work and receive feedback provides children with an incentive to complete home leaning</p> <p>Virtual meetings are important for children's mental health and well-being</p>			
<p>All children to have access to technology to allow them to take part in virtual meetings</p>	<ul style="list-style-type: none"> - DfE and LA laptops have been acquired and set up - When a family or bubble isolates, families who require the technological support are identified - The school currently does not have the facility to set up laptops on site – This is dependent on the broadband installation. 	<p>Children who do not have access to technology are able to take part in virtual meetings and access the home learning remotely</p>	<ul style="list-style-type: none"> • Class teachers identify the families that require the support and liaise with them directly and discretely 	<p>HT</p>	