

Covid-19 catch-up strategy: Dame Janet Primary Academy

1. Summary information			
School	Dame Janet Primary Academy		
Academic Year	2020-2021	Total Covid-19 premium	£32,000
Total number of pupils	404(incl. Nursery)	Date for next internal review of this strategy	End of term 3
Covid catch-up lead	Mrs G Sherwin	Chair of Governors	Mr R Silk

2. Rationale
 Early research has shown that the Covid-19 pandemic has seen a significant impact upon the education of children nationwide. It is believed that the impact of the lost time in education will be substantial and schools will need a clear strategy in order to diminish the attainment gap between pupils. At Dame Janet we also recognise that we will need to ensure that the mental health and wellbeing of pupils remains a high priority.

<u>FUNDS:</u>	<u>THE EDUCATION ENDOWMENT FOUNDATION RECOMMENDATIONS:</u>
<p>Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a coronavirus (COVID-19) support guide for schools with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.</p>	<p>The Education Endowment Foundation (EEF) has found that the effectiveness of remote teaching is determined by many of the same factors as determine the effectiveness of live classroom teaching. For example:</p> <ul style="list-style-type: none"> • ensuring pupils receive clear explanations • supporting growth in confidence with new material through scaffolded practice • application of new knowledge or skills • enabling pupils to receive feedback on how to progress <p>The EEF advises:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> • Supporting great teaching • Pupil assessment and feedback • Transition support <p>Targeted approaches</p> <ul style="list-style-type: none"> • One to one and small group tuition • Intervention programmes • Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> • Supporting parent and carers • Access to technology • Summer support

3. Barriers to attainment

In-school and external barriers

A.	Lower attainment due to significant loss of teaching and learning during the national lockdown
B.	Disparity gap between children who were encouraged to engage in home-learning compared to those who did not engage.
C.	Access to remote learning – including access to technology, understanding of platforms being used
D.	Bubble closures, switching learning to a remote offer
E.	Attendance directly related to Covid-19: self-isolation of household members
F.	Attendance related to Covid-19 anxieties, inability for single parent households to get children to school during sibling bubble closures
G.	Other external factors – family financial hardship, Covid-19 related illness
H.	Time out of Nursery and other EYFS settings has a detrimental effect on the PSED and language acquisition of pupils
I.	Emotional resilience of pupils may be affected

IDENTIFIED IMPACT OF LOCKDOWN

The COVID-19 Recovery plan ensured staff were able to focus on a safe return to school - reinstate relationships, establish new routines and rules and support the mental health and wellbeing of the children. The children's mental health and resilience has been typically encouraging and their attitudes towards learning remain positive however their learning stamina and gaps in learning needs intense support.

MATHS	<ul style="list-style-type: none"> • Large chunks of the curriculum have been missed so children are joining new year groups without the prior knowledge or consolidation of the previous year. • Specific content of knowledge and skills has been missed resulting in gaps in learning in all year groups. • Recall of basic skills has been impacted – children are not able to recall taught calculation strategies. Times table recall is the most problematic, children having forgotten them as they weren't applying and using them for so long. • Headship and subject leaders have been unable to monitor their subject with the same level of rigour due to COVID restrictions.
READING	<ul style="list-style-type: none"> • Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. However, children are less fluent in their reading and the gap between those children that read widely and those children who don't is now increasingly wide. The bottom 20% of readers have been disproportionately affected. • Children have missed out on early reading skills meaning they have been placed at a disadvantage in comparison to previous cohorts. • Phonics - specific gaps in phonics and recall • Reading stamina has reduced across the school with children having less access to quality texts. • Headship and subject leaders have been unable to monitor their subject with the same level of rigour due to COVID restrictions.
WRITING	<ul style="list-style-type: none"> • Children have lost essential practising of writing skills and fluency in writing. Those children who have maintained writing throughout lockdown are less affected, however those engaged in remote learning the least need additional support in writing stamina, improving their motivation and their understanding of effective sentence and text structure. • Gaps in Early writing skills due to lack of phonic knowledge, sentence building and grammar. • Fine motor skills are under developed. • Significant gaps in SPAG knowledge impacting on

	sentence and text level work. • Headship and subject leaders have been unable to monitor their subject with the same level of rigour due to COVID restrictions
FOUNDATION SUBJECTS	There are significant gaps in knowledge – whole units of work have not been taught in every year group. Children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. • Children have missed out on the curriculum experiences e.g., trips, visitors and enriched experiences. This continues to be the case as we continue to work in a pandemic • Headship and Subject Leaders have been unable to monitor their subject with the same level of rigour due to COVID restrictions.

4. Planned expenditure				
Academic year	2020-2021			
Desired outcome	Chosen action / approach	Staff lead	Review date	Impact (once reviewed)
Teaching and learning				
Rapidly close the attainment gaps for identified children through additional tutoring.	Using NTS tests from November, phonics screening, Key Stage 2 mock SATs and Star Reader assessments the school will identify the key children who will receive additional tutoring, with an initial focus on developing reading fluency, skills and comprehension. <i>8x 30 minute sessions per week.</i> £13,175	GS/ BT	Termly	
Diminish the attainment gap between children who were unable to engage in home-learning.	Additional teacher contracted from Easter 2021 to support and strengthen the core skills and understanding of pupils across the school. <i>3x whole days</i> £6730	GS/SH	Termly	
Greater access to remote learning for pupils with barriers to accessing online learning.	Purchase homework books (CGP) across a range of subject areas in order that increased practice of key skills will support retrieval of previously learned concepts. £1094	LB	Termly	

<p>Supporting parents and carers: Home-learning opportunities will afford the children greater independence and increase the likelihood that parents can sustain home-learning.</p>	<p>Home-learning available on website for children who are shielding or self-isolating. Google Meets in October to develop relationships with parents.</p> <p>MyOn online reading platform: personalised digital library with access to over 6,000 books. Access for all year groups. £2000</p>	<p>GS</p> <p>GS/LB</p>	<p>Termly</p>	
<p>Increase the progress of pupils identified with SEN in their last year of Primary Education to better prepare them for Secondary Education</p>	<p>Additional teacher to support learning of core subjects in Year 6 with pupils identified with SEN.</p> <ul style="list-style-type: none"> • Highly differentiated curriculum. • Termly progress tracked by SENCO • New provision map introduced • Increase in interventions • Continued links with outside agencies including Specialist Teaching and learning plan reviews. <p><i>2x mornings, weekly</i></p> <p>£6076</p>	<p>GS/RM</p>	<p>Weekly, termly</p>	
		<p>Total budgeted cost: £29,075 Left to allocate: £2,925</p>		