

# COVID - 19 Costed Catch Up Strategy

2020 - 2021

| 1. Summary information |                       |                       |       |
|------------------------|-----------------------|-----------------------|-------|
| School                 | Shaftoe Trust Academy | Total Catch Up budget | £8320 |

| 2. Autumn 2019 Assessment - % of pupils at Age Related Expectations at last data capture prior to COVID-19 Taken from Dec 2019 WISE scorecard |                         |                         |                        |
|---|-------------------------|-------------------------|------------------------|
| CURRENT YEAR GROUP  | Reading                 | Mathematics             | SPAG                   |
| Current Year 2<br>PP 1/5 - 20%  | All - 100%<br>PP - 100% | All - 100%<br>PP - 100% | All - %<br>PP - %      |
| Current Year 3<br>PP 4/15 - 27%   | All - 67%<br>PP - 50%   | All - 60%<br>PP - 25%   | All - 40%<br>PP - 25%  |
| Current Year 4<br>PP 3/19 - 16%   | All - 65%<br>PP - 67%   | All - 70%<br>PP - 67%   | All - 64%<br>PP - 50%  |
| Current Year 5<br>PP 3/18 - 17%   | All - 78%<br>PP - 67%   | All - 67%<br>PP - 67%   | All - 89%<br>PP - 100% |
| Current Year 6<br>PP 3/16 - 19%   | All -80%<br>PP - 100%   | All - 73%<br>PP - 100%  | All - 80%<br>PP - 100% |

| 3. Autumn 2020 Baseline Assessment - % of pupils at Age Related Expectations |                       |                       |                        |
|--|-----------------------|-----------------------|------------------------|
|  | Reading               | Mathematics           | SPAG                   |
| Year 2<br>PP 2/7 - 29%   | All - 57%<br>PP - 50% | All - 71%<br>PP - 50% | All - 57%<br>PP - 50%  |
| Year 3<br>PP 5/16 - 31%  | All - 25%<br>PP - 0%  | All - 31%<br>PP - 0%  | All - 31%<br>PP - 0%   |
| Year 4<br>PP 2/19 - 11%  | All - 53%<br>PP - 0%  | All - 53%<br>PP - 0%  | All - 68%<br>PP - 100% |
| Year 5<br>PP 4/15 - 26%  | All -36%<br>PP - 75%  | All - 29%<br>PP - 25% | All - 50%<br>PP - 75%  |
| Year 6<br>PP 3/17 - 18%  | All -75%<br>PP - 100% | All - 75%<br>PP - 67% | All - 69%<br>PP - 67%  |

#### 4. Barriers to future attainment

The majority of pupils have not accessed school for over 5 months meaning that barriers to future attainment are significant. These include:

|           |   |
|-----------|---|
| <b>A.</b> | Basic skills in reading, writing, SPAG and mathematics may be significantly below age related expectations.   |
| <b>B.</b> | Key elements of the curriculum in foundation stage subjects as well as science and RE have been missed.   |
| <b>C.</b> | Widening gaps between pupils who have not been supported at home with learning and those who have.  |
| <b>D.</b> | Pupils' mental health may have been significantly affected during the pandemic for a number of reasons such as bereavement, lack of socialisation, lack of routine. |
| <b>E.</b> | Pupils' behaviour and ability to comply with school routines may have been adversely affected.  |
| <b>F.</b> | Pupils' physical health may have been significantly affected during the pandemic due to lack of exercise and unhealthy food.  |
| <b>G.</b> | Parents / carers may not send their children to school due to concerns over whether they will be exposed to COVID – 19.   |

#### 5. Desired outcomes

|           | <i>Desired outcomes</i>  | <i>Measure</i>  |
|-----------|--|---|
| <b>A.</b> | Pupils catch up basic skills in reading, writing, SPAG and mathematics to what they were prior to the COVID-19 outbreak. | Summer 2021 assessments compared with summer 2019 assessments.                            |
| <b>B.</b> | Core knowledge is prioritised for teaching in foundation stage subjects / RE and science.                                | Plans detail core knowledge that is being prioritised.                                    |
| <b>C.</b> | Pupils who are furthest behind their normal ability are prioritised for catch up.  | Catch up evident from autumn baseline 2020 assessment compared to summer 2021 assessment. |
| <b>D.</b> | Pupils whose mental health has been affected during the pandemic are prioritised for support.                            | Friends Resilience assessments  |
| <b>E.</b> | Pupils quickly settle into school routines and adhere to the school behaviour policy.                                    | Observation of behaviour in school. Measure of incidents of disruptive behaviour.         |
| <b>F.</b> | Pupils physical health improves.   | Observations of pupil's ability to complete physical activity                             |
| <b>G.</b> | Level of attendance improves to pre-COVID levels.  | Comparison of weekly and overall attendance with 2019 / 2018 levels.                      |

## 6. Planned expenditure

Academic year

2021-2021

The three headings below enable schools to demonstrate how they are using the Catch Up funding to catch up on lost learning or all, provide targeted support and support whole school strategies.

### i. Quality of teaching for all

| 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?   |
|--|---|---|--|---|--|
| <p><b>A:</b> Pupils catch up basic skills in reading, writing, SPAG and mathematics to what they were prior to the COVID-19 outbreak.</p> <p><b>C:</b> Pupils who are furthest behind their normal ability are prioritised for catch up.</p> | <p>Reviewed and adjusted all approaches to the teaching of reading, writing, maths and SPAG (Year 1-Y6) in preparation for September 2020. Ensure texts are appropriate to enable children to practise skills of scanning the text to find key words and ideas.</p> | <p>Use Talk for writing approach but some children will require pre-teaching to maximise lessons. Also needed to more closely link SPAG to writing and have greater clarity on what SPAG concepts need to be taught discreetly. Subject Leads will review gaps in knowledge and make key adjustments. All staff have received training.</p> <p>Use WISE reads and review with staff and adjusted to target specific challenges Shaftoe children are having. All staff had training. Texts are of appropriate challenge and accessibility and planning addresses specific skills from GAP analysis. Ensure texts are appropriate to enable children to practise skills of scanning the text to find key words and ideas.</p> <p>Use WISE Maths but needed to be adjusted to suit Shaftoe specific themes. Reviewed and adjusted alongside Director of T&amp;L and adjusted to cater more effectively for Shaftoe children. All staff have received training.</p> | <p>Use funding to ensure pupils are taught basic skills in Year group classes.</p> <p>Year group work discussions using pupil books and teacher observations as a guide.</p> <p>Monitoring in line with monitoring schedule - to include book scrutiny and lesson observations</p> <p>WISE assessment data captures to measure impact of revised initiatives.</p> <p>EYFS - Blast Maths half termly assessments, Blast Maths grids on AfL to monitor progress on a daily/weekly basis. Daily Maths teaching with opportunities to revisit throughout the week using CPA.</p> | <p>CH</p> <p>VB</p> <p>JP</p> <p>SL</p> | <p>December 2020</p> <p>February 2021</p> <p>April 2021</p> <p>July 2021</p> |

|  |   |  |   |                                |   |
|--|---|--|---|--------------------------------|---|
| <p><b>A:</b> Pupils catch up basic skills in reading, writing, SPAG and mathematics to what they were prior to the COVID-19 outbreak.</p> <p><b>C:</b> Pupils who are furthest behind their normal ability are prioritised for catch up.</p> | <p>Basic Skills taught in Year group classes</p>                        | <p>Qualified teachers can provide more personalised and targeted Quality First Teaching and more frequent feedback to assist pupil catch up. (EEF strategy, moderate impact measured to date)</p>                              | <p>Regular year group work discussion groups held to talk about specific children, their barriers and next step actions to secure swift catch up. Supervision and wrap around support from SLT throughout</p> <p>Regular data capture and team analysis for gaps and adjust planning/ lesson content and targeted interventions accordingly.</p> <p>EYFS - LA groups quality first teaching given by teachers.<br/>Interventions picked up with both teachers and support staff.<br/>Daily Phonics linked to Launchpad and statements linked to phonics phases taught.<br/>Bottom 20% of children monitored formally on Launchpad.</p>  | <p>CH<br/>VB<br/>JP<br/>SL</p> | <p>December 2020<br/>February 2021<br/>April 2021<br/>July 2021</p> |
| <p><b>B:</b> Core knowledge is prioritised for teaching in foundation stage subjects / RE and science.</p>   | <p>Redesigned curriculum model and guidance for staff to priorities</p> | <p>Prior year evidence monitoring showed that foundation subjects and specific units of work were covered but key concepts/ knowledge from prior year was not deepened or revised. This resulted in key gaps in knowledge.</p> | <p>Prior to a new topic, class teachers will complete a prior learning task and assessment before they start new learning, to identify gaps or pre existing knowledge (paired task, KWL grid, retrieval quiz)</p> <p>Retrieval practice used in all lessons to link to prior learning from previous year, term and lesson to recap and draw on knowledge</p> <p>Knowledge organisers created by teams of staff to ensure core knowledge is taught in each unit of work across the year in all foundation subjects.</p> <p>If identified - longer periods of time available to cover units to allow for knowledge and skills missed in Spring and summer 2020 to be taught. Look at which projects can be shortened to accommodate.</p> <p>Termly work discussions and supervision when planning foundation subjects</p> <p>New Homework Strategy introduced to enable us to plug curriculum gaps using Knowledge Organisers</p> | <p>CH<br/>VB<br/>JP<br/>SL</p> | <p>December 2020<br/>February 2021<br/>April 2021<br/>July 2021</p> |

|  |  |  |  |   |  |
|--|--|--|--|---|--|
| <p><b>D:</b> Pupils whose mental health has been affected during the pandemic are prioritised for support.</p> <p><b>E:</b> Pupils quickly settle into school routines and adhere to the school behaviour policy.</p>                        | <p>Friends Resilience programme recommended by Northumberland Psychological Team will be implemented across school.</p>                    | <p>Friends Resilience skills have been endorsed by the World Health Organisation as best practice for the prevention of anxiety and depression. Research has shown that it is effective in promoting social and emotional skills and that these skills are maintained for many years following the completion of the programme resulting in engaged and thriving individuals.</p> <p>A whole school approach that guides the emotional and social development of children It nurtures the child's development by teaching them to engage resilience skills early on. It equips the children with the tools to rise to life's challenges – confidence, ability to focus, capacity to relax and regulate emotions (EEF shows moderate impact of this to date)</p> <p>Consistent behaviour management approach embedded across the school, with whole staff training. Children are in year group bubbles with a dedicated member of staff which enables them to promote good behaviour and thumbs up choices.</p> | <p>All staff including teachers, teaching assistants, HLTAs and PTSAs have received training in June and July.</p> <p>Each child in Years 1-6 will receive an e:book containing tasks and activities to share with their family to support learning. EYFS staff will provide home learning tasks.</p> <p>The 10 week programme will be delivered every Friday afternoon using a range of activities including stories, songs, games, and circle time activities. This will then be built upon during lessons and play times each day with all staff using the same approach.</p> | <p>CH</p> <p>VB</p> <p>JP</p> <p>SL</p> | <p>December 2020</p> <p>February 2021</p> <p>April 2021</p> <p>July 2021</p> |
| <p><b>A:</b> Pupils catch up basic skills in reading, writing, SPAG and mathematics to what they were prior to the COVID-19 outbreak.</p> <p><b>C:</b> Pupils who are furthest behind their normal ability are prioritised for catch up.</p> | <p>Further invest in IT equipment and infrastructure to support teaching and learning in school and at home to support remote learning</p> | <p>During lockdown some children were unable to access online learning. Paper resources were provided but could not fully replicate learning experience such as the use of video clips/ interactive powerpoints / collaborative learning.</p>  | <p>Additional ChromeBooks</p> <p>Home learning survey to identify children who are unable to access online learning.</p>   | <p>CH</p> <p>VB</p> <p>JP</p> <p>SL</p> | <p>December 2020</p> <p>February 2021</p> <p>April 2021</p> <p>July 2021</p> |
| <b>Total budgeted cost</b>   |  |  |  |   |  |

| ii. Targeted support  |  |  |  |                      |  |
|---|--|--|--|----------------------|--|
| 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?   |
| <b>C:</b> Pupils who are furthest behind their normal ability are prioritised for catch up  | Improve language skills in EYFS                  | <p>Speech and language difficulties are a key barrier when pupils enter EYFS. Without language being a key driver, progress will be limited in all EYFS areas of learning.</p> <p>Launchpad for Literacy has proven to be a fundamental programme to raise standards at Shaftoe Trust.</p>   | <p>Fully embed Launchpad for Literacy across EYFS and use it as main curriculum driver. Director of Early Years delivered training. EYFS Lead to support new staff.</p> <p>Speech and language consultant Kirstie Page to support school with this process</p>   | SL<br>VB             | <p>December 2020</p> <p>February 2021</p> <p>April 2021</p> <p>July 2021</p> |
| <p><b>A:</b> Pupils catch up basic skills in reading, writing, SPAG and mathematics to what they were prior to the COVID-19 outbreak.</p> <p><b>C:</b> Pupils who are furthest behind their normal ability are prioritised for catch up</p> | Improve reading outcomes for children behind ARE | <p>Reading is the gateway to all subjects. We feel we need to prioritise this as a school.</p> <p>During lockdown some children had limited access to reading materials and have found it challenging to read at length and maintain focus. They need to improve reading stamina and develop comprehension skills. Small group interventions have been proven to improve comprehension skills.</p> | <p>Accelerated reader data will be used to monitor progress of pupils.</p> <p>Identified children to receive additional 1:1 reading sessions.</p> <p>Small group guided reading / comprehension interventions.</p> <p>Reading comprehension interventions - Language for Thinking (KS 1)</p> <p>TA timetable to be built around reading tier system for target children.</p> <p>-Daily HFW practice for targeted children.</p> | CH<br>VB<br>JP<br>SL | <p>December 2020</p> <p>February 2021</p> <p>April 2021</p> <p>July 2021</p> |

|  |   |  |   |                                |   |
|--|---|--|---|--------------------------------|---|
| <p><b>A:</b> Pupils catch up basic skills in reading, writing, SPAG and mathematics to what they were prior to the COVID-19 outbreak.</p> <p><b>C:</b> Pupils who are furthest behind their normal ability are prioritised for catch up</p>  | <p>Improve writing outcomes for children behind ARE</p> | <p>Children’s writing needs to be legible and fluent if they are to record their ideas and evidence their levels of understanding.</p> <p>Through teacher assessment for learning teachers identify areas that are not embedded and have “rapid response “ planning adaptation to address the gaps.</p> <p>During lockdown, some children have completed very little or no home learning and on their return to school their writing skills are poor. Attainment is below pre-lockdown levels.</p> | <p>-Handwriting and fine motor programme to ensure correct formation and to develop writing stamina.</p> <p>-Sentence work (small group intervention). Dictation / Hold a sentence. Sentence building. Recognising sentence types.</p>  | <p>CH<br/>VB<br/>JP<br/>SL</p> | <p>December 2020<br/>February 2021<br/>April 2021<br/>July 2021</p> |
| <p><b>A:</b> Pupils catch up basic skills in reading, writing, SPAG and mathematics to what they were prior to the COVID-19 outbreak.</p> <p><b>C:</b> Pupils who are furthest behind their normal ability are prioritised for catch up.</p> | <p>Improve maths outcomes for children behind ARE</p>   | <p>To access and make the best progress in maths, staff need to be able to identify the gaps children have in key concepts.</p> <p>Use of Sandwell assessment materials has proven to be useful in identifying gaps and misconceptions. Planning can be personalised to support individuals.</p>   | <p>Trial use of Sandwell assessment analysis to identify children who need to be targeted through QFT interventions by Teacher / TA’s.</p> <p>Children who are behind where they were prior to Covid will be identified and tracked.</p> <p>Year group teachers to deliver interventions</p>  | <p>CH<br/>VB<br/>JP<br/>SL</p> | <p>December 2020<br/>February 2021<br/>April 2021<br/>July 2021</p> |
| <p><b>A:</b> Pupils catch up basic skills in reading, writing, SPAG and mathematics to what they were prior to the COVID-19 outbreak.</p> <p><b>C:</b> Pupils who are furthest behind their normal ability are prioritised for catch up.</p> | <p>Close the catch up gap in phonics.</p>               | <p>Reading is the gateway to all subjects. We feel we need to prioritise this as a school.</p> <p>To access and make the best progress in phonics and early reading, staff need to be able to identify the language gaps children have. Half termly phonic checks will ensure that pupils are always working in the correct group linked to current knowledge and skills.</p>  | <p>EYFS Lead along with DoTL for Early years will provide support and coaching Launchpad for class teachers so that effective scaffolding/ support is evident in all lessons (Quality First Teaching).</p> <p>Phonics and Early Reading Lead will provide support and coaching in Sounds Write for class teachers so that effective scaffolding/ support is evident in all lessons (Quality First Teaching).</p> <p>- 1:1 and small group phonics/ launchpad sessions to focus in on blending skills, phoneme knowledge and phoneme manipulation skills</p> | <p>CH<br/>VB<br/>JP<br/>SL</p> | <p>December 2020<br/>February 2021<br/>April 2021<br/>July 2021</p> |

|  |  |   |   |  |  |
|--|--|---|---|--|--|
|  |  | <p>We will use the Phonological Awareness programme to diagnose and then target pupils so they catch up/ pass the phonics screening and improve in reading and writing.</p> <p>In EYFS and for SEN children we will use the launchpad tracker to diagnose and then target pupils so they catch up/ pass the phonics screening and improve in reading and writing.</p> | <p>-1:1 launchpad/RWI gaps diagnosis and interventions</p> <p>- 1:1 reading/ phonics practice where deemed appropriate.</p> |  |  |
|--|--|---|---|--|--|

**Total budgeted cost**

**iii. Other approaches**

| <b>Desired outcome</b>                            | <b>Chosen action/approach</b>  | <b>What is the evidence and rationale for this choice?</b>  | <b>How will you ensure it is implemented well?</b>  | <b>Staff lead</b>                      | <b>When will you review implementation?</b> |
|---|--|---|---|--|---|
| <p><b>F:</b> Pupils physical health improves.</p> | <p>PE curriculum designed to support good physical health for all.</p> <p>PE equipment available at play times.</p> <p>Friends Resilience programme.</p> | <p>Two hours of PE each week, some lessons provided by external experts.</p> <p>Daily exercise will lead to improved levels of fitness.</p> <p>Friends Resilience programme includes learning outcomes that support healthy lifestyles including healthy eating, sleep routines, exercise and relaxation.</p> <p>EYFS need to develop large motor and core/vestibular skills in preparation for fine motor strength, hand-eye co-ordination and preparation for writing.</p> <p>A larger percentage of children (based on historical data) have entered Nursery without being fully toilet trained.</p> | <p>Whole school initiative. Designated time every Friday afternoon.</p> <p>Outdoor play resources organised for each year group, with specific toys so that at break and lunch, children are building fine and gross motor skills and staying active</p> <p>All staff have received training and have access to a facilitator handbook that includes lesson ideas.</p> <p>Lunchtime staff will reinforce key learning points during lunchtimes.</p> <p>EYFS continues daily outdoor provision with planned activities focused on core/vestibular strength alongside smaller motor activities. Timetables to be reviewed to ensure each year group has ample opportunity to be outdoors.</p> <p>Reception to have led tasks with lunchtime assistants as well as child- led to support development of skills.</p> <p>Staff support by encouraging parents to send underwear to change into. Regular toileting and changing when necessary. - morning, after snack, before lunch, after lunch play and before home, as well as whenever required.</p> | <p>VB</p> <p>SL</p> <p>JM (absent)</p> |   |



|   |  |  |  |  |  |
|---|--|--|--|--|--|
| <b>G:</b> Level of attendance improves to pre-COVID levels. | Continue to improve overall attendance and reduce PA whilst supporting parents and families during COVID-19 pandemic |  | SLT / Admin to contact parents and support families ensuring more pupils are in school |  |  |
| <b>Total budgeted cost</b>                                  |  |  |  |  |  |

| <b>6. Summer 2021 Assessment TARGETS - % of pupils at Age Related Expectations</b> |               |               |               |
|--|---------------|---------------|---------------|
| To be added once set October 2020  | Reading       | Mathematics   | SPAG          |
| Year 2   | All -<br>PP - | All -<br>PP - | All -<br>PP - |
| Year 3   | All -<br>PP - | All -<br>PP - | All -<br>PP - |
| Year 4   | All -<br>PP - | All -<br>PP - | All -<br>PP - |
| Year 5   | All -<br>PP - | All -<br>PP - | All -<br>PP - |
| Year 6   | All -<br>PP - | All -<br>PP - | All -<br>PP - |