



Covid Catch Up Plan (CCU) - Lionwood Infant and Nursery School



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. Teachers and families across the country have provided extraordinary support to help children learn at home during the Covid-19 pandemic. However, for many children, the disruption caused by school closures will have had a negative impact on learning and wellbeing.

At Lionwood Infant & Nursery 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 and used timely assessments of both children’s academic and personal development needs to inform our decisions. Our main academic focus will be on Early Reading, including phonics, and the outcomes in reading, writing and mathematics for our Year 2 pupils.

Summary information					
School	Lionwood Infant and Nursery School				
Year	2020/21	Total Covid Catchup budget	£17,680	Date of most recent CCU Review	October 2020
Total number of pupils	213	Number of pupils eligible for CCU:	188	Date for next internal review of this strategy	January 2021
Pupil break down No of children: YrR (54), Yr1 (70), Yr2 (64)					

Key Priorities	
1.	Ensure all children are emotionally supported and ready to return to learning in school
2.	Ensure consistently high-quality teaching across the school leading to good outcomes for all pupils
3.	Ensure correctly identified children have access to high-quality interventions with measurable outcomes
4.	Ensure all children can access high-quality learning at home in the event of isolation/closure of bubbles
Identified impact of lockdown	
Maths	Specific content has been missed, leading to gaps in learning and stalled sequencing of curriculum. Children still have an enthusiasm for maths and lockdown has not affected their attitudes however they are behind age related expectations as a result.
Writing	Children have missed essential practice of writing skills and key age related objectives leading to a lack of fluency in writing. Those who have maintained writing in lockdown have been less affected, however those who evidently didn’t write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.
Reading	Children accessed reading during lockdown through phonics videos created by teachers and supplemented by the RWI online resources. 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.
Non-core	There are now gaps in knowledge – whole units of work have not been taught in school meaning that 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 also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments.

Targeted Support- Attendance and Emotional Support			
Issues	Actions	Success Criteria	Budget
Parents, children and staff are anxious about returning to school after such a long break and about the continuing virus threat to their health.	<ul style="list-style-type: none"> • First 2-3 weeks back, curriculum focussed around mental health and emotional wellbeing through PSHE/Life Skills lessons. • Parent guidelines shared with parents ahead of reopening. • Staff guidelines and handbook updated alongside Risk Assessment. • Staff briefings re Covid-19 and Risk Assessments each half term. • Individual Risk Assessments completed with those members of staff who are vulnerable or express a worry about working in current climate. • Behaviour procedures amended and shared with children. • Breakfast/early group offered to any children struggling with separation • Improve spaces for ELSA interventions – Potting Shed and Orchard 	<ul style="list-style-type: none"> • Children, staff and parents feel supported and confident to attend work/school. • Children attend well, in line with national. • Children fully aware of expectations of behaviour and any changes from last term. • Children who are finding separation challenging, have a quiet and supportive start to the day, providing the chance to talk about their worries. 	<p>Breakfast club provisions – max. £10 per week or as according to need.</p> <p>Budget for improving ELSA/pastoral intervention spaces - £2000</p>
Autumn Update	<p>Clear communication from SLT and ongoing support provided by all staff across the school has meant that support from parents has been very strong, this is evidenced in their interactions with staff on the remote learning platform and messages of support that have been received. By taking swift and decisive action on the implementation of ClassDojo and Remote Learning provision, parent feedback shows that they feel confident with the actions taken by the school and they have been better equipped to support their children with their home learning, many of whom were initially very anxious about this.</p> <p>Rigorous systems put in place to maintain contact with all families, but especially more vulnerable and hard to reach families evidenced by boosted engagement with online provision (in one class March 54% and July 96%)</p>		
Spring Update	<p>Parents have said they have a better understanding of what goes on in school leading to a wider engagement beyond what was already in place (cafes etc)</p> <p>Raising morale - building positive relationships, individual support for struggling members of staff, reduced staff absence, staff wellbeing and workload survey</p> <p>Embedding a calm working environment – evidence in supportive emails and comments from staff about how confident they have been in the HoS's leadership during pandemic as well as responses from IST Survey</p> <p>Clarity of expectations – Covid staff handbook, Monitoring and Evaluation Policy, Staff newsletter</p>		

Summer Update

Targeted Support- Whole School Reading & Phonics (Including Speech & Language)			
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Issues	Actions	Success Criteria	Budget
<p>Children will have missed 6 months of Phonics teaching and there are significant areas that have not been taught, practiced and learnt. Gaps in knowledge will impact on future learning, on reading ability and writing standards as well as with accessing the wider curriculum.</p> <p>School had planned to introduce RWI Phonics in Summer Term 2020 but this was delayed to September. The impact of this being that it is not yet fully established – consistent and pacy phonics wanted to be set up in summer term to be ready to ensure practice was embedded ready for September.</p> <p>Due to the need to isolate books on return, the school needs to ensure it has sufficient books for individual readers.</p>	<ul style="list-style-type: none"> • Additional phonics speed sound sessions in all classes. • Additional phonics intervention by KS1 TA's 1:1/small groups in RWI Tuition for the second part of the Autumn Term. 3 x afternoons for 4 weeks for Year 1 and 2. • Additional phonics intervention by Primary Literacy AM 1:1/small groups in RWI Tuition for the Spring Term. 3 x afternoons for 6 weeks for Year 1 and 2. • Additional phonics intervention by Reception teachers 1:1/small groups for the second part of the Spring Term. • RWI – staff access to online lessons. • Book audit in spring term completed by RWI Lead in order to process order for any additional individual reading books required. • Promotion of online texts for parents to support reading at home. • Staff access on online RWI phonics live lessons 	<ul style="list-style-type: none"> • All children will have completed initial RWI assessments in order to be placed in a group according to their reading level. This will be followed up with a further assessment every half term to monitor progress. • Pupils in Year 1 will have recapped and completed and progressed to in a timely manner. • Pupils in Y2 will be ready and prepared for Phonics Screening test in the Autumn term that was missed in June 2020. • Phonics knowledge will develop further and be used and applied in reading and written work across the curriculum. • Children will feel confident with familiar staff to help, not only with transition into new year group but also with assessing the children at the start of this unique term. • RWI assessments in Autumn Term will establish individual pupil's knowledge and understanding and progress since September. Academic mentors will therefore be able to plan, prepare and deliver interventions that are meaningful to individuals and small groups of children after school on a rota basis so that they still have access to a broad and balanced curriculum. • Parents will be well informed and feel more confident in supporting their children with phonics. • Teaching of phonics 	<p>Autumn 2 – 1/2 day a week supply for afternoon interventions in Y2 – RWI 1:1 Tuition. 5 weeks - £472.50</p> <p>1 day supply for Reading Lead for planning, preparation and filming for Phonics parent workshops. Include Q&A follow up for parents. £189</p> <p>Purchase of staff access to online RWI blended learning including training, live lessons and resources. £1275</p> <p>Supply teacher 1 day a week to work in Y1 in Spring 2 and Summer 1&2 with a focus on ensuring high quality literacy interventions can take place including RWI tutoring. £3024</p> <p>Supply teacher 1 day a week to work in Y2 in Spring 2 and Summer 1&2 with a focus on ensuring high quality literacy interventions can take place including RWI tutoring. £3024</p>

<p>Spelling of current Y2 cohort is poor.</p> <p>Teachers workload is high and there is a need for a clear cohesive spelling scheme sets out a weekly focus with word lists and activities.</p>	<ul style="list-style-type: none"> • Purchase of Spelling Shed programme for the whole school • Time for staff to plan for use of Spelling Shed through staff meeting time. 	<ul style="list-style-type: none"> • Children’s writing in books will show spelling of HFW and • Teachers workload is reduced as less need for preparation of spelling resources and activities. • Children’s enjoyment of spelling increases through high quality, engaging activities and games that are set at their level by their teachers and track their progress. • Detailed reporting in spelling shed shows pupils’ activity so teachers can monitor engagement and programmes data analysis shows word competence is shown to increase over time. 	<p>Spelling Shed subscription £111.22</p> <p>Increase Lexia Subscriptions?</p> <p>NTP?</p>
<p>Autumn Update</p>	<p>Addressing misconceptions that have emerged from learning at home – some children no longer using pure sounds having been taught at home (and not using school resources to support).</p> <p>Pace and strategies used in RWI lessons have led to an increase in children’s engagement in learning to read, especially boys – ‘Yes! I love speed sounds!’</p> <p>Book scrutiny show that new methods for recording interventions straight into books had the effect of both upskilling the teaching assistants (as they had to think carefully about how they evidenced misconceptions and gaps) and also giving the teachers direct, rapid updates on children’s progress so they could further embed and challenge.</p>		
<p>Spring Update</p>	<p>Continued training for all teachers and teaching assistants while working from home including access to RWI training videos on a daily basis for TAs which ensured momentum for the initiative continued and their subject knowledge was improved</p> <p>Feedback from teachers and teaching assistants both formally through CPD impact sheets and monitoring as well as through informal conversations with SLT have has shown a huge increase in confidence in teaching phonics but also strategies for teaching that they are able to use across all other subjects.</p>		
<p>Summer Update</p>			

Targeted Support- Outcomes in Reading, Writing and Mathematics for Year 1 and Year 2			
Issues	Actions	Success Criteria	Budget
<p>Pupils have fallen behind with their writing over the lockdown period and not been exposed to</p>	<ul style="list-style-type: none"> • Pupil Progress meetings every half term to track interventions and impact - teachers to work with HoS in analysis of data to identify key children. 	<ul style="list-style-type: none"> • % of Year 2 children achieving ARE in reading, writing and mathematics is in line with or exceeds national 	<p>Academic Mentor (salary covered by DfE as part of Teach First Programme)</p>

<p>quality teaching of the different purposes for writing. They will need to opportunity to build up their stamina.</p> <p>Presentation is not at the expected standard.</p> <p>Number and place value understanding is not at age related levels due to missed teaching during lockdown.</p>	<ul style="list-style-type: none"> • Online parent workshops for maths to support home learning and investigative approaches. • Writing and maths intervention lead by Academic Mentors for individual children and groups. • Purchase Propeller maths to promote discussion, maintain fluency and develop mastery in primary maths. 	<ul style="list-style-type: none"> • Year 2 staff feel more confident in planning and teaching a recovery curriculum in English and Mathematics. • Core subject leaders are able to attend Pupil Progress meetings, allowing for tailored intervention support. • Interventions for groups and individuals are planned based on consistent and accurate assessments. • Improved presentation across the school and consistency in teaching. 	<p>Full time post on-costs in total for Spring and Summer terms approx. £1718</p> <p>The Primary Numeracy AM will cover Spring</p> <p>Autumn 2 – 1/2 day a week supply for morning interventions in Y1 – IEP targets, maths intervention, 5 weeks - £472.50</p> <p>Propeller Maths Packs £659</p>
<p>Autumn Update</p>			
<p>Spring Update</p>	<p>Academic Mentors pulled out of the scheme at the last minute – a new academic mentor was able to start at the start of Spring 2. This person will focus on Numeracy support as per their training and application to the programme.</p>		
<p>Summer Update</p>			

<p>Targeted Support – Supporting Home Learning</p>			
<p>Issues</p>	<p>Actions</p>	<p>Success Criteria</p>	<p>Budget</p>
<p>To allow home learning to be affective, the school requires an online platform for communication between home and school.</p> <p>There is a likelihood of individuals and bubbles needing to isolate</p>	<ul style="list-style-type: none"> • Continued use of ClassDojo to communicate and connect with parents in a simple and effective way. • Online parent workshops for phonics – see above • Online parent workshops for maths – see above • Purchase of additional reading books for individual reads – see above • 	<ul style="list-style-type: none"> • Communication between home and school is effective in supporting children’s learning • Parents feel well informed regarding learning taking place in school • Children receive a high-quality curriculum in the event of needing to isolate which is in line with what is being taught in the classroom. • Children have access to a broad range of suitable books to read at home which can be changed regularly. 	<p>Additional reading books for individual reads £1000</p>

<p>Capacity of teachers and SLT to effectively manage and monitor remote learning is limited and significantly increases workload of those staff involved.</p>	<ul style="list-style-type: none"> • Successful application for funding from NOA for Remote Learning Champion – 1 day a week costs covered until Easter term 	<ul style="list-style-type: none"> • Remote Learning Champion successfully accessing training and support network • 	
<p>Autumn Update</p>			
<p>Spring Update</p>			
<p>Summer Update</p>			