

Covid 19 Catch Up Spending report - Newton Regis C of E Primary School

SUMMARY INFORMATION

Total number of pupils:	83	Total Catch up Budget	£6640
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STRATEGY STATEMENT

The school closed in line with Government guidelines on 20th March 2020. The pupils of Keyworkers and those considered vulnerable by the school attended Newton Regis School along with those from Austrey school. There were approximately 10 pupils daily including the Easter holidays. During this period those that remained at home were supported with home learning through our online platform – Seesaw as well as being directed to BBC Bitesize and the National Oaks Academy. The school partially reopened on 1st June for the pupils in Reception, Year 1 and Year 6 as well for the pupils of keyworkers and those considered vulnerable by the school. Although numbers were small at first, uptake grew as parents became more confident and began returning to work. By the beginning of July, there were 52 of our pupils in school (50.4%). Only four of these were nursery children so 56.8% of those of statutory school age. These pupils were placed in 4 bubbles: Nursery/ Reception (15), Year 1 (12), Year 6 (13), Keyworker/ vulnerable (13). During this period those that remained at home continued to be supported with home learning through our online platform – Seesaw as well as being directed to BBC Bitesize and the National Oaks Academy. The school subscribes to Times Table Rockstars so children were also encouraged to use this. This platform also enabled teachers to communicate with parents on a regular basis.

The Headteacher has liaised with teachers to gain early indications of children who may need extra support academically and/or emotionally when schools fully reopen in September. This also includes those that have been bereaved whether that be from COVID 19 or other reasons. This has been collated into a 'watch list'. It is estimated that 25% of pupils did not fully engage with the home learning although some of these completed some of the tasks set or parents explained that they were doing other activities e.g. they had bought workbooks or asked for paper copies of the work which the school provided due to IT access. This was mostly due to parents working from home needing the devices rather than lack of equipment and internet access. It is estimated that 5% of pupils/parents may be anxious about returning to school for a variety of reasons. One child is now being home schooled.

Although we were able to offer a transition session to every child during the final week of the summer term, this was very limited. Most children attended the hour session with their year group and socially distanced picnic with the other half of their class but a few children did not attend for a variety of reasons. The new nursery and reception children were able to visit for one hour with one of their parents in their current provision bubbles as far as possible. Most attended.

Staffing has been considered carefully and there are planned sessions for nurture, intervention and speech and language support immediately on return. A detailed programme has been put in place for Autumn 2020 to enable children to be supported socially, emotionally and academically. SEE BELOW

Week 1 – w/c 31st August 2020 (3 days)

- **Ensure pupils are emotionally and mentally ready to learn**

Give pupils clear expectations about what is the same about school and what is different.
 Give pupils time to reconnect with their peers through play and outdoor learning.
 Revisit bereavement policy with staff and share register of pupils who have suffered bereavement.
 PSHE lessons based on the first puzzle of Jigsaw "Being me in my world" including the collective worship (in class)
 Themed class worship daily (also subscribe to "Picture News" for age-related current affairs)
 Open dialogue about issues surrounding COVID 19 through stories
 Art mindfulness/Brain breaks and PE activities built into each day
 Monitor all children carefully through observation and discussion.
 Listen to all children read using last year's book bands as a starting point and ensure they have a reading book to take home over the weekend.

Week 2 – w/c 7th September 2020

- **Identify gaps in learning**

Identify pupils who still need emotional support and nurture groups timetabled.
 Early intervention groups started for those who have not engaged in home learning
 Phonics assessment for Y2 and for Y3 who were unable to sit retake
 SENCo to work with SEN children 1:1 to assess their new baseline
 Begin NFER tests (Y2 SATs for Y3) in small groups starting with the children who are most ready.
 Continue with Jigsaw puzzle "Being Me in my world"
 Whole class reading - chosen from a list of recovery texts.
 Writing – daily short bursts of writing e.g. pobble365 to build stamina in writing
 Begin to teach RE curriculum
 Introduce Cornerstones unit (wider curriculum) – WOW day
 Forest Schools begins
 Sports Coach Enrichment sessions begin
 Monitor all children carefully through observation and discussion, paying particular attention to those identified at the end of week 1 needing extra support.

Week 3 – w/c 14th September 2020

- **Begin to plug previously year's gaps in core subjects**

Complete appropriate assessments (1:1 if necessary) using class based TAs
 Phonics – groups identified, daily lessons based on starting points from assessments
 Phonics intervention groups started
 Maths - teachers use information from previous year (completed in July 2020) concentrating on number and KPIs
 GPS - teachers use information from previous year (completed in July 2020)
 Opportunities to write given (short pieces) based on cornerstones wider curriculum unit and/or recovery text
 SENCo to liaise with teachers to review learning passports for SEN pupils
 Teaching of wider curriculum based on agreed Cornerstones curriculum unit (focus on core transferrable skills that have been missed)

Each class to have a timetabled slot in the library to choose a book and read for relaxation and pleasure
Week 4 – w/c 21 st September 2020
<ul style="list-style-type: none"> • 'Catch-up' programme formalised <p>Intervention groups formalised and timetabled for Maths and English based on assessments (see staffing plan) Learning passports targets to be shared with parents for SEN pupils SENDCo to work with pupils 1:1 and liaise with teachers to ensure differentiated/personalised learning Knowledge-rich aspects of wider curriculum taught Increase opportunities for children to write for longer periods of time</p>
Week 5 – 28 th September 2020
<ul style="list-style-type: none"> • Monitor impact of nurture groups • Begin to return to 'normal' for most children <p>Consider specialist help for pupils who are still showing mental health concerns Whole class reading – Power of Reading Text based on Cornerstones topic Maths – Year group objectives taught starting with place value GPS - Year group objectives taught linked to writing Wider curriculum taught incorporating new skills and knowledge Extended piece of writing – assessed against KPIs</p>
Week 6 – 5 th October 2020
<ul style="list-style-type: none"> • Identify gaps in writing composition • Writing focus <p>Jigsaw puzzle "Being Me in my world" end product for whole school display. Writing recovery lessons based on gaps identified in assessed writing piece 'Catch-up' intervention extended with a writing focus</p>
Week 7 – 12 th October 2020
<ul style="list-style-type: none"> • Extend PSHE curriculum • Writing focus <p>Begin Jigsaw puzzle 2 "Celebrating Difference" including the collective worship (in class) Writing recovery lessons based on gaps identified in assessed writing piece</p>
Week 8 – 19 th October 2020
<ul style="list-style-type: none"> • Impact of writing recovery <p>Second extended piece of writing assessed against KPIs (for older children this may be editing and improving original piece)</p>

Contingency for Home Learning

PROCEDURE FOR HOME LEARNING	
Issues	Actions
Children self- isolating whilst waiting for test result for themselves or a member of their household.	Teachers will provide home learning activities that match the objectives that are being covered by the rest of the class for the children to complete IF THEY ARE WELL ENOUGH TO DO SO. Children have an individual log in for TT Rockstars (Y2-6) and Spelling Shed (Y1-6) which they will be asked to practice every day. They will also be directed to Oxford Owl reading website so they have access to age appropriate reading books online. This will be through the online learning platform Seesaw (and/or Tapestry for EYFS). Teachers will communicate with parents through Seesaw so parents can ask if they are unsure what their child needs to do.
Children are self-isolating for 10-14 days as they have had a positive test a member of their household has a positive result.	Teachers will provide home learning activities that match the objectives that are being covered by the rest of the class for the children to complete IF THEY ARE WELL ENOUGH TO DO SO. Children have an individual log in for TT Rockstars (Y2-6) and Spelling Shed (Y1-6) which they will be asked to practice every day. They will also be directed to Oxford Owl reading website so they have access to age appropriate reading books online. This will be through the online learning platform Seesaw (and/or Tapestry for EYFS). Teachers will communicate with parents through Seesaw so parents can ask if they are unsure what their child needs to do. This two-way communication will exist to allow teachers to monitor that the pupils/parents understand what they need to do, are accessing the learning, give feedback and ensure that the pupils are achieving and progressing with the home learning. Teachers or Teaching Assistants will also phone once per week to check on the well-being of the child and answer questions about the work set. Vulnerable children will be contacted by a member of SLT and or a DSL.
A whole bubble (class) is isolating for 14 days due to a positive case in that bubble (on advice from PHE)	Teachers will provide home learning activities that match the objectives that they had planned to cover. Teachers will also use the National Oaks Academy to direct parents to online video lessons that most closely match these objectives and subjects. This will be as long as IF THEY ARE WELL ENOUGH TO DO SO. Children have an individual log in for TT Rockstars (Y2-6) and Spelling Shed (Y1-6) which they will be asked to practice every day. They will also be directed to Oxford Owl reading website so they have access to age appropriate reading books online. This will be through the online learning platform Seesaw (and/or Tapestry for EYFS). Teachers will communicate with parents through Seesaw so parents can ask if they are unsure what their child needs to do. This two-way communication will exist to allow teachers to monitor that the pupils/parents understand what they need to do, are accessing the learning, give feedback and ensure that the pupils are achieving and progressing with the home learning. Teachers or Teaching Assistants will also phone once per week to check on the well-being of the child and answer questions about the work set. Vulnerable children will be contacted by a member of SLT and or a DSL

Whole school closure or local lockdown	Teachers will provide home learning activities that match the objectives that they had planned to cover. Teachers will also use the National Oaks Academy to direct parents to online video lessons that most closely match these objectives and subjects. This will be as long as IF THEY ARE WELL ENOUGH TO DO SO. Children have an individual log in for TT Rockstars (Y2-6) and Spelling Shed (Y1-6) which they will be asked to practice every day. They will also be directed to Oxford Owl reading website so they have access to age appropriate reading books online. This will be through the online learning platform Seesaw (and/or Tapestry for EYFS). Teachers will communicate with parents through Seesaw so parents can ask if they are unsure what their child needs to do. This two-way communication will exist to allow teachers to monitor that the pupils/parents understand what they need to do, are accessing the learning, give feedback and ensure that the pupils are achieving and progressing with the home learning. Teachers or Teaching Assistants will also phone once per week to check on the well-being of the child and answer questions about the work set. Vulnerable children will be contacted by a member of SLT and or a DSL
Children do not have access to internet or device	A limited number of Ipads will be available to lend to pupils based on need. Paper copies of the resources will be made available to be collected (if it is safe to do so) or will be posted.

Planned actions and expenditure

TARGETED SUPPORT: WELL BEING/EMOTIONAL SUPPORT/BEHAVIOUR			
Issues	Actions	Success Criteria	Budget
Separation/Anxiety/ Bereavement	Extra Educational Psychologist visits / appropriate professionals if needed to support children who need specialist support	Children will be emotionally supported and feel safe and ready to learn	£640
SEND	Specialist assessment packages purchased for SENDCo to use for gap analysis and new baseline	Needs of children identified and support given more clearly focused so pupils make at least good progress from their new baseline	£400

TARGETED SUPPORT: READING			
Issues	Actions	Success Criteria	Budget
Phonics	Phonics and spelling club – small group phonic sessions based on phase, phonics activities and spelling shed – max 10 pupils	Children will catch up with phonics and be able to access the age appropriate phase in normal lessons	30 minutes 2x per week £700
Fluency/ Independence	<i>Homework club – all children read individually*</i>	Children’s fluency will increase and they will be more independent readers	1 hour per week £1000
Comprehension/ Inference	Comprehension sessions before or after school – verbal	Children will understand what they are reading be able to talk about the plot, characters, vocabulary etc.	30 minutes 2x per week £800
SEND	15 minute 1:1 or 1:2 support based on targets on learning passports	Learning passport targets achieved and new ones set.	before school (8.30-8.45am) £1000

TARGETED SUPPORT: WRITING			
Issues	Actions	Success Criteria	Budget
Spelling	<i>Homework club - spelling shed*</i>	Spelling of commonly used words will become more accurate and these will be transferred into their writing	See above
Handwriting	Small group sessions	Children will form letters and begin joining which will be transferred into their everyday work	2x 20-minute sessions per week £300
Grammar	Small group sessions working on grammatical terms based on analysis of GPS NFER/SATs tests	Children will have better knowledge of grammatical terms and how to use them in their writing	45 mins per week £800
SEND	15 minute 1:1 or 1:2 support based on targets on learning passports	Learning passport targets achieved and new ones set.	SEE reading above

TARGETED SUPPORT: MATHS			
Issues	Actions	Success Criteria	Budget
Fluency	Small group sessions working on arithmetic based on analysis of arithmetic tests	Children will be more confident with place value and written methods and be able to transfer this into their problem-solving and reasoning	£1000
	<i>Homework club – TT Rockstars*</i>	Children will be more fluent in times tables and associated division facts	See above
SEND	15 minute 1:1 or 1:2 support based on targets on learning passports SEND children may be invited to homework club if appropriate	Learning passport targets achieved and new ones set.	SEE Reading above

**Homework club – one hour per week after school. Pupils will read individually including to an adult, spend 15 minutes on TT Rockstars and 15 Minutes on Spelling Shed (max 10 pupils)*

Useful Websites:

Staff wellbeing

Health Assured: <https://www.healthassured.org/>

Tel: 0844 892 2493

Education support: <https://www.educationsupport.org.uk>

Tel: 08000 562 561

Anna Freud National Centre for Children and Families: Supporting Staff Wellbeing: <https://www.annafreud.org/what-we-do/schools-in-mind/resources-for-schools/supporting-staff-wellbeing-in-schools/>

Mentally Healthy Schools: <https://www.mentallyhealthyschools.org.uk/whole-school-approach/supporting-staff-wellbeing/>

Mind: <https://www.mind.org.uk>

Pupil wellbeing

Education Endowment Foundation: Improving social and emotional learning in Primary Schools:

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/social-and-emotional-learning/>

Young Minds: <https://youngminds.org.uk/>

Charlie Waller Memorial Trust: <https://www.cwmt.org.uk/schools-families>

Safeguarding

NSPCC: <https://www.nspcc.org.uk/keeping-children-safe/>

Parentzone: <https://parentzone.org.uk/parents>

UK Safer Internet Centre: <https://www.saferinternet.org.uk/advice-centre/teachers-and-school-staff>

Think U Know resources: <https://www.thinkuknow.co.uk/>

Childnet: <https://www.childnet.com/>

Bereavement

Child Bereavement UK Helpline: <https://www.childbereavementuk.org/>

Tel: 0800 02 888 40

Cruse Bereavement Care Helpline: <https://www.cruse.org.uk/>

Tel: 0808 808 1677

Winston's Wish: <https://www.winstonswish.org/>

Edward's Trust: <https://edwardstrust.org.uk>

Tel: 0121 454 1705