

# Claregate Primary School : COVID “Recovery Strategy” Report

## Cost – Summary Information

Total number of pupils:	430	Total catch-up premium budget:	£18,000 2020/21. £13,000 2021/22	Catch up premium per pupil.	£72.09
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## Circumstances and Contextual Information

### First Lockdown

Claregate Primary School pupils missed full time education from 23/3/2020 until 2/09/2020 which is 3 ½ months of normal school time. Between 6 to 14 Critical Workers attended in April and May. Nursery, Reception, Year 1 and Year 6 returned in June 2020.

On their full return to school in September 2020, all pupils were glad to be back. Behaviour and engagement was good, apart from some individuals who received personalised pastoral support for anxiety. A robust teacher led welfare assessment was conducted and the conclusion was that the pupil’s greatest need was to be back in a stable and predictable routine. Afternoon concentration was poor for the majority of pupils due to tiredness. All pupils had fallen back in their learning, or had not made the usual progress as demonstrated by initial assessments.

After the first half term back, most pupils had re-adapted to school life. They had regained purposeful sleep patterns. Their metabolism returned to normal and they were able to concentrate for more sustained periods. Most saw a new sense of purpose and were motivated by the challenges of returning to high standards of academic achievement.

A minority of pupils did not re-adapt well and remained lethargic, lacked motivation, sought to avoid hard work and “do I have to” became an over-used phrase. These pupils were usually the ones who had done the least during lockdown and needed further re-invigoration via pastoral coaching and small group intervention during lessons.

Most pupils lost basic knowledge e.g. number bonds, how to write legibly and common structures of grammar that would hamper their progress across the curriculum.

After autumn 1 half term, attendance was 96.08 – above national average for a non-covid year and well above average for the present circumstances. Attendance however was a significant issue for some individuals. SEND attendance was 95.3% with the lowest in Reception being 71.7% and Year 5 91.8%. Disadvantaged attendance was 93.06% and this is where some persistent absence lay and where some intervention was necessary. Reception @ 91.5% (13% persistent absence) Year 3 @ 89.6% (9% persistent absence) and Y6 91.5 (6% persistent absence) were the lowest disadvantaged year groups statistically.

Official lateness hotspot was Year 6 with 0.9% late.

Condoned absence and lateness were criteria for extra family support in order to improve the engagement of the child. Covid-19 catch-up grant was planned to be used where relevant to address issues that had emerged or had worsened. Other support via C and FSW continued for others e.g. Pupil Premium Funding.

Unfortunately, the recovery plans did not materialise because a second lockdown followed.

### Second Lockdown

Having regained much ground, the majority of pupils did not attend from January to March 8<sup>th</sup> 2021, missing all but the last 2 weeks of spring term and meaning that the best part of 2 out of the last 3 terms had been missed. Only Critical Worker children and vulnerable pupils were allowed on site. The highest attendance was w/c 22/2/2021 when the following numbers of pupils attended. R – 13 (only 6 attended all week), Y1 – 23 (9 attended all week), Y2 – 13 (8 attended all week), Y3 – 15 (6 all week), Y4 - 7 (5 attended all week), Y5 – 5 (2 all week), Y6 14 (7 all week).

The main difference in the second lockdown, was that the school operated interactive home learning with feedback. Video clips and teaching slides introduced the learning and pupils posted their work to teachers and gained feedback within a short space of time. 25 laptops were distributed initially to disadvantaged families, when the need was met, then laptops were rolled out to others with no or low device to pupil ratio. Personalised packs of paper based learning were sent to SEND pupils who found the online nature of work difficult and to those who chose not to access this. Uptake was over 90%, however disadvantaged engagement was patchy throughout the school.

Second lockdown did not see an across the board learning deficit as in the first one, due to home learning, however, the effects on pupil’s emotional health and wellbeing worsened. Pupils were unable to play outdoors due to inclement weather and they became even more lethargic, out of routine and de-motivated.

## Barriers That Emerged

**Bold** type indicates issued identified that have an action plan later in the document.

## Pastoral Matters

### Mental Health and Wellbeing

After the second lockdown, we ran an anonymous “Pupil Wellbeing Survey” in Year 4 to 6. At home - 33 pupils reported that they had problems sleeping, (10 in 6DK and the older pupils have habits of playing games with friends online until late) 26 that they worry a lot and 23 that they hit out when angry. 21 worrying about home when at school. So **re-establishing home and school routines** will be vital. At school – 22 pupils worried about being asked to join in games, so keeping children playing in their own year group lessens the “crowded” feeling of a large playground. Mid-day staff will be asked to **watch out for pupils not engaged in play**.

However, the biggest issue seemed to be feeling as though they can't **work out problems for themselves** – 36 (9 in Year 5) and never being able to find **someone to talk to when they need help**. Teachers said that many pupils lost confidence to “have a go” and suffer a personal crisis of confidence due to negativity of wrong answers. Teachers say that many pupils now ask for help when it is not necessarily required e.g. they have not read instructions properly.

Also, on the questionnaire, pupils said that they felt that they don't do things at school that makes a difference, so teachers providing **purpose in learning** is a big issue for them. More overt explanations as to “**why**” is required. Many children have shown worry and anxiety on return. They have been concerned about the permanence of education and feel a sense of loss about friendships, relationships with teachers and this has led for some to a **loss of motivation** and trusting relationships need to be re-built.

Parents in Reception and Year 1 indicated sleep problems and nightmares due to separation anxiety after lockdown 1 and some of this re-occurred after lockdown 2. This did however dissipate more quickly the second time. “Poorly tummies” quickly turned into laughs and smiles again.

### Interpersonal

The reason that pupils usually learn so well, is because they feel as though the teacher cares about them and is a significant presence in their lives and central to their life chances. Some of this was lost during lockdown. Caring about what the teacher thinks, has not been as prevalent and teachers have felt as though pupils have been more difficult to influence and distant. Eye contact has been more difficult and they felt initially like strangers. Teachers became remote to the pupils lives or just an on screen presence. Although time will heal a lot, **strategies are required for building trust and meaning in learning rapidly**.

Peer influence and alliances have shifted. Online socialisation has led to children changing friendship groups. Some pupils returned and couldn't stop talking to catch up and build old alliances, some were more quiet and unsure – some of this has persisted past the first few weeks and some pupils feel isolated and unable to rekindle friendships. We need to help pupils to **re-establish normal interaction**.

### Behaviour

We were impressed with behavior on return! Children really wanted to be here and tried their best. They respected the need for rules. There was less conflict at playtimes and they fell back into the routines and structures of school life.

One of the things that needs attention is how the pupils understanding the need for **manners** and to respond when an adult talks to them. Many children have answered “yeah” or even or shrugged with no reply. Some of this is just a habit that has been formed, for some it is that they have forgotten boundaries and relationships with teachers. We need to develop commonality of **how we expect pupils to respond** to us from all staff.

### Learning Behaviour and Habits of Mind

Although the children want to do well, they have almost universally found it difficult to stop their attention from wandering. This has resulted in more not knowing what they have to do in lessons to learn, because they switch off from the teacher's voice. Due to this, teachers have noticed poorer memory retention than they are capable of. This has been more prevalent in the older children.

We need **strategies to help pupils to remember knowledge** that can be recalled through **memorisation exercises** that can bring about rapid improvement.

While the vast majority of children started each day with gusto, attention waned as the day went on and afternoon lessons became difficult, with copious yawning and noticeably sleepy behavior. Quality of work suffered massively, handwriting was much poorer than the morning and application of learning indicated that a significant minority of children found afternoon lessons extremely difficult. Anecdotally, this seems common in other schools. Wakeful practice and **attention grabbing tactics** are required.

Many children with English as an Additional Language fell further in attainment than others. Although work was set on Learning Village et al, logs of home learning showed that fewer participated in this and found logons, accessing learning and participation more difficult. We spent many hours helping via phone calls, but some barriers of home learning were not resolvable via ICT, practical help logging on or encouragement. Strategies for **rapid re-learning of lost knowledge are required**.

### Routines

Much of the tiredness in the afternoon was due to amended sleep patterns. Many children were used to getting up late, eating breakfast late and metabolism adjusted. Body clocks were not set to GMT. Lateness to school became more prevalent, especially in Year 5 and 6, where independence is required. Notification to parent / carers to adjust body clocks and re-establish routines was made.

Many pupils had become disorganised. A lot of younger pupils who had learned independent strategies had forgotten how to, or had lost the will to use self-care and help strategies. This had a big impact on the look of early years assessments, so **planning for this is required**.

Pupils have struggled to be “1 in 30” when access to parent / carers has been instant and developing stuck strategies and having high expectations of independence will take weeks to re-establish.

### **Child Protection and Child Welfare**

Initially, there was no discernable rise in cases. However, there were many more notifications of lower level domestic violence than we would normally see. This seems to have followed a national pattern. Adding extra **ring fenced time** for safeguarding was necessary.

### **The Way Children Learn**

This is a complex field, but the analysis below is an accessible commentary on how we need to address teaching during recovery. The way that we structure the curriculum, as well as the type of extra intervention will take these matters into consideration.

### **Lost knowledge (long term memory loss through lack of use)**

Some knowledge will have been lost if it was not initially embedded. This knowledge will need to be **re-taught** from scratch so there are no lingering misunderstandings.

### **Forgotten but will re-gain rapidly (short term recall)**

Some knowledge will have been lost, but will return rapidly with revision, **repetition and practice**. We will **build cyclical revision into the beginning of lessons**.

### **Coverage and content**

Some learning will have been missed and will never be re-covered. Some content in Foundation Subjects cannot be re-taught as well as current content and choices have to be made. However, due to the cyclical nature of the knowledge maps, although some knowledge will have been lost e.g. Vikings, key historical concepts are re-visited.

### **Conventions**

For non-attenders, setting out, making writing legible to specific audiences, handwriting and use of grammar slipped considerably. However, this is one the things that will return rapidly with consistent teaching and **high expectations**. However, some bad habits are not redeemable quickly with “more of the same”. A **different approach to handwriting** that returns to basics and helps children holistically is required. Staff in KS1 have returned to eh start of “**kinetic letters**” scheme so practice is lost.

### **Concepts**

“Use it or lose it” is a common phrase. Simple stages of development such as “counting on”, while biologically determined, can be accelerated by experiential learning.

### **Cognitive load**

The best learning is achieved when pupils are within achievable load capacity. Too much stimulation or content all at once (like too many windows open on a computer) hampers learning. We still need to teach at the **correct pace**, in the **correct order** and sequence resisting demands to accelerate learning beyond capacity.

### **What Children Learn**

#### **English**

The most difficult thing to teach on line was writing. The learning environment, posture and correct pencil grip are more difficult to correct if you are not in the same room – the teacher cannot see this online. They cannot see at all if the writing is not “live”. We will take a more **kinesthetic approach** to teaching this.

Children slipped into bad habits during lockdown, such as text speak, informal writing and poorer choice of vocabulary and grammar. **Grammar and vocabulary** will need a particular focus in lessons by reintroducing our existing strategies and in ensuring that staff everyday speech is of a high quality.

Many children carried on reading in line with the online curriculum, but some did not read from one side of lockdown to the other. The disadvantaged pupils are disproportionately represented in this category. We need to provide **capacity for children to read out loud to a suitably qualified adult** with fluency as part of the recovery strategy.

#### **Mathematics**

This shows a wide variety of different issues depending on how well the children performed during online learning. For the majority, their skills were kept “alive” via online times tables, well-structured lessons and engagement with learning content. Some pupils however paid lip service to online learning, completing it, but not to any particular standard. The main issue here was that they didn’t always read the teaching slides, or watch the videos and launched straight into the learning trying to get it finished, without knowing how to complete the task. Others followed parent’s methods of calculation, which if presented well may have helped, but sometimes confused the children. Frustration and conflict sometimes brought some parental anxiety to the fore from their own school days and caused some fall back in attitudes to Mathematics. Although not showing in data gaps anecdotally, teachers reported in older year groups some loss of confidence when girls are answering questions to the whole class. For that reason, Mathematics booster groups were skewed so under confident children of both genders, but mostly girls were taught in one group giving them a confident voice. Re-establishing the calculation policy in lessons will iron this out in time, but some pupils will need extra “**catch up**” tuition if they have fallen back in comparison to others.

**Wider Curriculum**

At KS1 logs of home learning during lockdown showed greater uptake in non-English and Mathematics lessons. KS1 staff made a conscious decision to keep the curriculum broader than usual to maintain the enthusiasm and the love of learning, especially for the academically less able. Pastoral considerations and English and Mathematics skills determine a lot of success in these subjects, so things such as listening conventions, afternoon concentration and purpose for learning are important to improve - before content and knowledge improves.

PE and Healthy Eating is particularly important. Many pupils gained weight, lost good levels of residual aerobic fitness and lost motivation to be outdoors and exert themselves.

**High impact high frequency PE, extra playtime and Healthy Eating lessons** are part of this plan.

**How does data guide our interventions?**

We have constructed individual profiles of academic strengths and weaknesses from question level analysis in tests, group, class and year priorities from this. Below is a summary of the statistical priorities following the lockdowns. These have been used to structure **recovery lessons after school** in small groups.

**Catch Up Priorities from Data after lockdown 1**

Year 6 – Boys achievement overall.

Year 5 - Pupil Premium achievement in all subjects.

Year 4 - Girls Mathematics. Boys Reading.

Year 3 – No significant group.

Year 2 - Boys Mathematics.

Year 1 and 2 phonics who have remembered very little – holds the key to reading and writing throughout the curriculum.

**Catch up Priorities from data after lockdown 2**

December 2020 to Spring 1 2021 Progress Data			Teacher Assessment
Reading	Writing	Maths	Other Subjects
<b>Year 6 Cohort Strengths After Lockdown</b>			
Above average progress SEND/MAP	Average progress for most groups.	Average progress for most groups.	Creativity. Learning facts in humanities.
<b>Year 6 Cohort Weaknesses After Lockdown</b>			
FSM progress	EAL	SEND progress.	Stamina and resilience in all subjects. Attention to detail.
<b>Year 5 Cohort Strengths After Lockdown</b>			
SEND		At least average progress for most groups.	Science. History and Geography.
<b>Year 5 Cohort Weaknesses After Lockdown</b>			

FSM progress	Girls/MAP/EAL progress	FSM	Art – concentration and attention to detail. PE – listening to instructions and disinterest. RE – recording.
<b>Year 4 Cohort Strengths After Lockdown</b>			
	Above average progress for all groups	Above average progress for MAP and average progress for all groups	Music enjoyment (tuned instruments). History and Geography ( <i>with some adjustment for interest factor and purpose in environmental studies</i> ).
<b>Year 4 Cohort Weaknesses After Lockdown</b>			
Non EAL and girls			PE particularly aerobic fitness.
<b>Year 3 Cohort Strengths After Lockdown</b>			
	Above average progress for all groups (due to low Autumn)		Enjoyment of PE.
<b>Year 3 Cohort Weaknesses After Lockdown</b>			
Below average progress SEND/FSM (Claire Fereday, planning and coaching)	SEND progress.	Progress of the cohort. (30/60 pupils now attending Maths Recovery Lessons)	Non practical and active lessons such as History and Geography (p.m. concentration issue <i>which should return with growing stamina</i> ).
<b>Year 2 Cohort Strengths After Lockdown</b>			
Above average for SEND/EAL	Above average progress for most groups.	At least average progress for all groups	History and Science when it is practical. Writing p.m. <i>Write less pm and build this gradually.</i>
<b>Year 2 Cohort Weaknesses After Lockdown</b>			
Non EAL/ MAP/ FSM and girls.	Progress for SEND.		PE particularly overall fitness.
<b>Year 1 N.B. gaps in cohort, not progress (no December data). Strengths.</b>			
	At least average for most groups	Average progress for SEN.	More able pupils in book based subjects.
<b>Year 1 Cohort Weaknesses After Lockdown</b>			
Gap between FSM and Non-FSM	SEND and FSM	All other groups have made minimal progress this will need accelerating into the summer term.	Working scientifically. Use new topic to re-build scientific working knowledge.
<b>SUMMARY</b>			

<p>3/6 show better than average progress for SEND groups. 5/6 cohorts show a progress gap between FSM and non FSM - individual / group intervention. 2/6 girls – (FSM girl focus).</p>	<p>3/6 SEND in lower school. <i>Re-teach skills via scaffolding during lessons.</i></p>	<p>Therefore, the focus is on Year 3 Y3 30/60 on small group tuition and Year 1 as a cohort (<i>see if progress is made summer 1</i>). <i>In the rest of the school, although groups show fewer gaps, individual pupils have made significantly less progress than others and will take part in booster lessons.</i></p>	<p>PE and fitness is predictable and almost inevitable part of post lockdown fatigue. Lack of outdoor play due to weather and grazing food habits have increased weight. <i>Skew PE curriculum to include more high impact activities. Advise parents how to re-establish food habits.</i></p>
<p>Therefore the major areas for focus across the school is reading intervention for disadvantaged pupils, KS1 SEND an re-establishing lost knowledge and routines and skewing cohort support for where it is most needed.</p>			

## Research

This plan is guided by [DfE's catch-up premium guidance](#) and [EEF's COVID-19 support guide for schools](#).

Pupils in primary education in advantaged homes spent 3 hours per day on school work. In disadvantaged homes this was 2.5 hours average (1430 families). Dr Nic Pensiero and Prof Tom Kelly, Understanding Society, University of Southampton.

[https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19\\_Resources/Covid-19\\_support\\_guide\\_for\\_schools.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf)

- There is extensive evidence to say that **small group and 1:1 learning** has a high impact on learning. The smaller the group, the more effective the progress. Qualified teachers have the greatest impact, but tutors, teaching assistants or trained volunteers can be effective as long as they are well trained to the specific content and approaches. EEF
- **Structured intervention programmes** have the greatest impact when they meet a specific need such as oral language or reading. They work better when delivered consistently via a timetable. It is most effective when it follows effective assessment.
- There is some evidence that **extending school** for academic or pastoral support can have a small positive impact on outcomes and behavior, but needs to be supported by staff and parents alike.

FFT "Families of Schools" <https://educationendowmentfoundation.org.uk/tools/families-of-schools-database/claregate-primary-school-wv6-9ju/#yourFamilyanalysis> shows that our disadvantaged pupils over a 3 year average showed just above average Reading Writing and Mathematics achievement than the other comparator schools. This is however still considerably lower than non-disadvantaged pupils and the gap remains, even if it has not been as large as elsewhere.

In our action plans you will therefore see **1:1 tuition** in all year groups, **structured intervention groups** for older children (who can cope better with an **extended school day** and where their parent / carers will / can support this).

## What Are We doing About It?

### Strategy Statement

#### Pastoral AIMS

- To improve the mental health and wellbeing of pupils by re-motivate and re-energising all pupils
- To assist pupils to re-establish good interpersonal relations with each other and with staff
- To return pupils to normal routines maximising learning possibilities

### **Pastoral Objectives**

- To talk about positive mental health for all during circle time and PSHE lessons
- To assist pupils small group intervention if they need group therapy
- To build friendship games, good communication and team building into lessons
- To give pupils who most require it additional pastoral support, so they can re-gain good learning “habit of mind”
- To re-establish manners and appropriate verbal responses to adults via assemblies role play and non-negotiable whole staff expectations
- To teach in a way that makes the purpose of learning explicit so they can become Historians, Geographers ...
- To reach out further to EAL families engaging them in home learning and learning generally
- To re-teach younger children self-help skills such as dressing, toileting and asking for help appropriately
- To give responsible staff the time and space to effectively deal with child welfare issues

### **Academic AIMS**

- To raise the attainment of all pupils to close the gap created by COVID-19 school closures, through quality first teaching
- To reduce the attainment gap between our disadvantaged pupils and their peers
- To accelerate educational achievement and progress of pupils most affected by Covid-19

### **Academic Objectives**

- To establish which aspects of core knowledge need to be re-taught from scratch
- To revise aspects of learning that can be quickly addressed in this way
- To have high expectations of setting out and handwriting conventions
- To change the way that we teach handwriting to a more holistic and kinesthetic system
- To pace learning age appropriately, so pupils maximise learning
- To assess academic need in English and Mathematics thoroughly via testing, teacher assessment and question level analysis
- For the pupils who have the largest gaps in their knowledge – extra help to re-learn what they have forgotten via individual or small groups support in Reading and Mathematics
- To plan lessons in response to the needs of cohorts, classes, groups and individuals, planning “recovery” forensically
- To give teachers ownership over learning progress and interventions in their own class
- For pupils to keep up as well as catch up
- Re-establish Mathematical calculation policy and methods
- To re-establish love of Mathematics and Reading, where negative attitudes have occurred

### **Our Core Approach**

After lockdown 2, the pupils who need the greatest help are not those who have forgotten things because they have not been in school, or the pupils who were and still are less able than their classmates. It is also not those who did not engage with home learning. It is those who have forgotten how to learn (metacognition) – where significant

barriers have emerged. Without intervention, they are not just behind now but will fall further behind as the years go on. All of our approaches, be it 1:1, small group intervention, after school booster groups and personal pastoral intervention will focus on thinking, reasoning and problem solving skills.

**Criteria for Choosing pupils or intervention following lockdown 2**

- Tests in conjunction with Teacher Assessment, show that the pupil has not made **progress** in comparison to their peers, because they have had difficulty engaging with home learning during lockdown.
- Priority is given if they are “Ever 6” i.e. disadvantaged and Fischer Family Trust pupil progress measurement markedly negative.
- The teacher is confident that extra or deeper learning opportunities will improve achievement i.e. they will embrace it and their parents will allow after school intervention.
- The reason for the fallback is Covid-19 lockdown and lost knowledge / Habits of Mind.
- There are identifiable specific knowledge of the basic conventions of number and language that they need to re-acquire in order to improve across the curriculum.
- The pupils have lost motivation and feel as though they cannot achieve.

**Pastoral Action Plan**

Action	Intended outcome and success criteria	How will you make sure it's implemented well?	Staff lead	Reviewed?
Minimise further disruption to the school via a robust Risk Assessment.	Minimise spread of Covid-19 in school.	Lead and monitoring responsibilities built into RA. Tracking of cases. LA Quality Control.	Mr. Murphy.	Revised national or local guidelines or lessons learned.
To ensure that all pupils return to school on time and no pupils stay at home longer than is necessary, contact parents through telephone, app, social media or if all else fails social media. First morning calls to identified pupils.	Attendance is at least 96.1% which is national average when there is no pandemic.	Weekly attendance displays. Individual trawl of attendance / lateness data by Inclusion Leader. Supervision of Child and Family Support Worker.	Mrs Fielding.	Weekly attendance board. Weekly individual attendance / lateness trawl.
Identify pupils who are now arriving regularly late to school who did not previously. Meet with parent / carers and trouble shoot solutions.	Added minutes of learning at the beginning of the day.			
Pupil survey of wellbeing. Discussions with individual pupils who show worrying pastoral issues, or who are not indicating issues where behavior demonstrated that there may be.	No assumed knowledge of wellbeing – child's voice heard loudly.	Headteacher to discuss individual pupils with staff responsible weekly and more intensively at supervision.	Miss Evans.	Termly.
Parental survey of pupil wellbeing.				



Staff wellbeing meeting with EP. Groups of 3, 4, 5 and 6. Y6. Y5 lunchtime drop ins.	Staff recognise telltale signs of wellbeing for themselves and their pupils.		Miss Evans.	27/1/2021.
Continue to update the wellbeing survey completed by teachers after lockdown 1.	Teacher's identify issues that have not been picked up in pupil survey.		Miss Evans.	Ongoing.
Intensive work with 2 pupils re wellbeing. Intensive parental support for 2 families.	Routines re-established. Anxiety calmed. Sense of purpose and achievement fuels a stable term.	Inclusion leader and Child and Family Support Worker sample each other's sessions or participate (remotely if agreed by all). Peer challenge and support.	Mrs Fielding. Miss Evans.	
Surveys showed the need for individual support re bereavement, emotional and mental health. 5 pupils per week.	Pupils develop strategies to be able to rationalise and cope with challenges in their life including being able to grieve.		Mrs Fielding.	Summer term then return to normal pattern of support when required.
Surveys showed the need for group support to focus on friendships and co-operating with others.	Turn around attitudes of self-preservation, towards helping others. 2 groups per week. Re-socialise individuals struggling.			
Y1 and 2 x 2 sessions per week.- SEND pupils. During cool kids OT, talk about what is expected again of school – relationships with staff and routines. Class teachers to re-establish visual timetables when required.	Manage reactions to change so they know what is expected again of school.			Cool kids ongoing, but review membership based on progress and new referrals.
Individual sessions for parents so they can talk, express concerns and agree how school will help them and their child(ren).	Improved routines for bedtime, getting dressed for school etc. Bereavement and stress of lockdown talk time. Support to know what is age appropriate re work at home where this has caused anxiety. Support for parent / carers to encourage independence.			
Support and challenge for SEND and disadvantaged pupils + others for attendance.	<ul style="list-style-type: none"> <li>Establishing routines</li> <li>Value of education making difficult choices</li> </ul> Stuck / visiting overseas			For as long as it is necessary to re-establish routines.
Financial support for families re FSM.	Liaise directly with families who can access FSM and signpost to free food in holidays schemes.	HT trawl uptake.	Miss Evans.	FSM ongoing. Free food - external timescales.

Provide ad hoc afternoon playtimes for KS2 and elongate playtimes for all in week 1 to 6.	Better concentration in pm lessons, something to work towards, less sighing and complaining. Increased standard of listening and written work seen in work scrutiny.	Teachers decide when this is no longer required.	Mr Murphy.	Up to May half term.
Skew planning for PE lessons to make them more enjoyable with high aerobic impact.	Build love of exercise and aerobic stamina over a period of time.	Feedback at SLT meetings.	Mrs Condon.	From return to July 21st 2021.
<h3>Academic Action Plan – Quality First Teaching</h3> <p>Attention deficit is now observable in lessons. Pupils have become de-skilled in listening with quality and do not know what to do, or what they are learning. Pupils who did not engage with home learning or whose metacognition has suffered, may make more mistakes and may need more explanation and practice. Writing standards fell generally across the school. We need to know the specifics of knowledge gaps. Teachers will be “out of practice” with whole class teaching. Methods of calculation were badly hit across the school and pupils did not always use school systems when working at home.</p>				
“Creative Mad Company” online creative learning strategies for knowledge recall i.e. memory training for KS2. LA Virtual School session modelled this with LAC pupils and the results were impressive.	Pupils develop impressive cognitive strategies to ensure rapid recall of key facts.	LE to ensure our needs match delivery. “Simply Mad Company” use only tried and tested methods.	Miss Evans.	Class teachers assess the most powerful strategies for their class and implement in catch up intervention.
Reception class. Resume a.m. Nuffield Early Language Interventions 1:1 with pupils. Extend NELI.	Improve the spoken language of children through ELKLAN type	NELI has been robustly evaluated by EEF in a randomised control trial between June 2018 and November 2019. The results provide strong evidence for the effectiveness of the NELI programme.	Mrs Bowell	Record keeping shows ongoing improvement in language acquisition.
Specialist teacher to advise and teachers implement intervention strategy targeting pupils who cannot independently write a sentence.	Improved motivation to complete a sentence, independent learning strategies.	Class teachers to report to SENCO about fortnightly impact.	Miss Wigley / EYFS and Y1 teachers.	Fortnightly work scrutiny at end of project to measure impact. £350 cost for resources.
Baseline normative (to LA) testing. NP / DK training.	Identification of comparative gaps.	Baseline vs exit data. Interim discussions re progress and Cornerstones testing.	Mr Saunders.	Termly and end point July 2021.
Work scrutiny to ensure that standards of teaching are universally high. Ofsted report.	Inconsistencies in teaching that may re-emerge are ironed out.	Monitoring the monitoring quality control.	Mr Saunders Mr Murphy.	Half termly.

Weekly “book looks” so all curriculum leaders see a sample of books in their subject weekly at staff meetings.	Familiarisation of curriculum content. Knowledge of where improvement of standards or coverage are needed.		All curricular leaders.	Weekly.
Phase leader coaching to improve and monitor messages from work scrutiny. Successful strategy between HMI and last Ofsted.	Staff feel purposefully supported and challenged. Curriculum has continuity and standards universally high.		Phase leaders.	Half termly.
Ensure that the Concrete, Pictorial and Abstract methodology through SHaW Mathematics Hub training is embedded. Mathematics leader guidance and training.	CPA methodology is revised, implemented and strengthened.	Monitoring	Mrs Kirkham.	Ongoing.
Provide quick “revisit” learning content at the beginning of lessons.	Improve long-term memorisation of learned knowledge.	Planning trawl.	Phase leaders.	Half termly work scrutiny.
Reception, to Year 2 phonics – has to be taught in class groups due to Covid.	No bubbles mixed. Maximise impact of whole class teaching.	Phonics leader monitors provision.	Mrs Ross.	Twice per half term drop in.
Handwriting identified through work scrutiny.Y1 to 6 Kinetic Letters teaching.	Sustained writing regained.	English leader monitors half termly.	Mrs Plant.	Fortnightly.
Afternoon intervention from morning misconception.	Pupils focus on keeping up as well as catching up.	Phase leaders drop in on sessions.	Phase leaders.	Termly

## Specific Barriers to Learning Action Plan

### Academic Barriers

#### Greatest Barriers in Reading.

While there was high uptake for reading comprehension lessons during lockdown (over 90% in all year groups), the following issues were identified on return

- Disadvantaged pupils, particularly boys in Year 5 and 6 proportionately read fewer whole texts during lockdown.
- Generally, pupils lost the love of reading due to lack of exposure to high quality literature that is analysed e.g. class texts.
- At home, pupils were not as successful in inferential reading and staff had to provide more prompts and support if the answer was not immediately retrievable.
- Pupils retrieval skills e.g. skimming and scanning in Year 1 and 2 was largely lost during lockdown.
- Pupils forgot how to apply phonic knowledge of sounds and blends when deciphering reading and those who did not engage in home learning have forgotten a lot of phonic knowledge.

Academic Intervention	When and how long, timescale?	Success Criteria (monitored / evaluated by temporary TLA appointee <b>unless stated</b> )	Resources	Cost
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Year 1 – visual literacy focusing on retrieval.	3x per week summer term.	Improve identified weakness in comprehension.	Teachers / HL/TA Group Reading Books.	£465 books
Year 1 – SEND writing taught in small groups with structure and support.	Ongoing summer term 2021.	Pupils learn precision and accuracy in letter formation and applying phonics. Work scrutiny – English lead.		
Year 2 to 5 echo reading.	Weekly summer term.	Improve reading fluency. Drop in to reading and handwriting sessions.	<b>Literacy leader.</b> Reading books.	£300
Talk about books. Reading for comprehension verbal deep questioning of inference.	Year 3 and 4. Individual readers. During p.m. lessons. Four hours per week for 15 weeks.	Pupils regain ability to infer meaning from text.	HL/TA. Reading books lost during lockdown.	£368
Talk about what they have read, make simple inferences. Recall detail accurately.	Year 1 and 2. Individual readers. During p.m. lessons. Four hours per week for 15 weeks.	Pupils can refer back to text and verbally quote the relevant part of a text.	HL/TA	
Re-learn phonic sounds and blends.	Individual readers. Reception and Year 1. During p.m. lessons. Four hours per week for 15 weeks.	Remember how to use phonic knowledge when reading aloud to an adult. ROTA TT SO PUPILS DO NOT MISS THE SAME LESSON. 10 minutes R, Y1 and 2. 15 minutes lower KS2.	Teachers / HL/TA. Flash cards, books.	£200
Year 1 – move from less to more teacher directed learning when the pupils are ready. Short to longer bursts of work.	Y1 teachers for Summer term.	Y1 curriculum taught with maximum participation.	Y1 Teachers. HL/TAs	-
<b>Greatest Barriers in Mathematics</b>				
<ul style="list-style-type: none"> <li>Although pupils engaged well with Times Table Rock Stars, completion of tasks was patchy and many pupils clearly did not concentrate at home as well as they did at school. Many pupils have forgotten basics, many number facts and now struggle to use their times tables effectively to solve multiplication problems.</li> <li>The first lockdown led to gaps in learning because whole units were missed.</li> <li>Due to deficiencies in multiplication, pupils are consequently suffering in division as well.</li> <li>Reception and Year 1 – pupils did not have access to, or did not utilise number lines and concrete manipulatives during lockdown. Too much focus on labels for numbers without linking to quantity. 1:1 correspondence and progress on a number line, which they had found easy previously required. Concentration and “looking” at detail has waned.</li> </ul>				
Small group focus and continuous provision for mathematics activities.	Daily Mathematics lessons.	Re-establish 1:1 correspondence and the skill of counting on so number is understood as a quantity.	EYFS class teachers.	-
Mastery Mathematics booster clubs.	After school. 1 hour. Class teachers.	Re-establish visual methods as a self-help strategy. Plug gaps in knowledge.	Teachers / HLTA.	See below.
Extra Times Tables Rock Stars.	1 extra session per day.	Increased participation, fun and enjoyment.	Teachers. TTRS.	-

In this, use this structure to link multiplication to division.		Pupils use division as an inverse of multiplication as an effective strategy to solve number problems.	Class teachers. TTRS.	-
Teachers requesting support for Y3 Maths - leader to advise / support.	1 meeting for identification 1 one remedial solutions.	Reduce representations and break learning into single learning objectives and embed before moving on.	Maths lead / teacher time x 2 hours.	-
<b>Barrier.</b>				
EAL learners have engaged much more poorly with home learning, even with bespoke packages of learning.				
Ensure all pupils return to school or are traced if they have moved abroad.	Focus in week 1 and 2.	Return to school or CME procedures. Safeguarded if missing.	Inclusion leader Child and Family Support Worker / EWO.	-
Attendance monitoring.		Re-establish good patterns of attendance over 96.1%		ESW
KS2 afternoon intervention from morning misconception.	Each day, for 12 weeks.	EAL pupils overcome language barriers to access the Mathematical concepts.	HL/TA's	-

#### Plan for Additional "Catch Up" Intervention Premium

Member of Staff	Year	Day	Focus	Hours per week	Weeks
Mrs Bood	R	Monday to Thursday	Extra Nearly Language Intervention group sessions to improve spoken language.	4	7
	R	Friday	English as an Additional Language intervention.	1	7
Mrs Breeze	R	Monday	Individual reading 1:1. Speed sounds trick words and CVC.x 15 pupils.	1	15
	1	Monday	Individual reading 1:1. Speed sounds trick words and CVC.x 15 pupils.	1	
Mrs Anderson	R	Tuesday	Individual reading out loud to an adult. Answering questions from different reading domains to improve comprehension.	1	
	1	Tuesday		1	
Mrs Bowell	1	Friday	Individual reading. Vocabulary explanations. Blending and retrieval and some inference for HAP. VIPERS structure.	1.5	
Mrs Wakefield	2	Thursday	Individual reading out loud to an adult to build fluency and reading stamina. Use question prompts to stimulate age appropriate comprehension with thinking and reflection rime.	2	
Mrs Akyol	2	Wednesday		2	
	3	Friday		2.5	
	4	Thursday		2.5	
Mrs Wakefield	4	Tuesday		2	
Mrs Herrington	5	Tuesday		1	

	5	Wednesday	Reading club. Focus on enjoyment of reading for pleasure. Boys. Focus on vocabulary. Understanding inference. Linking paragraphs in longer texts. Give examples from the text to support views. Build reading stamina.	1			
			<b>Sub Total Staffing Reading</b>	<b>£5,040</b>			
<b>Mrs Coates</b>	<b>1</b>	After school. <b>N.B. Green indicates academic year 2021/22.</b>	Small group after school Mathematics booster classes. <ul style="list-style-type: none"> <li>• Re-establish basic age appropriate number conventions</li> <li>• Encourage rapid recall of number facts</li> <li>• Pinpoint through Question Level Analysis in tests where cohort difficulties lie and plan to teach in smaller groups what the children find tricky</li> <li>• Give opportunities for less confident pupils to ask questions and demonstrate what they do not understand in smaller groups</li> <li>• Praise, encourage and build confidence</li> </ul>	TBA.	6		
<b>Mrs Binnall</b>	<b>1</b>						
<b>Mrs Reynolds</b>	<b>2</b>						
<b>Miss Reeves</b>	<b>2</b>						
Miss Russell	3					1	12
Mrs Kirkham	3					1	6
Mrs Akyol	3					1.25	12
Mr Batty	4					1	12
Mrs Plant	4					1	12
Miss Wigley	5					1	12
Mr Bird	5					1	12
Mr Saunders	6					1	12
Mrs Kirkham	6					1	12
Mrs Owen	6			1	12		
			<b>Sub Total Mathematics</b>	<b>£6,534.08</b>			
Appoint temporary TLR 3 to lead the quality of recovery curriculum and achievement.			<b>Appointment</b>	<b>£2,833</b>			
Approach to creative learning, memorisation skills, self-esteem and confidence.			<b>Creative Mad Company</b>	<b>£995</b>			
Group Reading.			<b>Physical resources</b>	<b>£465</b>			
Echo reading books.				<b>£300</b>			
Lost books.				<b>£368</b>			
Specialist teacher writing resources				<b>£350</b>			
Flash cards and phonics resources.				<b>£200</b>			

The total cost up to the end of the summer term 2021 is £18,383. This leaves just under £12,700 to be planned and allocated for the academic year 2021/22. That catch up is not being planned now, because Quality First Teaching will "iron out" many difficulties, also because new priorities emerge that were not foreseeable in advance. A new plan will be published in September for the rest of the Catch Up Premium money.