

Fenstanton and Hilton Primary School

Covid Catch-up Strategy and Planning

2020-2021

<h4>Summary Information</h4>
<p>In February 2020, Fenstanton and Hilton Primary School had an OFSTED that identified that the school required improvement. In March, the school closed and re-opened to the children of Key workers and then Y2, Reception and Year 6 with staff providing online learning. Our Covid recovery plan needs to be seen in conjunction with the agreed focus on improving standards and rates of progress for all children in light of our OFSTED and the urgent needs to support children to make up for the time lost from their education. The focus in re-opening this September is to baseline where children are at, to prepare our Y2 children for the phonics check this term and to devise our recovery plan for the rest of the year.</p>

Our 3 Areas of Focus:

1 Teaching:

Quality first teaching supported by evidence informed CPD for teachers and support staff.

Development of whole school teaching and learning guide to ensure consistency and high quality teaching for all pupils

Baseline assessments and gap analysis to identify the data profile of children returning and where support needs to be targeted

Redevelopment of the school curriculum to ensure it meets statutory requirements and is rightly focussed on raising attainment in reading, writing and Mathematics as well as supporting SEMH

A broad and balanced curriculum with a direct focus on vocabulary instruction.

Ongoing assessment and monitoring to identify pre and post teaching sequences to support learners in need of additional support.

2 Targeted Support:

Additional small group teaching

Regular half termly progress meetings to discuss pupils and their needs

Pre-teaching and post teaching provision for learners

Teacher led intervention groups

Effective deployment of TAs and HLTAs to ensure maximum impact

Coaching and mentoring provision for PP pupils

1-1 reading for PP pupils

3 Wider strategies:

Remote learning practice and revise strategies to support learning at home

Development of whole school learning environment

Development of the classroom learning environment

Effective resourcing to support accelerated learning and to ensure that children have appropriate strategies and scaffolds to support and extend knowledge and understanding

Catch up funding allocation: £19,280

Intent:

School has a thorough process in place to identify children who require catch-up support.

All children have positive levels of well being and are confident they can achieve.

Gaps in children's knowledge and understanding will be closed as a result of the support and strategies implemented.

Children will make accelerated progress from their starting points.

Implementation:

Teaching	Barrier	Desired Outcome	Cost
	<p>Quality of teaching in the past</p> <p>Frequent changes to the curriculum and school structure and organisation leading to a lack of continuity</p> <p>High level of staff absence</p> <p>Lack of CPD and opportunities for staff to observe good practise.</p> <p>Poor pupil outcomes over time</p> <p>Learning time missed as a result of COVID 19</p> <p>Ensure continuous provision of learning for children in school and children who are shielding.</p> <p>Ensuring high quality online learning and access to online learning.</p> <p>Insufficient guidance for parents on how to support home learning</p> <p>Lack of consistency in time dedicated to teaching core curriculum</p> <p>Quality of writing across the school</p> <p>Quality of assessment and feedback and opportunities for children to respond to feedback</p>	<p>All teaching will be consistently good</p> <p>There will be an effective curriculum in place</p> <p>Staff and children will have the appropriate support they need to improve out comes and accelerate progress</p> <p>There will be a consistent approach to teaching and learning which builds on children's current level of understanding</p> <p>AFL will be used effectively to identify children needing to be challenged and children requiring additional support</p> <p>Remote learning policy in place</p> <p>All children are able to access online learning to support homework and home learning</p> <p>Parents will have access to guidance and support for home learning</p> <p>All children will have daily reading, writing and maths sessions</p> <p>Improved writing outcomes</p> <p>Improved marking and feedback which impacts on pupil progress and which children have time to respond to</p>	<p>CPD for staff. £2000</p> <p>Additional time for staff training and support</p> <p>Review of staffing structure</p> <p>Additional teaching staff to support group and 1-1 tuition to support catch-up and accelerated progress for identified pupils</p> <p>1.5 days a week £11,700</p> <p>Talk for writing training £2500</p> <p>Time provided for children to work with their teacher and respond to feedback and marking</p>

Targeted support	Barrier	Desired Outcome	Cost
	<p>Analysis of data (Oct 20) demonstrates that there are significant gaps in children's Writing and Maths.</p> <p>Loss of learning for Year 6 and Year 2 children and time available to support children to catch up.</p> <p>High numbers of children not working at ARE and not making expected progress</p>	<p>Group work will be targeted at addressing identified needs of groups of children identified through progress reviews Children will make rapid and increased progress from their starting points At Least 60% of children will be working at ARE by March 2020</p> <p>Priority interventions to support pupil attainment in Y6 and Y2 and transition.</p> <p>Improved progress and attainment. Gaps identified will be reducing</p>	<p>Half termly progress and attainment reviews and identification of children needing support. (within school costs)</p> <p>Implementation of cold and hot tasks to ensure that gaps are identified, and teaching can be planned to address those gaps (no cost)</p>
Wider strategies	Barrier	Desired Outcome	Cost
	<p>Consistency of teaching and learning over time</p> <p>The use of the learning environment to support improved outcomes and enable children to access the curriculum independently</p> <p>Lack of resources to support and scaffold learners who need additional support</p>	<p>Teaching and learning policy will make explicit how we teach at FHPS</p> <p>Consistency on the use of learning environments</p> <p>Improved resourcing to support the curriculum and scaffold learning</p>	<p>(Time)</p> <p>All classrooms to have a set of agreed resources to support teaching and learning</p> <p>High quality texts and use of manipulatives and representations to support pupil understanding</p>

	<p>Effective deployment of staff to ensure maximum contact and support for children</p> <p>Over reliance on Twinkle</p> <p>School attendance and concerns of parents around safety</p> <p>Inconsistent approach to remote learning across the school</p>	<p>Clear focus for support staff and agreed approach to catch up and targets for individual and groups of children</p> <p>Twinkle will only be used as a minimum. Staff will have access to high quality resources to support teaching and learning.</p> <p>School attendance will be in line with national</p> <p>Consistent approach and resources provided to support children at home</p>	<p>Redeployment of staff to make effective use of skills and talents.</p> <p>Within school funding</p>
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IMPACT:

Governors will be responsible for reviewing the impact of the interventions planned above. This will be achieved by reviewing the progress and attainment data for all children on a termly basis. Governors will receive a termly update on impact of planned support. Pupils books will demonstrate improved progress and high standards and expectations and adherence to the Teaching and Learning policy.

The headteacher and staff will review progress of all children on a half termly basis and ensure that progress is evident in books. Pre and post teaching sessions will be used to ensure that children are quickly identified and support in place to help children to access and make progress in their learning.

Desired Outcome	Review of desired outcomes February	Review of desired outcomes May	Review of desired outcomes September
All teaching will be consistently good There will be an effective curriculum in place Staff and children will have the appropriate support they need to improve out comes and accelerate progress There will be a consistent approach to teaching and learning which builds on children's current level of understanding AFL will be used effectively to identify children needing to be challenged and children requiring additional support Remote learning policy in place All children are able to access online learning to support homework and home learning Parents will have access to guidance and support for home learning			

<p>All children will have daily reading, writing and maths sessions</p> <p>Improved writing outcomes</p> <p>Improved marking and feedback which impacts on pupil progress and which children have time to respond to feedback</p>			
Desired Outcome			
<p>Group work will be targeted at addressing identified needs of groups of children identified through progress reviews</p> <p>Children will make rapid and increased progress from their starting points</p> <p>At Least 60% of children will be working at ARE by March 2020</p> <p>Priority interventions to support pupil attainment in Y6 and Y2 and transition.</p> <p>Improved progress and attainment. Gaps identified will be reducing</p>			
Desired Outcome			
<p>Teaching and learning policy will make explicit how we teach at FHPS</p> <p>Consistency on the use of learning environments</p>			

<p>Improved resourcing to support the curriculum and scaffold learning</p> <p>Clear focus for support staff and agreed approach to catch up and targets for individual and groups of children</p> <p>Twinkle will only be used as a minimum. Staff will have access to high quality resources to support teaching and learning.</p> <p>School attendance will be in line with national</p>			
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