

Dene House Primary School - Covid Recovery Premium Catch-up Strategy 2021/22

Background

Children and young people across the country have experienced unprecedented disruption to their education as a result of Coronavirus (Covid-19). Those from the most vulnerable and disadvantaged backgrounds will be among the hardest hit. As a result, for the 2021/22 academic year, the government has announced funding to support children and young people to catch up. The premium is calculated at £145 per pupil.

The Government state that schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year. Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

'Teachers and early years practitioners may consider focusing more on the prime areas of education, including communication and language, personal, social and emotional development, and physical development, if they think this would support their children to catch up following time out due to coronavirus (COVID-19).' DFE Guidance for Full Opening

Our school has been allocated **£19,865**

Education Endowment Foundation (EEF) Recommendations from their 'Covid-19 Support Guide for Schools'

The EEF advises a tiered approach to spending:

Teaching and whole school strategies	Targeted approaches	Wider strategies
<ul style="list-style-type: none"> Supporting great teaching Pupil assessment and feedback Transition support 	<ul style="list-style-type: none"> 1:1 and small group tuition Intervention programmes Extended school time 	<ul style="list-style-type: none"> Supporting parents and carers Access to technology Summer support



Our Approach

- Leaders have identified the barriers and issues that have resulted from the Covid 19 Pandemic and have established a 3 tier strategy for addressing these based on the guidance from the EEF.

TIER 1: Teaching and whole school strategies - Supporting great teaching and pupil assessment and feedback.

TIER 2: Targeted approaches - 1:1 and small group tuition; Intervention programmes.

TIER 3: Wider strategies Supporting parents and carers; Access to technology

Mental Health, Well-being, Behaviour and Attitudes

School identified issues/ impact of lockdown	Planned actions	Evidence Base	Approximate Cost
<p><u>Mental Health and Wellbeing:</u> We have more parents reporting that their children are anxious. While the majority of children settled back into school very well after each national Lockdown, or when their bubbles had to isolate, for some children, the transitions back to school have been more challenging.</p>	<p>Tier 1:</p> <ul style="list-style-type: none"> PSHCE Curriculum <p>Tier 2:</p> <ul style="list-style-type: none"> From September 2021 - focusing on wellbeing through additional sessions/time with the school counsellor. Additional 1:1 sessions and "drop ins" with the school councillor for those who need it. PSHCE focus in the first week when children are settling into school. Trailblazer Mental Health Project <p>Tier 3:</p> <ul style="list-style-type: none"> Trailblazer Mental Health Project 	<ul style="list-style-type: none"> The effect Covid-19 has had on children's social, emotional and mental health continues to impact their everyday lives. With new changes to guidance and routines going back to school can be scary for children whatever their age, and it can also be an anxious time for parents. Wherever children live, they might have questions and worries about going back to school during the coronavirus. NSPCC website 	£200 for resources
<p><u>Mental Health and Wellbeing:</u> Some children returned to school with anxieties and worries about how to stay safe in relation to Covid 19.</p>	<p>Tier 3:</p> <ul style="list-style-type: none"> Additional training and teaching provided through the E-Bug programme to support pupils in understanding Covid regulations and how to stay safe. 	<ul style="list-style-type: none"> Going back to school can be scary for children whatever their age, and it can also be an anxious time for parents. Wherever your children live, they might have questions and worries about going back to school during the coronavirus. NSPCC website 	FREE - E-bug programme
<p><u>Behaviour</u> Some children are finding it difficult to readjust to the expectations and rules linked to the removal of Covid 19 restrictions meaning that school's behaviour policy needs to be refined and reshared with the pupils - pupils now have more "freedoms" so need to understand the expectations that go with these.</p>	<p>Tier 1:</p> <ul style="list-style-type: none"> Behaviour policy reviewed and adapted for September 2021 Posters and displays in classrooms to ensure behaviour rules are high profile and central to what we do in school. Training for all staff on implementation and use of 'Zones of Regulation' <p>Tier 3:</p> <ul style="list-style-type: none"> Half termly behaviour meetings and log analysis to identify areas of concern and implement appropriate support 	<ul style="list-style-type: none"> Some school cultures, norms and routines have been disrupted by the coronavirus (COVID-19) outbreak and some pupils may have been exposed to a range of adverse experiences. Schools will need to make changes to reset behaviour and attendance expectations and consider additional support to successfully reintegrate pupils back. (DfE Checklist for School Leaders to support full opening: Behaviour and Attendance) 	£800 for additional adult support for managing behaviour. £100 for resources
<p><u>Motivation and attitudes for learning:</u> Some children are lacking resilience and stamina when working on tasks. All classes have reported children are less independent and seeking more reassurance from adults when completing tasks.</p>	<p>Tier 1:</p> <ul style="list-style-type: none"> Systems for promoting PRIDE have been emphasised Children to be rewarded for productivity and perseverance. <p>Tier 3:</p> <ul style="list-style-type: none"> Class Dojo has been introduced as a rewards system linked to school's Ethos and Values. 	<ul style="list-style-type: none"> In the EEF Attainment Gap Report, 2017, it states that 'essential life skills, or character, are important in determining life chances and can be measured in a robust and comparable way.' 	FREE

<p>New starters Reception staff have reported significant deficits in children's 'school readiness' after missing a considerable period of nursery learning through the summer term. Baseline data shows children have much lower starting points in CLL, mathematics, PD and PSED and are finding social aspects of school difficult.</p>	<p>Tier 1:</p> <ul style="list-style-type: none"> Additional adult in Reception in order to be able to target children effectively in their social and emotional Language and literacy development. Provision constantly reviewed and adapted to meet the needs of the children Ongoing professional development for staff around effective provision for language, literacy and mathematics, as well as personal, social and emotional development 	<ul style="list-style-type: none"> The EEF Covid-19 Support Guide for Schools, states that, 'great teaching is the most important level schools have to improve outcomes for their pupils. Providing opportunities for professional development...is likely to be valuable.' 'For pupils in reception, teachers should also assess and address gaps in language, early reading and mathematics, particularly ensuring children's acquisition of phonic knowledge and extending their vocabulary. For nursery and childminder settings, and reception, consider how all groups of children can be given equal opportunities for outdoor education.' DFE Guidance for Full Opening 	<p>£4500 towards the retention recruitment of an experienced, high performing EYFS practitioner with a background in YN and early development to help bridge/address the gaps/delays in development.</p>
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Language and Literacy Development

School identified issues/ impact of lockdown	Planned actions	Evidence Base	Approximate Cost
<p>Language and Oracy: Staff have reported that many children are struggling verbally, not speaking in full sentences and finding it difficult to articulate their thinking.</p>	<p>Tier 1:</p> <ul style="list-style-type: none"> Training on promoting language development through PEER (Prompt, Evaluate, Expand, Repeat), sustained shared thinking and SEEC (Select, Explain, Explore, Consolidate) approaches Philosophy 4 Children/speaking and listening sessions set up across school <p>Tier 2:</p> <ul style="list-style-type: none"> Speech and Language interventions set up within Reception - NELI/Talk Boost 	<ul style="list-style-type: none"> The Education Endowment Foundation's <u>evaluation of oral language interventions</u> as part of its 'Teaching and Learning Toolkit' shows that they have a 'positive impact' on learning at a very low cost. It summarised that, 'Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.' 	<p>£500 for CPD and supply cover</p>
<p>EYFS and KS1 Phonics and Reading Within EYFS and KS1, children have gaps in knowledge from sounds that they have missed in the spring and summer terms 20 and the spring term 21. Fluency has been identified as an issue across school and in some classes, pupil's attitudes towards reading have been impacted.</p>	<p>Tier 1:</p> <ul style="list-style-type: none"> Children in YR, Y1, Y2 and those who are classed as weaker readers in KS2 to access RWI sessions, including interventions and refreshers Refresher training for staff and new staff training Resources purchased to support RWI teaching and learning. <p>Tier 2:</p> <ul style="list-style-type: none"> Catch up interventions in place for all children who are working below age related expectations <p>Tier 3:</p> <ul style="list-style-type: none"> Weekly parents updates on sounds learnt via Dojo messages 	<ul style="list-style-type: none"> The EEF Covid-19 Support Guide for Schools, states that, 'great teaching is the most important level schools have to improve outcomes for their pupils. Providing opportunities for professional development...is likely to be valuable. It also states that, 'setting aside time to enable teachers to assess pupil's wellbeing and learning needs is likely to make it easier for teachers and other school staff to provide effective support.' 	<p>£350 Ongoing staff training and access to home learning videos for parents</p> <p>£250 Phonics Home Learning booklets</p>

<p>KS2 Phonics and Reading</p> <p>Within KS2, children have gaps in knowledge from sounds because they didn't access catch up teaching or intervention due to Lockdowns or self-isolations. Fluency has been identified as an issue across school and in some classes, pupil attitudes towards reading have been impacted.</p>	<p>Tier 1:</p> <ul style="list-style-type: none"> Children identified for RWI phonics catch up programmes Refresher training for staff and new staff trained in RWI catch up programmes Resources purchased to support RWI teaching and learning in Y3. Additional adults deployed to implement reading intervention programmes. Staff training to be provided around application of reading to wider curriculum subjects, to help further close gaps within reading. <p>Tier 2:</p> <ul style="list-style-type: none"> Catch up interventions in place for all children who are working below age related expectations; Reading recovery plans have been implemented; additional TA time and support deployed to enable this to take place. <p>Tier 3:</p> <ul style="list-style-type: none"> Weekly parents' updates on sounds learnt via Dojo messages. 	<ul style="list-style-type: none"> The EEF Covid-19 Support Guide for Schools, states that, 'great teaching is the most important level schools have to improve outcomes for their pupils. Providing opportunities for professional development...is likely to be valuable. It also states that, 'setting aside time to enable teachers to assess pupil's wellbeing and learning needs is likely to make it easier for teachers and other school staff to provide effective support.' 	<p>£4500 towards paying for an additional day from HLTA and TA</p> <p>£300 for RWI resources in Y3</p> <p>£880 Phonics Booklets</p>
<p>Writing:</p> <p>Children's writing stamina has been affected, as well as basics such as handwriting and spelling.</p>	<p>Tier 1:</p> <ul style="list-style-type: none"> Curriculum plans have been adapted to ensure coverage of missed content - class teachers are aware of gaps in knowledge and make on-going assessments to address these. Provide CPD to address issues in basic writing skills, including: improving "talk"; physical development; handwriting; spelling; and writing sequences (see writing SIP plan) <p>Tier 2:</p> <ul style="list-style-type: none"> Once progress in reading accelerates through quality first teaching and intervention, interventions will be set up within Key stage 2 to focus on the key skills of handwriting and spelling. Reaction time built into afternoon sessions to respond to misconceptions and errors. 	<ul style="list-style-type: none"> The EEF Covid-19 Support Guide for Schools, states that, 'great teaching is the most important level schools have to improve outcomes for their pupils. Providing opportunities for professional development...is likely to be valuable.' 	<p>£400 for CPD and supply cover</p> <p>£2400 for additional TA time for basic skills interventions.</p>

Mathematics Development			
School identified issues/ impact of lockdown	Planned actions	Evidence Base	Approximate Cost
<p>Maths</p> <p>In the last 2 years, Some specific content has been missed and children now have gaps in knowledge, particularly in terms of topics such as Measure, Shape and Space and Statistics. Children's mental recall of facts has also suffered which impacts all aspects of number and calculation.</p>	<p>Tier 1:</p> <ul style="list-style-type: none"> Curriculum plans have been adapted to ensure coverage of missed content - class teachers are aware of gaps in knowledge Provide CPD to focus on developing key skills in maths. Arithmetic and Mental agility have been identified as a priorities for CPD and coaching in the autumn and spring terms. <p>Tier 2:</p> <ul style="list-style-type: none"> Once reading progress accelerates, as a result of quality first teaching and intervention, interventions will be set up within KS2 to focus on key skills: number, place value and times-tables. Pre and post teaching strategies to be introduced to support children who are struggling to bridge gaps and/or retain information. Reaction time built into afternoon sessions to respond to misconceptions and errors. 	<ul style="list-style-type: none"> The EEF Covid-19 Support Guide for Schools, states that, 'great teaching is the most important level schools have to improve outcomes for their pupils. Providing opportunities for professional development...is likely to be valuable.' The EEF Covid-19 Support Guide for Schools, states that, 'In order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered 1:1 or in small groups, are likely to be necessary.' A particular focus for interventions is likely to be on literacy and numeracy. Programmes are likely to have the greatest impact where they meet a specific need, such as oral language skills, or aspects of reading, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery.' 	<p>£2,488 towards afternoon support from additional TA</p> <p>£300 for CPD and supply cover</p>

Wider Curriculum and Continued Access to Learning

School identified issues/ impact of lockdown	Planned actions	Evidence Base	Approximate Cost
<p>Wider Curriculum Children have gaps in knowledge from topics that have not been taught, impacting future learning.</p>	<p>Tier 1:</p> <ul style="list-style-type: none"> • Immediate access to wider curriculum subjects on return to school, with specific subjects taught by teachers who have taken on a subject specialism. • Staff training to be provided around application of reading to wider curriculum subjects, to help further close gaps within reading. • Additional books and resources purchased so all children have the stimuli and equipment they need to learn well in subjects. • Computing curriculum adjusted so that e-safety is promoted and reinforced in preparation for additional remote learning. 	<p><i>'Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content. Up to and including key stage 3, prioritisation within subjects of the most important components for progression is likely to be more effective than removing subjects, which pupils may struggle to pick up again later. In particular, schools may consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading.'</i> DFE Guidance for Full Opening</p>	<p>£2000 on additional resources</p>
<p>Remote Learning: School needs a system for remote learning that can be used for individual children isolating or if there is an outbreak of cases across a larger group or class. School must be ready to provide home learning immediately in the event that a child needs to self-isolate</p>	<p>Tier 3:</p> <ul style="list-style-type: none"> • Technology loaned to pupils who need to isolate due to Covid-19, to enable children to access home learning • "Classroom Secrets" paper packs purchased for those without internet access • Class Dojo - allows for sharing of tasks and timetables etc. Can also be accessed via phone for those without laptop/tablet access. It provides a two way communication system between parents and staff so that immediate support can be offered/queries answered. • RWI Phonics subscription purchased for online lessons 	<p><i>UNICEF: Though national governments around the world have been quick to implement remote learning, new health protocols and reopening plans, these policies have varied widely based on each country's wealth. School children in the poorest countries have already lost nearly four months of schooling since the start of the pandemic, compared to six weeks in high-income countries. Even short disruptions in children's schooling can have long-lasting negative impacts due to factors including the lack of structured programmes for catching up.</i></p>	<p>£337 for Classroom Secrets £175 Oxford Owl (RWI) £800 for Purple Mash subscription.</p>

Impact and Progress

Area	Expected outcomes:	Autumn Progress:	Spring Progress:	Summer Progress:
Mental Health and Wellbeing	<ul style="list-style-type: none"> Children are happy and settled in school and manage their anxieties with support from the staff team Emotional needs are addressed through whole class support and additional intervention and counselling support 			
Behaviour and motivation for learning	<ul style="list-style-type: none"> Children show increasing levels of independence - most children working at/above age related expectations for learning behaviours Low incidences of poor behaviour - reduction from previous term, with on-going reductions evident across the year. 			
Oracy	<ul style="list-style-type: none"> Children are confident speakers and able to express themselves and articulate their ideas clearly Opportunities made across the curriculum for talk 			
Phonics and Reading	<ul style="list-style-type: none"> 75%+ Y2 phonics pass (by Christmas) 90%+ Y2 phonics pass (by summer) 85%+ Y1 phonics pass (by summer) 75%+ Y6 Reading EXS + 			
Early Years	<ul style="list-style-type: none"> 70% GLD target Challenging provision set up that is adapted to the current needs of the children to address "weaknesses" in Communication, language, literacy and mathematics, as well as physical development. 			
Maths	<ul style="list-style-type: none"> Basic skills addressed - evidence of progress in basic maths skills, times tables compared to baseline assessments. 			
Writing	<ul style="list-style-type: none"> Basic skills addressed - evidence of progress in basic spelling and handwriting from baseline assessments. 			
Wider Curriculum	<ul style="list-style-type: none"> Full curriculum offer in place from September 2021 for all children, including computing and technology. 			
Remote Learning	<ul style="list-style-type: none"> All children able to access home learning Strong engagement with home learning tasks Coverage maintained during self-isolation periods. 			