

Deptford Park School

Covid Catch up Plan

2020/21



Strategy based on EEF Research

- **One to one and small group tuition** - 'There is extensive evidence supporting the impact of high-quality 1:1 and small group tuition as a catch-up strategy.'
- **Intervention programmes** - 'In order to support pupils who have fallen the behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary'.
- **Access to technology** - 'Pupil's access to technology has been an important factor affecting whether they can learn at home. As pupils return to schools, technology could also be valuable; for example, by facilitating access to online tuition or support.'
- **Supporting parents and carers** - 'Parents have played a key role in supporting children to learn at home and it is essential that schools and families continue to work together as pupils return to school. Providing additional books and educational resources to families, with support and guidance, may also be helpful – for example, offering advice about effective strategies for reading with children.'

“As with all government funding, school leaders must be able to account for how this money is being used to achieve our central goal of schools getting back on track and teaching a normal curriculum as quickly as possible. Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors and trustees should scrutinise schools’ approaches to catch-up from September, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities, and ensuring appropriate transparency for parents.”

Strategy/Area	Implementation	Monitoring	Cost	What we will see?
Additional group teaching in each year group inc. one to one work.	Weekly catch up sessions on key concepts for each child who will need this to support with catch up. At least one session per week in a small group or 1-1 working on key concepts.	Tight focus on planning in place. Pupil progress meetings to support staff to identify issues and strategies to address them.	£7652 + Tier 2 Funding	Individuals and groups to have made the more than expected progress within the year to get them to be expected standard.
Additional 1-2-1 and small group teaching for most vulnerable.	Cover support and TA's to take on groups within their bubble to support in key concepts – raise love of learning and regular reading, stamina for writing with individual praise - identify the small group/ individuals targets are smart and measurable.	Pupil progress meetings to support staff to identify issues and strategies to address them. Year group book looks comparing outcomes.	Tier 2 Funding	Children who were original below expected standard – are making better than expected progress.

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Assessment for Learning	<p>Assessment levels will be taken in October as research shows little information will be gained from summative assessment given in the first week back and only wastes time. Maintain three data drops within the year but heavy monitoring from Year Group Leads and SLT to ensure planning and delivery is strong and supporting progress. Raising Stars Intervention package used to identify gaps and target intervention areas for groups of children.</p>	<p>LT alongside subject leaders and Year Group Leads.</p> <p>Building the capacity of leadership in the school.</p>	Assessment module £720	Children taught missed concepts and moving closer to expected levels
Mathematics	<p>Maths to have a pre-teach week before each unit of work - to pick up on the previous year's gaps from handover document - to use a mastery approach and not drill and practise style. Making formative assessments throughout the pre-teach.</p> <p>Consistent use of learn its to alleviating the need to repeat and re-teach.</p>	<p>Maths Team to support staff to ensure topics and concepts picked up and taught using mastery approach.</p> <p>Year group book looks comparing outcomes.</p>	£2772	Children will be fully caught up an on track within 2 years, however we are hoping this would be within a year.

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Literacy - Writing	<p>Handover at the end of year is used to provide a clear understanding of the key skills and objectives missed. This is used as the basis of the Autumn terms planning incorporating some of the key current year group objectives.</p> <p>Spelling session separate to the main English lesson.</p> <p>Staff being really precise on questioning and feedback to gain maximum progress from all learners.</p>	<p>English Team to support Year Group Leads to Monitor planning and work scrutiny- feedback to support progress.</p> <p>Year group book looks comparing outcomes.</p>		<p>Children will be fully caught up an on track within 2 years, however we know that for many this would be within a year.</p>
Literacy - Reading	<p>Daily independent reading of 15 mins a day - each child will be heard read each week in school by an adult. Children reminded and shown how to change books and this is monitored to ensure regular changing of books at appropriate level. Teacher is responsible for this and keeps relevant records.</p> <p>Continue with the whole class guided reading- more focused objectives and daily tasks to support with this.</p>	<p>English Team to support Year Group Leads to monitor progress.</p> <p>Year group book looks comparing outcomes.</p> <p>English Team to target staff meetings on common issues.</p>	£11,086	<p>Regular reading to be re-established.</p> <p>Reading stamina and comprehension to improve.</p>

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Behaviour for Learning	Establish the expectations in the class and school of the new normal - walking up and down corridors, coming in and out of school etc. Focus on home learning expectations and giving children opportunities to do this work in school. Attendance and punctuality to be strictly monitored and supported with school procedures on a daily basis.	All staff consistently expecting high standards of conduct and behaviour. Attendance Lead liaising with parents and EWO.		Children will be moving around school appropriately. Physically distancing at age appropriate way. Children ready and eager to learn. Children taking on ever greater responsibility for their own learning.
PHSE	A recovery curriculum is being delivered and implemented throughout the school during the Autumn term. This will support much of the mental health and wellbeing recovery.	All staff consistently inducting children into life in school.	£272	Children happy to be in school and learning successfully. Children re-socialise and re-establish positive learning habits.
Wellbeing	Staff and pupils- to ensure all feel safe and secure being back in school. To build on all stakeholders' resilience being within school and how we move on forward with Covid 19. The use of the recover curriculum of PHSE.	All staff consistently inducting children into life in school.		Children, staff and governors understand what has happened and how we move on from strength to strength to support all. Developing resilience for things we encounter.

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Parents as partners supporting learning	Analysis of online take up and a survey of barriers to access. Equipment will be provided where possible to support access or a suitable alternative will be put in place.	LT identifying barriers and working with parents to remove or mitigate against them.	Cost of reconditioning Laptops £180 iPad loan scheme set up.	Parents actively involved in their child/children's learning. Barrier removed from access to online learning. Where that is not possible or appropriate suitable alternatives are provided.