



Covid catch up plan 2020-2021

Head Teacher Angela Lewis



Achieve Believe Care

Howley Grange Primary School Values, Purpose and Commitments

At Howley Grange our core purpose is to ensure our children have the wisdom and courage to make the right choices now and in their futures.

- *broadening their minds and increasing aspirations ensuring every child **achieves** their full potential*
- *raising children's self-**belief** and confidence through celebrating effort, hard work and successes*
- *supporting every child to show **care** for themselves, others and their environment, enriching every community to which they belong*

We will do this by:

- creating a family atmosphere where all members of our school community feel listened to and valued
- delivering consistently high-quality teaching and learning
- planning a broad curriculum which inspires, engages and motivates children
- providing a safe, supportive, inclusive and stimulating environment of which we can all be proud
- nurturing a culture of respect and understanding

Howley Grange will receive a total of £33,600 Covid Catch up funding for this academic year.

For further information, please click this link

<https://www.gov.uk/government/publications/catch-up-premium-coronavirus-covid-19/catch-up-premium>

In order to utilise this additional funding in the best possible way, we have considered closely the research and advice put forward by the EEF, you will see this referred to and quoted throughout the plan. For more information please see <https://educationendowmentfoundation.org.uk/>
The plan below outlines our initial strategy; however, it is subject to further adjustment in response to changes in the current situation eg extended bubble closures for particular year groups resulting in widening gaps etc.

EEF Strategy and Evidence	Howley Strategy	Cost	Intended impact (to be reviewed Summer 20)
<p>Social and emotional learning-+4 months (moderate impact for moderate costs) ‘Interventions which target social and emotional learning (SEL) seek to improve pupils’ interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.’</p>	<p>Provide additional pastoral intervention to support re integration into school life.</p>	<p>Approx £1,000 per month (in place from 19/09/20) (Costed for 6 months-£6,000)</p>	<p>All children successfully re integrated into school.</p>
<p>Feedback-+8 months (high impact for very low costs.) ‘Feedback is information given to the learner or teacher about the learner’s performance relative to learning goals or outcomes. It should aim towards (and be capable of producing) improvement in students’ learning. Feedback redirects or refocuses either the teacher’s or the learner’s actions to achieve a goal, by aligning effort and activity with an outcome. ‘</p>	<p>Devise and implement a staff professional development program to raise the effectiveness of whole class feedback.</p>	<p>INSET</p>	<p>Rates of progress will increase in all core subjects as ongoing and specific assessments are used to identify particular areas where groups of pupils have forgotten or misunderstood key concepts. This will then be effectively fed back to children and misconceptions and gaps will be quickly addressed, ensuring new material being covered builds on secure foundations.</p>
<p>Small Group Tuition-+4 months (moderate impact for moderate costs.) ‘Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area.’</p>	<p>Additional teacher and TA hours to provide small group and individual work across the school. Class teachers released in years 5 and 6 to provide small group tuition for groups of children.</p>	<p>Available funds £12,511</p>	<p>Percentage of children working at age related expectations in Reading, Writing and Maths to increase from Autumn baseline.</p>
<p>Early Years Intervention- +6 months (high impact for very low cost.) ‘Communication and language approaches emphasise the importance of spoken language and verbal interaction for young children. They are based on the idea that children’s language development benefits from approaches that explicitly support communication through</p>	<p>Introduce Welcomm into Early Years and Year 1 to screen and intervene for gaps in early speech and language development.</p>	<p>£940 (for sets) (see above for costs for intervention.)</p>	<p>Percentage of children achieving a good level of development to increase from Autumn baselines.</p>

<p>talking, verbal expression, modelling language and reasoning.'</p>			
<p>Reading Comprehension Strategies + 6 months (high impact for very low costs.) 'Reading comprehension strategies focus on the learners' understanding of written text. Pupils are taught a range of techniques which enable them to comprehend the meaning of what they read.'</p>	<p>Introduce Phonics Bugs Independent online and subscription to Phonics whole class teaching package. This will enable children to have access to online reading books if bubbles close down or self-isolation is needed. The online books will also develop comprehension skills by asking children set questions and can be used to set reading tasks at home over the course of the year. A structured phonics programme will be in place to support other adults to deliver phonics.</p>	<p>£1,149 for one year subscription.</p>	<p>Increased levels of comprehension at end EYFS, Years 1 and 2. Above national average achievement of EXS in KS 1 is maintained at end 20/21. Above national average achievement of phonics check pass is maintained at end 20/21.</p>
<p>Digital Technology- +4 months (moderate impact for moderate costs.) 'Digital technology means the use of computer and technology assisted strategies to support learning within schools. Approaches in this area vary widely, but generally involve: technology for students, where learners use programmes or applications designed for problem solving or open-ended learning; or technology for teachers, such as interactive whiteboards or learning platforms.'</p>	<p>Purchase additional technology to enable remote learning for all when bubbles close down and children's access to ICT based interventions in the classrooms. Provide ongoing training in use of Teams. Use teams to set and complete some aspects of homework in KS 2.</p>	<p>£13,000</p>	<p>Gaps will not widen due to bubble closures as teachers will provide high quality online learning and feedback through the use of Teams or Tapestry.</p>