

LEVENS CE SCHOOL

Loving to Learn, Growing together, Caring for All.

COVID CATCH-UP STRATEGY – updated Autumn 2021

Mission Statement

Levens CE School is a happy, safe, inspiring place to grow and learn, where we enjoy the learning experiences each new day brings. Everyone is supported and nurtured through our distinctively Christian ethos and shared Christian values.

It is our aim to develop and sustain a life-long love of learning by building for our future in a diverse and ever-changing world. Rich and wide-ranging experiences enable everyone in school to be creative and develop the personal skills required to be responsible, confident and considerate; taking pride in all that we do.

Number of pupils on roll October 2019 census = 70 pupils plus 11 attending nursery

October 2020 census = 77 pupils plus 15 attending nursery

Total amount of catch up received per pupil - £80

Total amount of funding allocated to Levens School 2020-21 - £3320

Summer 2021 a further £33 per pupil - £2360

September 2021 - recovery premium of £1000

Total Allocation - £6680

Use of Funds: 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 curriculum expectations for the next academic year in actions for schools during the coronavirus outbreak. While schools can use their funding in a way that suits their cohort and circumstances, they are expected to use this funding for specific activities which will help pupils catch up on missed education.

EEF Recommendations:

Teaching and whole school strategies: • Supporting great teaching • Pupil assessment and feedback • Transition support Targeted approaches: • One to one and small group tuition • Intervention programs • Extended school time

Wider strategies • Supporting parents and carers • Access to technology

Barriers to Attainment:

- Bubble isolation and lockdown have resulted in time away from school for many children, therefore gaps in knowledge are affecting progress and attainment;
- Staff knowledge and expertise in providing remote learning using online systems and a completely new way of working.
- Ensuring provision for remote education matches provision normally received in school is challenging
- Teaching of some subjects has been highly disrupted e.g. computing due to lack of software accessible from home
- Replicating learning in school in core subjects with learning done at home has been challenging – quality of work returned has not been of same standard – particularly evident in writing.
- Children have lost confidence in their ability to make good progress or do well in some subjects – particularly evident in maths.
- Restrictions, family circumstances, isolation from friends, time away from school has impacted wellbeing, learning behaviours, resilience and mental health. Some children may find it difficult to return to routines, structure and expectations of school on return.
- Ensuring children are safe when working online from home is challenging
- Some children have not found engaging in remote learning as easy as other children and may have fallen behind further than others academically.
- Many children have had limited opportunities to mix with others during lockdown and when school operates in bubbles.
- Breadth of opportunities to engage in range of sports, including team games and swimming, during lockdown may have impacted overall levels of fitness, attitudes to sport and opportunities to learn essential survival skills.
- Increase in screen time during lockdown may have impacted mental health, learning behaviours and physical fitness.
- Some families may have experienced extreme difficulties – financial, emotional, physical – due to impact of Covid.
- Parents who work fulltime/are key workers report that they find supporting their child’s remote learning during periods of school closure or when children are isolating has been extremely difficult.

Priorities for Levens CE School:

1. To raise profile of mental health and wellbeing of all stakeholders as a school priority
2. To develop resilience, self esteem and confidence of all pupils
3. Ensure quality first teaching to narrow gaps in knowledge and recover lost learning as a result of Covid.
4. To implement appropriate intervention for specific targeted children who have been most impacted by school closure, disadvantaged or have additional needs
5. To develop remote learning offer to ensure broad, balanced and high quality curriculum for those children who are absent from school due to local outbreak, class closure, periods of isolation, further lockdown restrictions.

Core Approaches:

Quality first teaching

Effective procedures for assessment and feedback

Support for pupils transferring to secondary school

Small group and 1-1 interventions

Collaborating with parents and carers to support learning at home
Carefully planned and specific homework activities to practice and embed school learning.

Covid Catch up Action Plan

Action	Intended Outcome	Research	Cost + Staff	Evaluation and Impact
Class teachers to attend EdTech CPD on using full office365 suite – TEAMS, Sway, FORMS,	Ensure school staff are competent, have knowledge and skills to deliver online learning in event of school closure	Best evidence on supporting students to learn remotely EEF (educationendowmentfoundation.org.uk)	All classteachers No cost Spring term 2021	Use of Teams was effective in providing home learning for all pupils 86% of parents agreed that remove learning offer from Levens School was good. 91% or pupils regularly accessing online learning. Remote learning survey February 2021
Inspire pupils and their families to remain physically active during school closure	Marathon Challenge - daily mile incentives for pupils and their families to run a marathon over the course of the summer term through lockdown with rewards of medals and certificates. Activity published on website through photographs/blogs etc. Indoor/garden challenges – bespoke PE curriculum to support staying physically active.	Physical activity guidelines for children and young people - NHS (www.nhs.uk)		100% uptake in initiative with all pupils receiving a medal and 1820+ miles covered.

Provide early support and help to families during school closure and throughout Covid pandemic	<p>Develop website as a source of support for families experiencing range of difficulties – emotional, physical, financial etc.</p> <p>Class emails set up for parents to contact their child’s class teachers directly</p> <p>Maintain regular contact with families during lockdown through telephone check-ins conducted by class teachers, head teacher and SEND lead</p> <p>Provide information and advice to parents on keeping our child safe online through development of and additional content on school website.</p>	COVID-19: guidance on supporting children and young people’s mental health and wellbeing - GOV.UK (www.gov.uk)	No cost All class teachers SEND lead Head teacher	Remote learning survey demonstrates that parents felt supported well by school during school closures/lockdown. Comments from parents in Remote Learning Survey February 2021
Provide targeted support for all pupils in years 1-3 who are not working at expected level in phonics	<p>Number of children achieving expected standard in phonics in years 1 and 2 meets or exceeds local and national outcomes.</p> <p>Children meet expected standard in reading at end of KS1 and can read age-appropriate books confidently and fluently.</p>	Phonics EEF (educationendowmentfoundation.org.uk)	TA intervention support with target children 8weeks – 3 x 30minutes sessions £196.92	Number of children achieving expected standard in Year 2 December 2020 100% Year 2 December 2021 93% Year 1 June 2022 – 92% expected
Enhance number fluency in EYFS and KS1 through involvement in NCETM ‘Mastering Number’ project	Children in early years and KS1 have deeper understanding of number – place value, mental strategies, all four calculations etc. through ‘Mastering Number’ involving daily mental maths sessions outside daily lessons.	EEF recommendations – Improving maths in early years and KS1 https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/early-years-and-key-stage-1-mathematics-teaching	Maths lead, EYFS and KS1 teacher – release time to attend training Covered by HLTA	Program start from autumn 2021
Daily targeted intervention for pupils in years 2-6 using IDL	Progress of target children in years 2-6 accelerates in reading and/or spelling through daily engagement in program.	The Effectiveness of IDL Literacy - A Summary of Research IDL (idlgroup.com)	IDL subscription for whole school – literacy –	Average improvement of 10months reading and 11months spelling after 26 hours of work on program.

			reading and spelling 2 years - £399x2	
Ensure all pupils in KS1 and target pupils in LKS2 have access to high quality reading books whilst in school, during school closure and when isolating.	Greater access to range of relevant books to support progress in reading – phonics, comprehension and decoding.	Ensure all books meet EEF requirements – are phonetically decodable	English Lead Purchase of new reading books - £232.40	Phonics outcomes – see above Phonics Year 1 June 2022 = 92% expected KS1 outcomes June 2022 – 86% expected Number achieving GLD in EYFS July 2022
Develop new improved systems for ensuring targets for PLPs are SMART and interventions effective	Ensure holistic approach involving parents and pupil voice leads to the appropriate support being identified and actioned as quickly as possible for children with SEN.	Small group tuition EEF (educationendowmentfoundation.org.uk) Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	No cost SEND lead Class teachers Teaching assistant support	
Targeted support for pupils to enhance mental health and support greater resilience	A range of interventions to develop resilience, improve learning behaviors, promote development of social skills and communication for target children including: Lego therapy, social skills nurture groups, yoga and mindfulness.	Effect of pandemic on children's wellbeing revealed in new report - GOV.UK (www.gov.uk) Social and emotional learning EEF (educationendowmentfoundation.org.uk)	Specialist teaching assistants £443 Spring and summer terms 2022	

<p>English lead to support staff and develop strategies for Quality first teaching in writing across school</p>	<p>English lead to mentor, support staff in teaching of English through CPD, informal 1-1 support and advice, monitoring and evaluation of QofE in English in order to accelerate achievement across all year groups.</p> <p>Develop a more consistent whole school approach to sequence of teaching and learning in writing and shared understanding of good teaching in writing.</p>	<p>Guidance reports EEF (educationendowmentfoundation.org.uk)</p>	<p>Release time for English lead 1 hour every two weeks.</p> <p>No cost – covered by HT</p> <p>Additional resources to support teaching and assessment of writing for staff – Focus Education materials £100</p>	
<p>Purchase and implementation of WELLCOM to secure stronger teaching of language and communication in EYFS and KS1 for target children.</p>	<p>Early intervention for children in EYFS and KS1 who require additional support to accelerate progress in communication and language.</p>	<p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>EYFS Teaching assistants; EYFS and KS1 class teachers</p> <p>£875</p>	
<p>Develop provision for mental health and wellbeing in school</p>	<p>Head teacher to attend DfE funded SMHL training and implement priorities and actions for context of Levens school</p>	<p>Healthy Minds EEF (educationendowmentfoundation.org.uk)</p>	<p>Headteacher</p> <p>£1200 DfE grant</p>	

Enhance transition for pupils moving to secondary school	All pupils in year 6 receive enhanced support in preparation to high school in absence of transition days and visits from feeder high schools. Target children receive additional small group/1-1 support preparing – getting around, packing bags, introducing staff, virtual meetings with form tutors via teams etc	Healthy Minds EEF (educationendowmentfoundation.org.uk)	No cost Year 6 class teacher SEND lead	
All Year twelve 6 pupils access additional lessons in maths through extension in school day.	15hours online tutoring via NTP in maths – TLC live autumn term 2021 8hours small group tutoring led by 2 classteachers during spring term. Children have greater confidence and determination to achieve well and make good progress in maths; program offers bespoke personalised learning program to narrow gaps and make up for lost learning	One to one tuition EEF (educationendowmentfoundation.org.uk) Small group tuition EEF (educationendowmentfoundation.org.uk) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	£1188 15x1hour tuition in groups of 3-1 Spring term – 16x1hour tuition £509	109.8months progress in total. Average of 9.15months per child over 3month period based on TLC Live impact data
Encourage and promote physical activities and involvement through sporting coaches and after school clubs	All pupils have increased awareness of benefits of being physically active on mental health; greater opportunities for children to be more active in school day in curriculum learning, during break times, with number of after school clubs on offer. Children introduced to new sports and are inspired by external professional coaches, also providing good CPD for school staff.	Physical activity guidelines for children and young people - NHS (www.nhs.uk) School sport and activity action plan - GOV.UK (www.gov.uk)	All class teachers External sports coaches from Barrow Raiders, Brewery Arts Centre, Onside Sports. Investment in extending resources for active playtimes Sports Grant See PE strategy 2021-2	