



Post COVID Pupil 'Catch UP' Strategy Statement 2020-2021

Summary information					
Total number of pupils	540	Date written	Nov 2020	Review date	Jan 2021
% of pupils eligible for PP	14%	% of pupils registered as SEN	12%	Written by	Chris Spratt

Know impact of COVID school closure:

- Increased gaps in reading, writing and maths for those pupils who were unable to engage fully with home learning during lockdown
- Social, emotional and mental health needs of children exacerbated by the circumstances of lockdown
- Decrease in physical speed, strength and agility due to lockdown circumstances and increase in the number of children who are overweight

Our Objectives in spending the Catch-Up Grant:

- Ensure all children are attending school regularly.
- To ensure that all children are emotionally ready for returning to formal learning.
- Ensure consistent high-quality teaching and learning across the school.
- Ensure identified children have access to necessary 'catch up' interventions.
- Ensure all children have an increase in physical exercise.
- Ensure all children's home learning is not inhibited due to the lack of technology available to them at home.

Measuring the Impact of the Catch-Up Grant spending:

We regularly measure the impact or effect of our intervention strategies and initiatives using a range of methods including:

- analysis of achievement data to see if we have successfully addressed missed learning for individuals;
- specifically tracking their progress in their additional learning sessions;
- observation of in-class improvement;
- directly comparing the work and progress in their books to that of those without gaps in the same learning;
- review content of sessions and pupils attending, modifying as required.

Priority 1: Ensure all children are attending school regularly.				
Actions	By whom	By when	Costs	Success criteria/Outcome
Monitor attendance daily and liaise with parents/carers	office	daily	none	Our school attendance is currently 96%. (not including COVID related absences) This has remained consistency with attendance figures pre-Spring 2020.
Log COVID related absences differently.				
Work closely with the Participation Officer to ensure all children return to school after lockdown.		As needed		
When a COVID vaccine is being widely used, alter the absence policy. (Amended in October 2020 to reference absences caused by COVID)		When applicable		

Priority 2: To ensure that all children are emotionally ready for returning to formal learning.				
Actions	By whom	By when	Costs	Success criteria/Outcome
Start the new academic year with a 'soft start'	Everyone	To commence immediately and to run indefinitely	None	All the children have settled into their new classes and have adapted back into school life. The new routine has also given piece of mind to all of those at Harlyn.
Selected children to complete a short survey to assess how they feel about returning to school. Any issues to be addressed.	Year group leaders	To be completed by 1 st October	None	Those children who have found school a tricky place to return to were spoken to by members of their year group. We now have a better understanding of how the children feel about returning to school and what worries they have regarding COVID.

Staff to receive emotional and well-being training	Young Minds	Half term		Staff took part in a 1 day Inset course. This covered a range of issues that were likely to come up due to the extended closure of the school. Staff are now able to apply much of what they have learnt into the everyday working life/
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Priority 3: Ensure consistent high-quality teaching and learning across the school.

Actions	By whom	By when	Costs	Success criteria/Outcome
All children have access to a broad and balanced curriculum. Lessons continue to include the 6 principles to support teaching and learning. The 6 principles are: 1. Challenge 2. Explanation 3. Modelling 4. Practice 5. Feedback 6. Questioning	Everyone	On-going		Children are fully engaged in their learning. Baseline assessments were completed in September 2020 and recent data has shown that the children are making good progress. Teachers work together to share best practice.
Monitor closely the quality of teaching and learning across the school to ensure high standards.	SLT	On-going		The school continues to follow the monitoring calendar. The children are continuing to receive an excellent education.

Priority 4: Ensure identified children have access to necessary 'catch up' interventions.				
Actions	By whom	By when	Costs	Success criteria/Outcome
All children to take an assessment from their previous year groups curriculum. Teachers will identify those children who gaps in their learning as a result of the extended period off school	Deputy Head	18 th September	None	Assessments were completed and results were returned promptly. Year groups identified areas that needed to be addressed and those children who would benefit from additional support. The assessment calendar will be followed for the rest of the year and groups will be modified accordingly.
Ensure that booster groups begin. Selected children to complete a baseline assessment and will receive weekly targeted support in an area of the curriculum that has been identified in order for the children to have a better understanding of the skills being taught.	Selected staff members	Reviewed January 2020	Staff costs	The booster groups have now been running for over a month. Numbers have been consistent and early signs are that these are having an impact. Assessments carried out in the future will assess the impact of the sessions.
Intervention programmes to continue as normal. Children across all year groups are given additional support to cover a range of needed. Effective differentiation is used routinely and year groups are working together to ensure that appropriate support is given where needed.	Everyone	To begin October 2020		Intervention programmes are being effectively used in all year groups. Early data shows that this is having a positive impact on learning.

Priority 5: Ensure all children have an increase in physical exercise.				
Actions	By whom	By when	Costs	Success criteria/Outcome
PSD are continuing to offer CPD to staff in all year groups to ensure that P.E lessons are being taught that engages and stretches all those involved.	PSD	On-going		The CPD programme has now begun and is being used to develop the skills of the teachers.
Daily mile and Wake and Shake sessions to be timetabled for all year groups.	Teachers	On-going		Teachers are ensuring that the children are being physically active throughout the day. Just Dance is being used in many year groups and Joe Wicks continues to be popular.
Sports Interventions to support children across year groups.	Teachers	On-going		P.E interventions are continuing this year and are helping to ensure that the fitness levels of all involved are improving.
Children will have an opportunity to take part in a range of sporting challenges during lunchtimes.	PSD	On-going		The lunchtime activities have proven to be a huge success. PSD work on a rota basis, ensuring all year groups have several opportunities in a week to compete against one another. Sports have been varied and activities set at an appropriate level.

Priority 6: Ensure all children's home learning is not inhibited due to the lack of technology available to them at home.				
Actions	By whom	By when	Costs	Success criteria/Outcome
Conduct a parent survey to find out which children do not have access to an electronic device at home for learning purposes or access to a printer. The survey will also look to find out how the home learning package can be modified to support all families.	Deputy Head	1 st October	None	We have an accurate understanding of how a lack of technology impacts learning and the challenges that some of our family's face.
Create packs of learning for children who are isolating at home but are well enough to be learning. Parents contact the school if they are not able to access the packs on the school website and the school will aim to print and deliver them to families.	Office	On-going	None	If children are isolating at home and do not have access to the online learning due to a lack of technology, printed work is delivered to their house.
children with EHCP's who are isolating at home but are well enough to learn will receive printed packs sent to them. Regular contact will also be made.	SEN	On-going	None	ECHP children have received regular contact and learning that is appropriate to their needs.