



### **Covid-19 'Catch-Up' Plan**

The government have provided schools with additional funding [**Coronavirus (Covid-19) catch up premium**] for this academic year. Schools have the flexibility to spend their funding in the way they think is best for their cohorts and circumstances. The EEF (Education Endowment Foundation) has produced a support guide for schools with evidenced-based approaches to catch up for all pupils.

The funding for our school is £20,800. We have supplemented this funding to provide the plan below.

The main aims for 'catch up' at Westwood Park are:

- To close gaps in learning so that children are back on track
- Attainment outcomes at the end of 2020-2021 for each cohort are in line with, or above, prior attainment before lockdown
- To support children with mental health needs
- To provide welfare and well-being support

### **Key Strategies**

- SSRT/NFER assessments will be used to provide a gap analysis (Yr 1 – Yr 6). This will be used to inform teachers' planning and interventions
- Re-establishment of REAL project – EYFS

- Use of Nuffield Early Language Intervention
- An additional TA will support phonics in KS1 (20 weeks)
- Two additional HLTAs will support targeted reading groups and individuals in KS2 (20 weeks).
- An emphasis on reading through all curriculum areas.
- Talk Topic with Topsy Page - Beech
- Use of curriculum resources and materials that support 'catch up' and mental health of pupils (Jigsaw, Counsellor, CBT, Kickstart, LA Resilience project)
- A focus on the consolidation of basic skills- including through foundation subjects
- The use of White Rose Maths to support 'plugging the gaps'.
- Targeted Maths intervention groups in the afternoons.
- PSHCE lessons in the Autumn term will focus on well-being; dependent on the needs of the class
- Pupil Progress Meetings are held half termly with the class teacher. Targeted group and individual interventions will be planned and detailed in the class intervention book.
- Quality first teaching

### **Wider strategies**

- Blended Learning in place (plan provided) – use of Tapestry and Seesaw
- Ongoing CPD for staff
- Family Liaison Officer support
- Safeguarding – DSL training updated
- Food parcels available
- Support from outside agencies (remote if needed) – Social Care, Early Help, EP, SALT, EMTAS, Salvation Army etc
- Well-being Return to Education training
- Collaboration with other schools in the Cluster

## The EEF Guide to Supporting School Planning: A Tiered Approach to 2020-21

### 1 Teaching

Quality first teaching

Appropriate CPD (Remote learning, emotional well-being etc)

SSRT/NFER assessments will be used to provide a gap analysis (Yr 1 – Yr 6). This will be used to inform teachers' planning and interventions

An emphasis on reading through all curriculum areas.

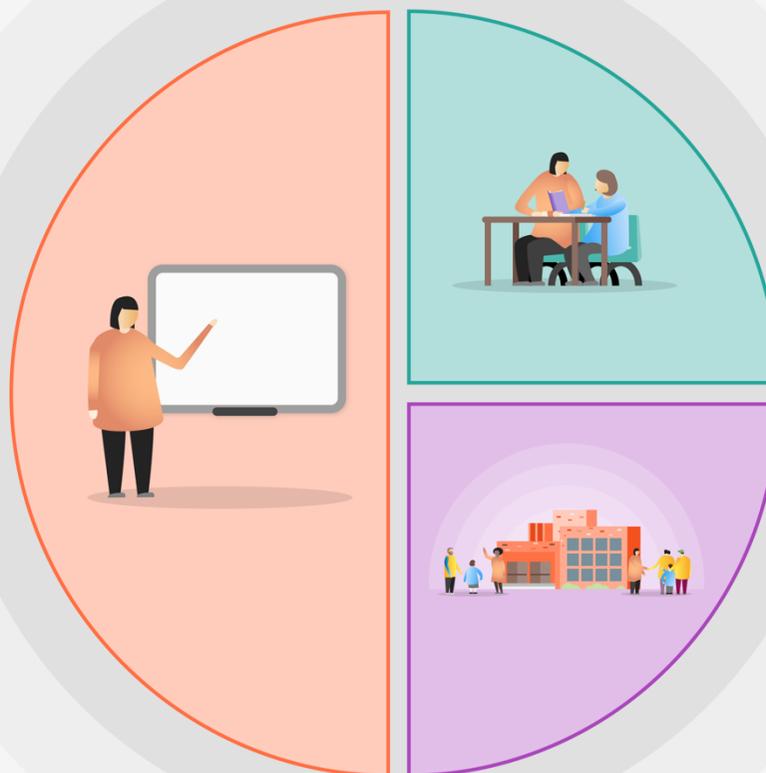
Use of curriculum resources, materials and agencies that support 'catch up' and mental health of pupils (Jigsaw, Counsellor, CBT, Kickstart, LA Resilience project)

A focus on the consolidation of basic skills- including through foundation subjects

The use of White Rose Maths to support 'plugging the gaps'.

PSHCE lessons in the Autumn term will focus on well-being; dependent on the needs of the class

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### 2 Targeted academic support

Re-establishment of REAL project – EYFS

Use of Nuffield Early Language Intervention

An additional TA will support phonics in KS1 (20 weeks)

Two additional HLTAs will support targeted reading groups and individuals in KS2 (20 weeks).

Talk Topic with Topsy Page – Beech

Targeted Maths interventions.

### 3 Wider strategies

Blended Learning in place (plan provided) – use of Tapestry and Seesaw  
Ongoing CPD for staff  
Family Liaison Officer support  
Safeguarding – DSL training updated  
Food parcels available  
Support from outside agencies (remote if needed) – Social Care, Early Help, EP, SALT, EMTAS, Salvation Army etc  
Well-being Return to Education training  
Collaboration with other schools in the Cluster