

Balksbury Federation COVID-19 Catch Up Recovery Plan

2020-2021

For catch up the Government has stated:

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

We know that we have the professional knowledge and expertise in the education system to ensure that children and young people recover and get back on track. Returning to normal educational routines as quickly as possible will be critical to our national recovery, and the government intends for schools and colleges to fully open in September.

The government has announced £1 billion of funding to support children and young people to catch up. This includes a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time.

Although all children have had their education disrupted by the coronavirus (COVID-19) outbreak, it is likely that disadvantaged and vulnerable groups will have been hardest hit. That is why, alongside the universal catch-up premium, we are launching a £350 million National Tutoring Programme to provide additional, targeted support for those children and young people who need the most help.

The universal catch-up premium funding is available for all state-funded mainstream: £80 for each pupil aged 4 and over recorded in Reception to Year Group 11 in the October 2019 school census (DfE July 2020; updated 23rd September)

Areas to Address	Key Action	Monitoring	Timing	Impact
Emotional wellbeing and mental health	<p>Staff and children to ensure all feel safe and secure being back in school.</p> <p>First week back to include carefully planned wellbeing activities to build self-esteem.</p> <p>Community Support Leads to work with children and any families that need immediate support, then move to regular patterns of support, and evaluate new cases.</p> <p>SLT meetings to discuss child engagement and wellbeing.</p>	<p>Class teachers</p> <p>Year Group Leaders</p> <p>Community Support Leads</p> <p>Leadership Team</p>	Throughout the academic year.	<p>Children, staff and Governors understand what has happened and how we move on in strength to strength to support all for the rest of the academic year.</p> <p>Children show resilience in things they encounter.</p>
Behaviour for Learning	<p>September: Establish the expectations in the class, year group and federation of the new normal - walking up and down corridors, coming in and out of school. Set expectations for washing hand and Catch it, Bin it, Kill it.</p> <p>October: focus on home learning expectations and giving children opportunities to trial this at school. Attendance and punctuality to be robustly monitored and supported with school procedures on a daily basis.</p> <p>Beyond: to be assessed as we move through October.</p>	<p>Year Group Leaders</p> <p>Behaviour and Attitudes Lead & Deputy</p> <p>Behaviour and Attitudes Lead</p>	Week one and then consistently throughout the first term	Expectations are re-established across the federation.

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Additional 1-2-1 and small group teaching for most vulnerable	<p>Infant School: Catch Up Teacher to work 2 days a week across Year 1 and Year 2 to support those children who are most vulnerable in gaps for Reading, Writing and Maths.</p> <p>Junior School: Catch Up Teacher to work across the week within each year group.</p> <p>HLTAs to support groups within Upper KS2 to support core subjects across the morning with those children who are most vulnerable.</p>	Year Group Leaders Outcome Leaders	<p>Infant School: 5 hours Year 1 & 5 hours Year 2 (from Spring)</p> <p>Junior School: 2 hours per day across 5 afternoons (Mon Year 3, Tues Year 4, Wed Year 5, Thurs & Fri Year 6) 1 x morning Year 5 1 x morning Year 6</p>	Children who were not on track, who are expected to be on track, make better than expected progress each term from given starting points to catch up.
Additional group teaching in each year group	Teacher to establish those who may need 'pick up' and work with LSAs to ensure small gaps are addressed quickly – LSAs are directed by Year Group Leader.	Year Group Leaders Leadership Team SENDCo PP Leaders	Throughout the academic year as needed.	Children who have small gaps in their learning are 'picked up' and gaps are plugged robustly and rapidly.
Progress	<p>Milestone data drop 1 November. Leadership Team work with Year Group Leaders to evaluate success of catch up, and draw appropriate actions moving forward.</p> <p>Federation to maintain (normal) three milestone data drops – Leaders to meet with Year Group Leaders consistently (weekly/bi weekly) to discuss progress. Year Group Leaders to ensure planning and delivery is strong and supporting progress.</p>	Year Group Leaders Leadership Team SENDCo PP Leaders Governors	Weekly/bi Weekly meetings with Year Group Leaders – HT and DHTs mentors. Milestone 1 end Nov Milestone 2 end March Milestone end 3 June	Children taught missed concepts and moving closer to expected progress.

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Maths	<p>HIAS Catch Up plans to be used in conjunction with autumn cohort plans (HIAS). Teachers to assess what is needed for CPA and how children can be supported to gain skills to close gaps.</p> <p>Infant School: Catch Up Teacher (Spring and Summer terms) to work with Year 1 and Year 2 to carry out diagnostic assessment with Year Group Leaders and respond accordingly from actions set.</p> <p>Junior School: Catch Up Teacher (Autumn, Spring and Summer) to work across Year 3, 4, 5 and 6 to carry out diagnostic assessment with Year Group Leaders and respond accordingly from actions set.</p> <p>My Maths: Utilise My Maths within homework to scaffold individuals/groups of children as needed. (Use My Maths for isolation/any lockdowns).</p> <p>Year groups to use planning meetings to discuss needs from class teacher diagnostic assessment and set actions for daily/weekly on unit needs. Planning meetings to have an understanding of key objectives from the previous cohort term (summer). Class teachers to seek teaching and learning support from Year Group Leader/DHTs/HT when needed.</p> <p>Maths Leaders to audit any additional Maths resources that are needed to support concrete needs.</p>	<p>Year Group Leaders</p> <p>Maths Leaders</p> <p>Leadership Team</p> <p>HIAS Advisor (RB)</p>	<p>Weekly planning meetings</p> <p>Leadership Time</p>	<p>Children taught missed concepts and moving closer to expected progress.</p>

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English	<p>HIAS Catch Up plans to be used in conjunction with autumn cohort plans (HIAS). Teachers to assess what is needed and how children can be supported to gain skills to close gaps.</p> <p>Infant School: Catch Up Teacher (Spring and Summer terms) to work with Year 1 and Year 2 to carry out diagnostic assessment with Year Group Leaders and respond accordingly from actions set.</p> <p>Junior School: Catch Up Teacher (Autumn, Spring and Summer) to work across Year 3, 4, 5 and 6 to carry out diagnostic assessment with Year Group Leaders and respond accordingly from actions set.</p> <p>Year groups to use planning meetings to discuss needs from class teacher diagnostic assessment and set actions for daily/weekly on unit needs. Planning meetings to have an understanding of key objectives from the previous cohort term (summer). Class teachers to seek teaching and learning support from Year Group Leader/DHTs/HT when needed.</p> <p>Guided reading skills' teaching to focus on core skills (see HIAS plans).</p> <p>Increase quantity of Big Cat reading books for early reading in Year R, Year 1, Year 2 to support demand for books at home – home/school partnership. All infant staff to ensure that the three pronged approach to reading is being used.</p>	<p>Year Group Teams work together</p> <p>Year Group Leaders</p> <p>English Leads</p> <p>Leadership Team</p> <p>HIAS Advisor (OT)</p>	<p>Weekly planning meetings</p> <p>Leadership Time</p> <p>Key focus assessment on reading stages to be taken by staff within all infant year groups.</p>	<p>Children taught missed concepts and moving closer to expected progress.</p> <p>Attitudes to learning for reading are heightened.</p>

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Physical Activity	<p>Due to children being indoors and less active over this time it is even more essential that children are engaging in high levels of physical activity and establishing good active behaviours for later life.</p> <p>All PE lessons to be outdoors until the weather cannot sustain; PE Leaders to then work with Leaders to find solutions.</p> <p>Federation to engage in Hampshire Virtual Activity competition.</p> <p>PE Leads to launch Barksbury Federation Half Marathon – to be completed over the academic year. All adults to take part to model good attitudes to children.</p> <p>Bubble to continue to choose play active equipment for playtime and lunchtime.</p>	PE Leads	Throughout the year and evaluate successes for ideas for beyond.	Children regain essential and vital life skills to remain healthy.
EYFS	<p>Supporting language catch up for those children who need support from non-attendance of nursery. The federation recognise that oral language skills are crucial and the EYFS Team have built opportunities for language into everyday practice for learning and social interaction. However, the federation has signed up for the Reception Nuffield Early Language Intervention Programme (NELI). <i>Success onto programme pending.</i></p>	Leadership Team County Moderation	Throughout the year. Moderation – Nov and May	Those children who have language gaps make progress to be on track for ELGs.

Funding

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 (DfE July 2020 updated 23rd September 2020)

Spending will be on a review basis.