



CHARLTON PRIMARY SCHOOL

COVID-19 SUPPORT PLAN

Charlton School Summary for Academic Year 20-21

Total Catch-Up Premium: £32,000

Total Children: 418 (December 2020)

Context (Ref - Education Endowment Foundation - Covid-19 Support Guide for Schools)

When the children started the new school year in September, many were returning to the classroom for the first time in almost six months. Many children have been able to keep learning while staying at home. However, we know that children have not been able to learn in the same way as they would have in school and the consequences of the pandemic will have impacted on all children (but particularly for those from socially disadvantaged families).

Closing the learning and emotional gap will take time and require a sustained response. As such, at Charlton the 'recovery curriculum' will be a clear priority.

This strategy paper aims to provide a summary as to additional support and resources that we intend to implement in order to close gaps created by the wider Covid-19 responses and school closure.

Our strategy is broken into specific approaches as outlined below:

Support strategies Teaching and whole school strategies

Supporting great teaching

At Charlton, we will:

- Ensure every teacher is supported and prepared for the new year

- Provide opportunities for professional development - for example, to support curriculum planning or focused training on the effective use of technology.
- Make adjustments to organisational and logistical aspects of school life.

Pupil assessment and feedback

At Charlton, we will:

- Use assessment (formative and summative) to help teachers determine how to most effectively support children.
- Set aside time to enable teachers to assess children's wellbeing and learning needs is likely to make it easier for teachers and other school staff to provide effective support.
- Standardise assessments in literacy or numeracy might be used to identify children who would benefit from additional catch-up support.
- Provide children with high-quality feedback, building on accurate assessment

Targeted approaches

– *One to one and small group tuition catch-up strategy*

At Charlton, we will:

- Provide high quality one to one and small group tuition. Focused on the areas where children would most benefit from additional practice or feedback. Feedback and tuition delivered by the children's teacher is likely to have the highest impact so we will do this wherever feasible.

Where this isn't possible tuition delivered by teaching assistants and an additional targeted Learning Support teaching assistant.

– *Intervention programmes*

At Charlton, we will:

- Structure interventions delivered one to one or in small groups
- With a particular focus for interventions on literacy and numeracy, address a specific need, such as oral language skills or aspects of reading, including regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery.
- Focus some interventions on other aspects of learning, such as behaviour or children's social and emotional needs through use of a new ELSA, or focus on particular groups of children with identified special educational needs or disabilities.

Wider strategies

– Supporting parent and carers

At Charlton, we will:

- Provide extensive pastoral support to children and families
- Provide regular and supportive communications with parents, especially to increase attendance and engagement with learning.

– Access to technology

At Charlton, we will:

- Invest in additional technology by improving the resources available in school.
- Provide support, training and guidance to staff on how to use new technology and a digital platform effectively
- Provide children with devices through government schemes (e.g. those with a social worker)

Catch-up Funding Draft Plan 2020-2021

Use of Funds & EEF Recommendations

Schools should use this funding for specific activities to support their children to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year.

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a coronavirus (COVID-19) support guide for schools with evidence-based approaches to catch up for all children. Schools have been encouraged to document their use of additional funding

EEF Recommendations

The EEF advises the following:

Teaching and whole school strategies

- Supporting great teaching
- child assessment and feedback

Targeted approaches

- One to one and small group tuition
- Intervention programmes

Wider strategies

- Supporting parents and carers
- Access to technology
- Transition support

Identified impact of lockdown

Maths	Children show a positive attitude to Maths and enjoy the differentiated challenge opportunities but we have found that recall of basic skills has regressed during the lockdown period. There are gaps in understanding due to missed content with the disruption in sequencing of the learning journey. Due to a reduction in opportunities for deep problem solving and reasoning in Maths over the lockdown, this is another area that has been negatively impacted.
Writing	In certain areas of school, we have noticed that writing stamina has suffered due to lockdown. Knowledge and understanding of the writing genre need to be revisited and spelling to be a key focus. Grammar, punctuation, reminders of how to structure writing or development of ideas will need revisiting.
Reading	Reading was easier for parents to access during lockdown; however, fluency and expression has suffered. Children have not always had access to the correct level of reading material and therefore comprehension skills have been impacted. The youngest children have lost out on daily phonics input and significant gaps were present in the lowest ability readers. Throughout the school, the lowest 20% have been negatively impacted and the gap between their peers has widened.
Extra-Curricular	There are significant gaps in knowledge evident across the year groups due to missed content of the wider curriculum. As a result of the lockdown, whole units of work were missed and children have therefore lost out on skills progression in some subjects. Children have also missed out on the curriculum enrichment experiences e.g. trips, visitors and 'Wow curriculum experiences.

Planned Expenditure

Teaching and whole-school strategies

Year Group	Supporting great teaching	Pupil Assessment and Feedback	Transition support	*Targeted Approaches	Wider Strategies
FS	-Release time for teachers for subject lead work.	-Teachers have a very clear understanding of what gaps in learning remain and use this to	-remote meetings for all children in small groups towards the end of Term 3	-SENCo hours increased -1:1 and small group intervention.	-Lunch support to enable staff to be in class after lunch

		-staff meeting allocated for gap/target reviews	inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.			<ul style="list-style-type: none"> - Friday afternoon cover to allow teacher to focus -Use of Tapestry and further development for enhanced learning offer -Remote Learning printed packs distributed as required.
Year 1		-Reading/Phonics catch up		-Tapestry introduced to Year 1 to aid transition from Foundation Stage.	-Learning Support target TA	-Forest School sessions for all children (dates throughout the year)
Year 2		<ul style="list-style-type: none"> -Maths CPD sessions for staff (via Teams) -Reading CPD sessions for staff (via Teams) -Specialist Science/computing teacher working with classes and staff -Release time for teachers for subject lead work -staff meetings allocated for gap/target reviews 		<ul style="list-style-type: none"> -EYFS lead became EYFS/Year 1 Lead to aid transition. -Videos created for transition to next class. 	<ul style="list-style-type: none"> - ELSA support hours extended -SENCo hours increased -1:1 and small group interventions for Maths -1:1 and small group interventions for Reading fluency /comprehension -Small group phonics interventions -TA training for use of online platform for targeted support and intervention via Teams led by HoS and supported by VAT Computing Lead 	<ul style="list-style-type: none"> -Introduction and further development of online platform (Tapestry) for enhanced learning offer (y1) -Continuing development of online platform (Teams) for enhanced remote learning offer -Remote Learning printed packs distributed as required.
Year 3		<ul style="list-style-type: none"> -Reading/Phonics catch up -Maths CPD sessions for staff (via Teams) -Reading CPD sessions for staff (via Teams) 		-Videos created for transition to next class.	<ul style="list-style-type: none"> -Learning Support target TA -ELSA support hours extended -SENCo hours increased 	<ul style="list-style-type: none"> -Forest School sessions for all children (dates throughout the year) -Continuing development of online platform (Teams) for enhanced remote learning offer

	<ul style="list-style-type: none"> -Specialist Science/computing teacher working with classes and staff -Release time for teachers for subject lead work. -staff meeting allocated for gap/target reviews 			<ul style="list-style-type: none"> -1:1 and small group interventions for Maths. -1:1 and small group interventions for Reading fluency /comprehension. -Small group phonics interventions -TA training for use of online platform for targeted support and intervention via Teams led by HoS and supported by VAT Computing Lead 	<ul style="list-style-type: none"> -Remote Learning printed packs distributed as required.
Year 4	<ul style="list-style-type: none"> - Year 5 Teacher release time for 1-1 work and Feedback covered by Teacher (Tues/Thurs) -Gap closing with (specialist maths TA) for Years 5 and 6 -Maths CPD sessions for staff (via Teams) -Reading CPD sessions for staff (via Teams) -Specialist Science/computing teacher working with classes and staff -Release time for teachers for subject lead work. 		<ul style="list-style-type: none"> -Videos created for transition to next class. -Year 5 moved with their Year 5 teachers into Year 6 to allow for smoother transition -Year 6 (19/20) SENCo arranged extra transition opportunities for children with EHCP and those with SEN needs. Virtual and in-person (where permitted) visits to new secondaries 	<ul style="list-style-type: none"> -Oxford university anxiety project (Yr 4) -Learning Support target TA - ELSA support hours extended -SENCo hours increased -1:1 and small group intervention. -1:1 and small group interventions for Maths. -1:1 and small group interventions for Reading fluency/comprehension -TA training for use of online platform for targeted support and intervention via Teams led by HoS and supported by VAT Computing Lead 	<ul style="list-style-type: none"> -Forest School sessions for all children (dates throughout the year) -Continuing development of online platform (Teams) for enhanced remote learning offer -Remote Learning printed packs distributed as required.
Year 5					
Year 6					

		-staff meeting allocated for gap/target reviews					
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Targeted Approaches	Expenditure
Specialist Teaching Assistant – Catch up learning support	£14,000
Specialist Teaching Assistant – Maths Catch up learning support	£7,000
ELSA hours	£2650
1:1/Group Feedback time teacher	£8,000
Catchup reading books	£599
Power of 2	£185
+1	£155
Total	£32, 589

Review of Impact – July '21