



Covid Catch Up Plan (CCU): Drayton Community Infant School

Following the 2020 lockdown due to the COVID-19 pandemic, schools have received an additional amount of money to provide catch-up support for those pupils that require it. Teachers and families across the country have provided extraordinary support to help children learn at home during the Covid-19 pandemic. However, for many children, the disruption caused by school closures will have had a negative impact on learning and wellbeing.

At Drayton Community Infant School, in order to utilise this additional funding in the best possible way, we have considered closely the research and advice put forward by the EEF and used timely assessments of both children's academic and personal development needs to inform our decisions. Our main academic focus will be on Early Reading, including phonics and the outcomes in reading, writing and mathematics for our Year 2 pupils.

1. Summary information

School	Drayton Community Infant School				
Year	2020/21	Total Covid Catchup budget	£18,080	Date of most recent CCU Review	March 2021
Total number of pupils	224	Number of pupils eligible for CCU:	224	Date for next internal review of this strategy	May 2021
Pupil break down No of children: YrR= 71 Yr1=75 Yr2= 78					

Key Priorities

1. Children feel emotionally secure at school leading to high attendance.
2. Ensure consistently high-quality teaching across the school leading to good outcomes for pupils
3. Ensure correctly identified children have access to high-quality interventions with measurable outcomes
4. Ensure all children can access high-quality learning at home in the event of isolation/closure of bubbles

Targeted Support- Attendance and Emotional Support			
Issues	Actions	Success Criteria	Budget
Children are feeling more insecure since COVID lockdown #1 Children have become more dependent on adults at home and less independent with their learning. (educational, social and emotional)	<ul style="list-style-type: none"> • First 2-3 weeks back, curriculum focussed around mental health and emotional wellbeing through PATHS. • Parent guidelines and children guidelines shared with parents ahead of reopening • Staff guidelines updated alongside Risk Assessment. • Staff briefings re Covid-19 and Risk Assessments each half term • Breakfast/early group offered to children struggling with separation 	<ul style="list-style-type: none"> • Children, staff and parents feel supported and confident to attend work/school • Children attend well, in line with national Children fully aware of expectations of behaviour and changes from last term. • Children who are finding separation challenging, have a quiet and supportive start to the day, providing the chance to talk about their worries. 	Breakfast club/ acorn provisions Elsa/ Brick club 4 days TA weekly- cost out of SEN budget. Lyndy Lake- PSA and Attendance officer to support parents 1day weekly- £1,660 TA 5 mornings per week reception support = £2,725
Autumn Update	n/a		
Spring Update	<ul style="list-style-type: none"> • Due to the second national lockdown, school was closed to the majority of children from January 4th 2021 to March 8th. • From parent survey, parents pleased with the level of support throughout lockdown. • There was a noticeable decline in parent and child's mental health during this time. • Curriculum adjusted on return to allow for mindful work, improving children's confidence and settling back into routines • All pupils returned to school from 8th March with the exception of those who were shielding or required to isolate. • Elsa was introduced to support those children who were struggling • An extra TA has been introduced in the morning in Reception for children that have struggled emotionally and to support their emotional well-being after Covid-19 • Attendance this term has been 97.8% 		
Summer Update			

Targeted Support- Whole School Reading & Phonics (Including Speech & Language)			
Issues	Actions	Success Criteria	Budget
Children will have missed 6 months of Phonics teaching and all phases of Letters and Sounds will	<ul style="list-style-type: none"> • Baseline assessment is done for each child. • Additional phonics sessions daily in all classes 	<ul style="list-style-type: none"> • Pupils in Year 1 will have recapped and completed Phase 3 in early Autumn 1 and progressed to Phase 4 in a timely manner 	Reading unlocked £200

not have been taught, practiced and learnt. Gaps in knowledge will impact on future learning, on reading ability and writing standards as well as with accessing the wider curriculum.	<ul style="list-style-type: none"> • Additional phonics intervention in classes using phonics packs 1:1 and group sessions. • Purchase of Monster Phonics programme for the whole school • Promotion of online texts for parents to support reading at home • Parents online phonics sessions lead by teacher –in Reception during lockdown. 	<ul style="list-style-type: none"> • Phonics knowledge will develop further and be used and applied in reading and written work across the curriculum. • Baseline Phonics assessments in early September will establish individual pupil’s knowledge and understanding and teaching will be able to plan, prepare and deliver interventions that are meaningful to individuals and small groups of children after school on a rota basis so that they still have access to a broad and balanced curriculum. • Parents will be well informed and feel more confident in supporting their children with phonics. • Teaching of phonics 	
Autumn Update	n/a		
Spring Update	<ul style="list-style-type: none"> • Reading unlocked has been purchased to fill in gaps in the children’s learning this was given to children during lockdown and is now used by teachers as an intervention in class. • Children have had their baselines reassessed in Year 1 and Year 2 • Phonics is being streamed in the school to allow for further targeting of the children. 		
Summer Update			

Targeted Support- Outcomes in Reading, Writing and Mathematics for Year 2			
Issues	Actions	Success Criteria	Budget
<p>Pupils have fallen behind with their writing over the lockdown period and not been exposed to quality teaching of the different purpose for writing. They will need to opportunity to build up their stamina.</p> <p>Presentation is not at the expected standard.</p>	<ul style="list-style-type: none"> • Sarah O’Neill attended Getting back on Track in English Year 2 and feedback to staff. • Daily handwriting practice across the school • Purchase of whole school handwriting Scheme (Nelson) 	<ul style="list-style-type: none"> • % of Year 2 children achieving ARE in reading, writing and mathematics is in line with or exceeds national • Year 2 staff feel more confident in planning and teaching a recovery curriculum in English and Mathematics. • Interventions for groups and individuals are planned based on consistent and accurate assessments. • Improved presentation across the school and consistency in teaching. 	Nelson handwriting online resources - £120

Misconceptions and confusion from adults at home teaching maths 'how they were taught'. Children being told the answer and copying from adults at home.			
Autumn Update	n/a		
Spring Update	<ul style="list-style-type: none"> • Zoom sessions were run during lockdown #2- These were run for LA phonics/writing and HA handwriting. • Handwriting sessions are being streamed in Year 2. 		
Summer Update			

Targeted Support – Supporting Home Learning			
Issues	Actions	Success Criteria	Budget
<p>To allow home learning to be affective, the school requires an online platform for communication between home and school.</p> <p>There is a like hood of individuals and bubbles needing to isolate</p>	<ul style="list-style-type: none"> • Purchase of Seesaw for KS1 • Purchase of additional reading books for individual reads – see above • Purchase of times table rock stars 	<ul style="list-style-type: none"> • Communication between home and school is effective in supporting children’s learning • Parents feel well informed regarding learning taking place in school • Children receive a high-quality curriculum in the event of needing to isolate which is in line with what is being taught in the classroom. 	<p>Seesaw £682</p> <p>Times Table Rock Stars £94.90</p>
Autumn Update	<ul style="list-style-type: none"> • Seesaw purchased and implemented for KS1. • Website updated with a more informative homepage and additional buttons for ease of use when looking for Covid information in particular. • Purchasing of Times Table Rock Stars 		
Spring Update	<ul style="list-style-type: none"> • Due to the second lockdown, remote learning taking place across the school from January 4th to March 8th. • Parent survey completed by parents at the end of January. Very positive regarding work set and feedback provided. 		
Summer Update			

Targeted Support- Targeted interventions			
Issues	Actions	Success Criteria	Budget

Children have a variety of gaps in their learning.	<ul style="list-style-type: none"> • Baseline assessments for maths, literacy, phonics and motor skills has been created. • Individual catch up books created to record journey of each child's progression from catch-up sessions. 	<ul style="list-style-type: none"> • Base line assessments were done at each half term to check that progression with individuals is on track and is evident in the data. 	<ul style="list-style-type: none"> • Teacher - £9,753
Autumn Update	<ul style="list-style-type: none"> • Covid catch up plan report completed by the teacher see separate report. 		
Spring Update	<ul style="list-style-type: none"> • Teacher is no longer being used for Covid catch up. 		
Summer Update			

Timetable of Additional Interventions/Actions					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Baseline assessments	Review children in the catch -up groups	Online sessions for the children via Zoom during lockdown.	Baselines of the children returning after lockdown	AM TA support in one class	Focussed Pupil Progress Meetings
Group children with similar needs	Phonics assessments	Implementation of Reading Unlocked	End of term assessments	Focussed Pupil Progress Meetings	
Targeted intervention from intervention teacher to start					
English Training through VNET					
Purchase Seesaw					
Purchase Times Table Rock Stars					
Implementation of Nelson Handwriting across the school					