



Friezland Primary School

COVID Catch-up Strategy

2020 – 2021

A FAMILY COMMITTED TO MAKING A DIFFERENCE

Vision

We will develop well-rounded, resilient individuals who demonstrate mutual respect and tolerance and who have a positive impact on their community and the wider world.



By:

- Achieving excellence through collaboration and exploration;
- Providing a diverse and Inclusive learning community where uniqueness is celebrated and through which children, families, staff and Governors work in partnership to nurture, grow and unlock every child's potential;
- Knowing each child well to make sure that they feel valued, encouraging their self-esteem and confidence to grow;
- Educating to the highest standards and developing skills for life through ensuring exciting, challenging and stimulating experiences within and beyond the classroom, to maximise achievement and success;
- Developing curiosity and the courage to think critically and ambitiously;
- Exploring and Investigating independently and interdependently;
- Encouraging a life-long love of learning which is exemplified by children who enjoy challenge and are motivated to take risks;
- Facilitating a programme of enrichment to build confidence and promote new interests, teamwork, leadership skills, friendships and fun.



friezlandschool.co.uk

SDP Context: COVID 19 Catch-up

In August 2020, the Government announced additional funding for schools to deliver Catch- Up funding following the COVID 19 school closures and lockdown measures. This amounted to £80 per pupil. The amount allocated to Friezland Primary School based on eligible pupils is £8240.

Early research evidence around projections for the impact of school closures during lockdown, from the Education Endowment Fund (EEF), predominantly focus on the impact for disadvantaged pupils. The school's strategic response to devising and implementing the 'Catch- Up' programme takes these findings into account and has applied the principles to all groups of children as we believe the following principles apply to all:

- The disadvantaged attainment gap widens
- Assessment of lost learning is crucial
- Targeted support in addition to wider school initiatives are required
- Positive attendance and punctuality rates upon return are crucial

We believe that effective remote learning provided by the school, will help to reduce the impact. However, we must acknowledge that whilst the take up of remote learning during lock down was positive, a significant number of pupils (including disadvantaged pupils) have had a prolonged period without face to face teaching and learning.

Our strategy for 20-21 aims to highlight how we intend to support learners to narrow and close learning gaps.

Friezland Key Priorities for 2020 – 2021

| School Context: | |
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| Number of pupils on roll | 103 (PAN 105) |
| Proportion of SEND | 8% (SEND Support / EHCP) |
| Proportion of disadvantaged / vulnerable | 8% (PPG) 4% (other vulnerable) |
| Catch-up Premium allocation | £8240 (£80 x 103) Aut: £2060 / Spr: £2750 / Sum: £3090 TBC (3 x termly instalments) |
| Lead Governor | Mrs. Jane Goodwin (COG) |
| Publish date | 30.09.20 |
| Review dates | 31.12.20 31.03.21 16.07.21 |

Impact of COVID 19:

The Mission Statement for Friezland Primary School is: ‘A Family Committed to Making a Difference’. All stakeholders are fully committed to improving teaching and learning in order to improve the outcomes for our pupils.

During the school closures (Mar-Jul), Friezland staff worked hard to support pupils with remote learning; offering a range of curriculum activities using both IT and paper-based activities. Interaction and learning progress were positive for the vast majority of pupils but inevitably this varied from week to week as families managed their own work and home circumstances.

When specific year groups were allowed to return to the classroom in June, attendance was positive for Years 1 (67%) and 6 (93%) but only 50% for YR. Despite a high proportion of families qualifying for Key Worker status, many chose to keep their children learning from home, this included some children classed as ‘vulnerable’. The KW group (pupils from Y2-5) numbers fluctuated each day, with between 1 and 14 pupils in attendance.

The September return was welcomed by all stakeholders, not least the children. Attendance was positive with 97% returning to school. Each child’s lock down experience will have differed greatly. We will ensure that our children’s wellbeing as they return to school, is given the highest priority. It is inevitable that, with almost four months absence from school, there will be gaps in some areas of the curriculum for many of our children. Whilst, on the whole, these gaps can be filled in core subjects through teachers doing what they do best and ensuring precise and progressive teaching, this is unlikely to be the case for all subjects. Staff will

understandably, give additional time to physical and creative activities to support the transition back into school. It is acknowledged that some foundation subject 'topics' may not be covered at all. Friezland will focus on the main concepts that have been missed, rather than focus too much on the coverage.

Baseline assessments of wellbeing and the core skills of English and Maths will be undertaken during the first few weeks of term with teachers using a range of tools and the previous year's 'End of year' objectives to assess knowledge and skills gaps and plan for future pupil progress, accordingly.

Half-termly monitoring sessions and pupil progress meetings will ensure that the next steps are revised regularly and reflect the current situation. It is hoped with positive attendance, the vast majority of pupils will have closed significant learning gaps and made expected progress, by the end of this academic year.

| Priority Area | COVID 19 and School Closure Barriers | Desired Outcomes |
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| 1. Positive attendance & punctuality SDP Links: 4 | -School closures March – July 2020 excluding KW children. -Vulnerable children didn't attend due to health issues / younger siblings. -June returns were only specific year groups with varying attendance. -Some families have relocated during lock down and live a greater distance from school. | All pupils attend school in line with all pupils nationally and are punctual for school each day. Daily routines and expectations are re-established. |
| 2. Wellbeing & Safeguarding SDP Links: 4, 5 | -Every child's experience of lock down has differed greatly. Negative experiences may include: loss, bereavement, DA, family separation and work/employment changes. -Social skills have not been allowed to develop in the absence of school / clubs / social gatherings. -An increase in 'screen time' and the closure of most clubs has resulted in decreased physical activity. | All children feel happy and safe in school which results in engagement with their learning and positive progress. Increased opportunities for physical activity in curriculum time and play. Children rediscover good listening skills and learning habits. They re-establish positive relationships with peers and staff. |
| 3. Closing learning gaps in core subjects SDP Links: 1, 2, 3, 4 | -Remote learning is no substitute for face-to-face class teaching and learning. -Remote learning could not fully replicate the usual school curriculum. -Engagement with home learning varied between pupils / year groups. -Introduction of new concepts was challenging when done remotely. -Ongoing assessments were difficult and often inaccurate as independent learning wasn't always clear (e.g. where parental support was / wasn't included). | Teachers assess missed learning and plan for next steps in a timely manner. Children make rapid progress from Autumn term starting points, noted on a termly basis. Curriculum coverage is broad, balanced and progressive. Learning and progress is as expected for the vast majority of children by the end of the summer term 21. |
| 4. Bridging the gap from EY to KS1 SDP Links: 1, 2, 3, 4 | -EYFS children missed a significant amount of school which consists of key learning foundations and basic skills. -Transition arrangements from YR to Y1 did not take place as they usually would across the summer term. -Children are not KS1 ready. | Teachers assess missed learning and plan for next steps in a timely manner, adapting the teaching and learning where required. Adult support (LSAs) will be used effectively to support this. Children make rapid progress from Autumn term starting points. |

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| <p>5. Reading for enjoyment</p> <p>SDP Links: 1, 2</p> | <p>-Reading for enjoyment varied between pupils. -Access to high-quality texts varied between pupils. -The teaching of reading skills (e.g. decoding, comprehension etc) was limited. -KS1 phonic gaps are evident due to the lack of face-to-face teaching. -LKS2 are not at typical baseline entry points to Y3 and 4.</p> | <p>Children re-establish their love of reading. Children make rapid progress from Autumn term starting points, noted on a termly basis. Children develop fluency and pace age accordingly. KS1 Phonic assessments are as expected by the end of the summer term 2021. Reading ages are as expected for the vast majority of children by the end of the summer term 21.</p> |
| <p>6. Remote Learning (bubble closures)</p> <p>SDP Links: 2</p> | <p>-Access to technology at home is varied, particularly with larger families where siblings / parents are sharing technology. -children's ability to complete work independently (unsupervised) decreases the younger the child is. - Feedback on children's progress is limited to children who engage in activities set regularly and as requested by CTs.</p> | <p>A strong remote learning offer is in place in the event of bubble closures / household isolation. Children and families know how to access the learning platform and associated websites. Weekly homework activities are uploaded to support pupils with regular engagement with the learning platform. Paper-packs are available where required. Feedback to pupils is given in a timely manner. Some technology / resource loans are in place between school and home.</p> |

| Priority | Actions | Success Criteria | Cost | Lead person | Evaluation Aut 20 Spr 21 Sum 21 |
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| 1 | <p>a. SLT closely monitor attendance and keep a log of all COVID absences (awaiting test / household isolation / positive etc). b. SLT maintain regular contact with LA Attendance Officer / Team in order to discuss / check any concerns. c. Staff monitor pupil punctuality and report any regular issues to SLT. -SLT contact families to offer support / identify issues etc. Identified families are more likely to require additional support</p> | <p>-Attendance % matches or exceeds national -Internal records indicate that punctuality is positive and is improving for those families where there are issues. -Vulnerable families will be monitored and supported accordingly. -Staff have knowledge of class / pupil COVID absences across a term so they can plan accordingly for pupils who have absences relating to COVID 19 and will need to learn remotely.</p> | - | <p>RS LA Att. Off.</p> | <p>-COVID logs completed daily. CTS monitored pupil absence and set remote learning accordingly. -CTs added pupils to cohort action plans if they incurred repeat COVID absences in order to monitor lost learning / progress. -HT maintained contact with LA Attendance Officer to support with absence queries etc. -Autumn attendance data has been shared with safeguarding Governor for analysis / discussion and all other Governors have received headlines via HT reports / e-mails.</p> |

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| | <p>to enable them to attend school regularly and on time.</p> <p>d. Report attendance data to Safeguarding Governor on a half-termly basis and to FGB on a termly basis through the HT report to the GB,</p> | <p>-Governing Board will understand pupil attendance data / patterns and absences and how we are working to support families.</p> | | | <p>-Lockdown closures resulted in 57% of pupils accessing school either full or part-time across the week. The remainder of children accessed remote learning from home.</p> <p>-CTs monitored class engagement with remote learning and made contact where there were concerns in order to provide support.</p> <p>-Spring HT report to the GB shared attendance headlines including COVID-related absences.</p> <p>-Vulnerable group data was reported to the LA as required.</p> <p>-Vulnerable children accessed school attendance where possible.</p> <p>-All of the above continued.</p> <p>-Attendance monitoring continued until end of term.</p> <p>-Spring HT report to the GB shared attendance headlines including COVID-related absences.</p> |
| 2 | <p>a. 'Trauma Informed School' CPD will be delivered to staff in Sept INSET.</p> <p>b. CTs will plan the class timetable accordingly in order to support pupil wellbeing.</p> <p>c. School Council will be consulted regarding covid safe activities / events and will support staff to plan accordingly.</p> <p>d. School to enrol in CPOMs programme to enable a whole school approach to monitoring of pastoral / SEND / Attendance / Safeguarding information efficiently.</p> | <p>-Staff will have considered how children may return to school and will have reflected upon potential changes to normal classroom practice and / or potential support for pupils.</p> <p>-Pupils will return to school happy and excited to re-engage with learning.</p> <p>-Wellbeing conversations with pupils will take place on a daily basis through 1:1 discussions / bubble assemblies etc.</p> <p>-Return timetables will be broad / balanced, placing priority on pupil wellbeing in the first instance.</p> <p>-Pupils will have ownership of wellbeing activities / events which will improve engagement and enjoyment.</p> | <p>£200 CPD planning / delivery</p> <p>£200 SC fund</p> <p>£600</p> | <p>RS</p> <p>School Council</p> <p>KL / RS</p> | <p>-Trauma informed School CPD successfully delivered. Staff reflected on implications for practice and completed learning logs accordingly.</p> <p>-References to CPD have been made across the term to help inform next steps for pupils / provision.</p> <p>-CTs effectively planned wellbeing activities in a timely manner and adjusted accordingly following pupil voice feedback.</p> <p>-Significant work done with pupils in order to support social skills. (Some children have found the return to social groupings difficult and bubble restrictions have meant a lack of 'break out' space meaning small conflicts have escalated where they previously wouldn't</p> |

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| | | -Pupil data will be effectively recorded, tracked and monitored with next steps clearly identified. | | | <p>have).</p> <p>-School Council have taken an active role in supporting SLT with wellbeing work. They have planned and led several wellbeing activities (Choc Bingo, bubble assemblies, raffles) and have planned further activities for the spring term.</p> <p>-Pupil feedback is positive with regards to wellbeing activities.</p> <p>-A survey is planned in spring term to gain pupil voice regarding wellbeing.</p> <p>-Wellbeing remained a focus during remote / blended / on-site learning for ALL pupils.</p> <p>-Wellbeing communication check-ins were frequent as required for pupils /; families.</p> <p>-On return, School Council were asked to lead on further wellbeing activities / days: Break the Rules Day and Bubble Bingo.</p> <p>-A 'Pupil Voice' working wall is being established in school so that pupils can share their thoughts / views.</p> <p>-Funding has been secured to enable two classes to engage in wellbeing activities with 'Relax Kids' on return in the summer term.</p> <p>-All of the above continued.</p> <p>-Relax Kids engagement was very positive with strong feedback from CTs and pupils.</p> <p>-CPOMS CPD for staff scheduled for Sept 21.</p> |
| 3 | <p>a. CTs make baseline assessments on return to inform planning. Assumption that all pupils have increased gaps in skills and knowledge due to lack of daily practice,</p> <p>b. LSA timetable is adjusted to enable</p> | <p>-Baseline assessments identify next steps.</p> <p>-Ongoing CT assessments inform progress / gaps in learning etc. Planning is adjusted as required.</p> <p>-% of Pupils with identified low attainment reduced to match/ exceed national.</p> | <p>£5000 additional staff time sheets</p> <p>£200 CPD</p> | <p>SLT / CTS / LSAs</p> | <p>-CTs carried out a range of baseline assessments in order to identify learning gaps / next steps.</p> <p>-Core skills in reading, writing, maths from previous year group where covered with each cohort.</p> |

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| <p>timely interventions for specific pupils across school year:</p> <ul style="list-style-type: none"> -Reading Detectives -Word Aware -Stareway to Spelling -Phonics -1:1 reading -additional support in the classroom to help with small group work during core subjects. <p>c. LSA CPD is timetabled where required so that LSA can be trained on specific interventions if needed.</p> <p>d. Use of BA students is carefully timetabled so that they can support CTs to work with specific groups at timely points in school year e.g. Y6 and SATS preparations.</p> | <ul style="list-style-type: none"> -Phonic data for Y1 and 2 is as expected by the end of the school year for Y1 and the end of the spring term for Y2. -ARE matches/ exceeds national at end of school year. -Children who take periods of absence due to self-isolation or local lock down, access remote education that it is integrated into school curriculum planning. | | <ul style="list-style-type: none"> -LSA support timetable allowed for significant interventions to take place across the school day, without impacting on whole class input. -Pupil intervention records are positive and indicate progress / next steps for spring term. -CPD for LSAs with 'Reading Detectives' intervention took place. Further intervention CPD planned for spr term. -Following timely interventions and catch-up sessions, phonics data for Y2 was very positive and pupils achieved as expected: 87% (13/15). For Y1, 70% (9/13) are already on track to achieve in June 21. With targeted support, hope to increase this % further. -Once again, CTs carried out a range of baseline assessments in order to identify learning gaps / next steps. -CTS reviewed curriculum coverage looking at what was missed during spring closures and what needed to be incorporated into summer planning. -Assessments have been paused until the summer term. -On return in March, intervention timetables were reviewed in order to prioritise greatest need / pupils. -Statutory assessments have been cancelled for 2021. The focus is on narrowing learning gaps and preparing pupils for the next phase of transition. -Phonic progress For Y1 has been maintained with 77% (10/13) on track to achieve in June 21. With targeted support, hope to increase this % further. |
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| | | | | | <p>-IT Lead has accessed LA funded 'Digismart' CPD. A resource for Y4-6 to support children with their comprehension skills (retrieval skills). This will be piloted with UKS2 in the summer term.</p> <p>-On return, staff assessed learning gaps and updated cohort action plans as required.</p> <p>-Interventions were put in place as required.</p> <p>-Catch-up funding was used to fund support staff delivery through additional working hours.</p> <p>-Digismart piloted successfully and will be used Aut 21 with Class 4 to support 'closing gaps'.</p> <p>-Y1 phonics, 54% (7/13) achieved. These pupils will receive targeted intervention into Y2 with their final assessment in Dec 2021 (as instructed by DfE). Projection is 11/13.</p> |
| 4 | <p>a. Include continuous provision in KS1 classroom from September.</p> <p>b. Match provision to core learning across the week.</p> <p>c. Release EYFS teacher to support KS1 teacher with planning relevant and engaging activities which work alongside core learning.</p> <p>d. Ensure activities promote the acquisition of language, reading, writing, number and problem-solving skills.</p> | <p>-Y1 pupils will engage in appropriate continuous provision activities alongside their core learning.</p> <p>-KS1 CT will feel confident to plan and deliver continuous learning opportunities across the school year.</p> <p>-Opportunities will match core learning and will maximise pupil progress.</p> <p>-ARE matches/ exceeds national at end of school year.</p> | <p>£700 CT release / support time</p> <p>£300 add. Resources</p> | <p>GW / CB</p> | <p>-Y1 continuous provision is in place to support Maths / English in Class 2. This will be further developed across school year.</p> <p>-Lockdown has meant that development with this priority has been paused. It is expected to resume in the summer term.</p> <p>-Due to COVID 19 restrictions, KS1 accesses continuous provision using the outdoor environment as much as possible.</p> <p>-CT is looking forward to further developments in Aut 21.</p> |
| 5 | <p>a. Reading identified as key area of vulnerability due to lockdown and a key priority, specifically in LKS2.</p> <p>-1:1 reading increased.</p> <p>-Timely interventions</p> | <p>-% of Pupils with identified low attainment reduced to match/ exceed national.</p> <p>-% of LKS2 pupils requiring additional support with reading reduced over the year.</p> | <p>£500</p> | <p>RH</p> <p>CTs</p> | <p>-Pupils requiring additional support have been identified and tracked by CT.</p> <p>-Interventions are in place where required.</p> <p>-Significant increase in 1:1 reading with pupils in order to support confidence / skills.</p> |

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| | -quality texts purchased to support progress / engagement for boys. | | | | <ul style="list-style-type: none"> -Whole school / class reading ethos has been re-established and embedded into curriculum. -Additional home-reading routines established for some pupils. -Additional resources purchased to support LKS2 readers. -LKS2: Y3 = 80% (12/15) on track to achieve reading EOY ARE. Y4 = 86% (12/14) on track to achieve reading EOY ARE. -Reading remained a key priority for home-learning activities. -Those attending school during the closures were supported with their reading progress intensely with the view that those not in school could be prioritised once everyone returned. -Assessments will take place early summer term in order to look if progress has been maintained. -On return, as in blue text regarding support, increase in 1:1 reading etc. -EOY teacher assessment data showed LKS2: Y3 = 87% (13/15) achieved which exceeds projection by 1 child. EOY ARE. Y4 = 79% (11/14) achieved with 1 child below projection. |
| 6 | <ul style="list-style-type: none"> a. Learning platform established (Google Classroom) and pupils / parents able to access. b. School 'Remote Learning Offer' agreed and published on school website / e-mailed to families. c. Weekly home-learning established across all phases using GC. | <ul style="list-style-type: none"> -Google Classroom learning platform will be established with children and families able to access it from home. -Remote learning will be established and effective with supporting pupils' learning journeys. -Children who take periods of absence due to self-isolation or local lock down, access | £600 additional IT licences / apps to support remote learning | RH CTs | <ul style="list-style-type: none"> -Friezland Remote Learning Offer established and shared with all stakeholders. Reviewed accordingly. Positive feedback received from family e-mails who have had to isolate. -Remote learning established for pupils absent due to COVID reasons. -Remote Learning plan in place should a class bubble close due to a positive case. |

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| <p>d. CPD arranged for staff- Remote Learning & Good Practice. e. Staff Meeting time allocated to share good practice with a focus on varying delivery and feedback (e.g. live / pre-recorded / modelling etc). f. Links made with staff appraisal targets.</p> | <p>remote education that it is integrated into school curriculum planning.</p> | <p>£200 CPD</p> | <ul style="list-style-type: none"> -GC established for weekly home-learning activities for all classes. -SM focus on sharing good practice / up-skilling each other with remote learning skills. -Staff appraisals link with remote learning success (HT, CTs, LSAS). -SLT booked on LA CPD in order to support remote learning. -Additional technology bought through FOF (PTA), Government catch-up funds and Devolved Capital funds to support pupil access and engagement whether home or in school. -Google Classroom well established for spring term remote learning. Whether learning on or off site, GC was the foundation place for accessing the week's learning and submitting work. -CTs developed their skills and were able to increase both live and pre-recorded T&L. -Pupil engagement increased from the previous lockdown. -Staff supported one another with internal CPD to help up-skill. -IT resources were purchased to support remote learning: cameras, iPad clamps, additional i-pads, laptops. -GC continued as the platform for remote learning and for weekly home-school learning. -Positive feedback from parent / pupil / staff surveys regarding use across the school year. (see survey data). -GC will be used 21-22 to support home-school communication and learning. |
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NB: An ongoing record is available which highlights the specific pupils in receipt of interventions, their baseline data, progress and outcomes.