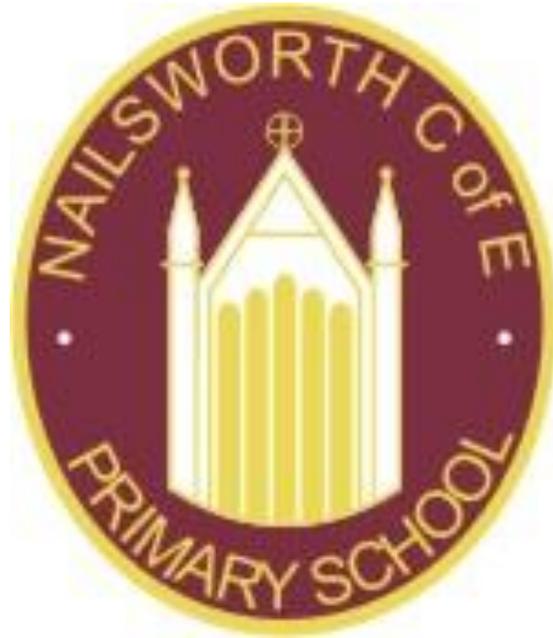


# **Nailsworth C of E Primary School**



**Covid Recovery and catch-up strategy**

Together, inspired by the challenge.

At Nailsworth C of E Primary School we have responded to the challenges of the Covid crisis by using our school vision and our unique knowledge of the children and families that make up our school to deliver a curriculum that is bespoke, personalised and ambitious.

#### Covid funding allocation-DFE

*Funding allocation (Mainstream Schools) Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in year's reception through to 11.*

#### Payments

*This funding will be provided in 3 tranches.*

- 1. We will provide schools with an initial part payment in autumn 2020, based on the latest available data on pupils.*
- 2. We will then distribute a second grant payment in early 2021, based on updated pupil and place data. For mainstream schools, we will use the 4 to 15 pupil headcount from the October 2020 census. The second grant payment will also take account of the initial part payment made in autumn 2020 so that schools will receive a total of £46.67 per pupil.*
- 3. A further £33.33 per pupil will be paid during the summer term 2021. Though funding has been calculated on a per pupil basis, schools should use the sum available to them as a single total from which to prioritise support for pupils according to their need.*

*As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.*

#### Use of funds

*Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year. (See also EEF - School Planning Guide 2020-21)*

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

#### Accountability and monitoring

*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 guidance - Coronavirus (COVID-19) catch-up premium - updated 24/08/2020)*

#### School Overview

1. Number of pupils in school YR – Y6 198 (81 Ks1 113 Ks2) 22% of our children are FSM/pp compared to 17.3% nationally. We have 41 children on FSM

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The vast majority of children from Reception to Year 6 engaged with the detailed online learning or blended learning of paper packs and remote learning that the school provided.

Out of 198 children on roll we had 15 children who did not engage in any school directed learning which equates to 7.5% of our school population. Our school was fully closed over the summer holiday period which meant that no school based or remote learning took place over the summer break. Upon re-opening in September 2020 we had an excellent response to children coming back to school. Attendance has remained above 96% School was closed from 6<sup>th</sup> to 23<sup>rd</sup> November 2020, due to a Covid outbreak.

#### Lockdown attendance

Lockdown 1. Number of children attending school reached 110. (Children classed as vulnerable or having parents that were key workers)

School closure. No children able to attend school.

Lockdown 2. Number of children attending school reached 95. (Children classed as vulnerable or having parents that were key workers)

**Barriers to future attainment**

	<b>Barrier</b>	<b>Desired outcome</b>
<b>Teaching priorities</b>	<b>A</b> Children's wellbeing affected adversely by closures and Covid 19	Staff have a range of strategies to support children's wellbeing, based on Thrive approach which children are familiar with. Wellbeing to be a focus of daily/ weekly teaching in the Autumn term and beyond.
	<b>B</b> Home learning is limited due to external pressures/ lack of engagement	Blended learning available to all children-with a bespoke mixture of paper packs and live teaching on Teams. A strong remote learning offer in place via Teams from Autumn 2020. Weekly homework activities uploaded and feedback given as and when appropriate to enable children practice skills.
	<b>C</b> To ensure teachers have the skills for to make rapid catch-up effective.	Staff to have participated in CPD in order to ensure teaching and learning is geared to rapid catch up-by the end of summer term 2021.
<b>Targeted academic support</b>	<b>D</b> Rapid catch up in Core areas of reading, Writing, Maths and Phonics for all children with particular monitoring of disadvantaged children	Pupils make accelerated progress in key areas from their starting points at the beginning of the autumn term 2020. September baseline assessments to ascertain where all children are in relation to their age related learning in Reading, Writing and Mathematics and to continue testing at 6 weekly intervals to measure impact of teaching. formative and summative assessment to track progress
	<b>E</b> Reverse adverse effect of Covid on children's reading ages-predicted to be lower than expected at the beginning of Autumn 2020.	Reading skills are much improved and accelerated progress in reading ages to be demonstrated on a term by term basis from Autumn 2020 to Summer 2021.

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	<b>F</b>	Underdevelopment of language during lockdown	Specific discrete storytelling and language work on Teams. Reading books available throughout lockdown.
	<b>G</b>	Rapid catch-up for EYFS and Ks1	Identification of key year groups to target-i.e. EYFS and Ks1. Nailsworth model of teaching and learning strategies explicitly referred to when teaching children.
<b>Wider</b>	<b>G</b>	Some pupils may struggle to settle back into school and class routines	All pupils are able to focus on their learning during lessons and concentration levels show a marked improvement over 2020/2021. Attendance at wraparound care is buoyant.
	<b>H</b>	Re-engagement with community	Staff to support re-integration with wider community, remotely if necessary.

**Expenditure for current academic year 2020-21**

**Teaching priorities for current academic year i.e. Professional development and support.**

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation ( <b>autumn, spring, summer</b> )
A	All staff to receive ongoing support from Thrive practioner, play therapist and SENCO. Regular meetings of staff to analyse need. Autumn 2020 and Spring 2021.	Staff are equipped for early recognition of children's mental health needs. Beau-school dog-in school.  The profile of PSHE is raised throughout school and lessons are taking place on a regular basis which support the mental health and emotional and social needs of all of our children.	The Thrive approach shown to improve pupil's positive engagement with each other in various situations and to improve their levels of emotional and mental wellbeing.	£2000 Thrive and play therapist	Determined from class sessions, PSHE, child feedback.	HT to facilitate regular meetings with Teachers and TAs.  SENCO and thrive practioners	Autumn, spring, summer behaviour tracker Autumn term-class discussions Spring term-child voice survey based around safety Summer term-Child voice survey based around wellbeing.

B	CPD provided for staff on the effective use of the new online learning platform (TEAMS based). Children are trained in its use after this initial staff training in first half of Autumn term 2020.	The new platform is in place and staff, pupils and parents are able to use it effectively by end of September	<i>Remote education report Dfe March 2021</i> EEF Remote learning Rapid evidence assessment.	Free from LA. Supported by Edit Concepts and latterly Focus.	<i>Class ipads</i>	HT to provide project overview.  LW to support project roll-out	Aut 2020 Different approaches to remote learning suit different tasks and types of content
	Parents/carers made aware of benefits of platform in supporting and extending home learning and replicating Nailsworth teaching style.	Sept 2020  Home learning (homework) and communication with parents is enhanced use of parent surveys to illicit effectiveness of support via Teams	<i>Remote education report Dfe March 2021</i>	<i>Fundraising Government sourced laptops (no cost)</i>  <i>Use of Covid catch up for replacement of class ipads</i>  £2000	Parental support to engage with platform. Survey to ensure all parents have access to remote learning platform.	Class teachers to be responsible for sending out and collating parental responses.	<i>School COVID outbreak revealed that parents were struggling with remote access despite survey results (using phones). All parents provided with laptops (fundraising initiative)</i>  <i>All Remote learning followed the Nailsworth teaching and learning model. Non-engagement addressed by staff where it occurred.</i>
C	To ensure teachers have the skills for to make rapid catch-up effective.	Staff to have participated in CPD in order to ensure teaching and learning is geared to rapid		£1000 SAS and National college		Head EG, DH CTS	

		catch up-by the end of summer term 2021.					
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**Targeted academic support** i.e. structured interventions, small group tuition, and 1:1 support

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)
D	<p>Reading, Writing and Maths assessments made in September 2020 to identify need</p> <p>Continuous provision of Reading, writing Maths and phonics until children reach ARE</p>	<p>Progress is accelerated term by term to ensure pupils are able to access age appropriate learning resources and teaching/learning. Majority of children to be at, or above age related expectations by end of Summer term 2021.</p>	<p>Initial September baseline assessments in key identified areas.</p> <p>Ongoing teacher assessments during each term.</p> <p>End of year baseline assessments in July 2021 to be used to give impact evidence over 2020/2021.</p> <p>Evidence source A</p>	<p>To be determined as we progress into 2020/2021.</p>	<p><i>Determined from assessments autumn term 2020 and beyond</i></p> <p><i>Analysis of books and lesson observations to check that gaps in knowledge are closed.</i></p> <p><i>End of year baselines to be used – July 2021.</i></p>	<p>HT Strategic overview.</p> <p>English and Maths leads within school. EG/CTS/PB</p> <p>Class teachers on an ongoing basis.</p>	<p><b>Autumn 2020 drop back in RWM and phonics.</b></p> <p><b>Spring-lockdown.</b> <i>Many parents requested blended learning which school provided. This was particularly the case with younger children.</i></p> <p><i>All teachers provided remote live learning which they combined with whole class teaching. All remote work marked effectively.</i></p> <p><i>95 children in school. All teachers and TAs in school.</i></p> <p><b>Return to school-Drop back most noticeable amongst younger children EYFS and KS1. Across school there was particular drop back in vocabulary-but particularly among younger children.</b></p>

E	Additional teacher employed	Targeted work to meet needs of pupils in order to ensure all key areas are accessed effectively by all children	EEF The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Small group interventions can be a powerful tool for supporting pupils	£3380	Determined from assessment throughout year		<p><b>Autumn 1 progress in Maths in Y6</b></p> <p><b>Autumn 2 progress in Maths, English in Y6 and phonics in Y2</b></p> <p><b>Spring-lockdown-Maths support for Y2</b></p> <p><b>Spring 2 intensive language and phonics support EYFS</b></p> <p><b>Summer 1 and 2 Maths and phonics support EYFS</b></p>
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F	Baseline data from identified reading, phonics and maths tests and writing assessments.	<p>KS1 and KS2 Reading, writing, Maths and Phonics Results to improve as progress and learning develops during 2020/2021</p> <p>KS1 Target of 80 %</p> <p>KS2 Target of 80 %</p>	Ongoing school based attainment and progress trackers across each term in 2020/2021.			<p>HT for allocation of support costs.</p> <p>English coordinator and Maths coordinator.</p>	<p><b>Autumn 1 progress in Maths in Y6</b></p> <p><b>Autumn 2 progress in Maths, English in Y6 and phonics in Y2</b></p> <p><b>Spring-lockdown-Maths support for Y2</b></p> <p><b>Spring 2 intensive language and phonics support EYFS</b></p> <p><b>Summer 1 and 2 Maths and phonics support EYFS</b></p>
G	Underdevelopment of language during lockdown	<p>Specific discrete storytelling and language work on Teams for all age groups.</p> <p>Reading books available throughout lockdown for all age groups.</p> <p>Use of Mrs Wordsmith</p>	<p><i>Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.</i></p>	Free		English coordinator/ phonics lead	<p><b>Autumn 1 intensive phonics support in Y2</b></p> <p><b>Autumn 2 intensive phonics support in Y2,</b></p> <p><b>Spring 2 intensive language and phonics support EYFS and Y1</b></p> <p><b>Summer 1 and 2 phonics support EYFS and Y1</b></p> <p><b>Summer 1</b></p>

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		Registration with NELI	The Reception (aged 4-5) Nuffield Early Language Intervention Programme (NELI), has been shown to improve children's oral language and early literacy skills, including in two robust EEF trials. Funded by Dfe				
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**Wider strategies** i.e. Behaviour approaches, mental health and social/ emotional support.

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)
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<p><b>G</b></p>	<p>To embed our tried and tested behavioural approaches with our children across all year groups in Autumn 2020 and beyond.</p> <p>To ensure that all children understand expectations and relationships between adults and children across school.</p> <p>To encourage all staff to access emotional well-being / behaviour training as it becomes available during 2020/2021</p>	<p>To maintain the high / positive levels of behaviour that we expect from our children</p>	<p><i>EEF Improving behaviour evidence review 2019</i></p>	<p>£1000 wrap around care</p>	<p>Class based ongoing teacher assessments of children's emotional and behavioural needs during Autumn 2020 and beyond.</p>	<p>HT to overview process.</p> <p>Staff to attend CPD as and when they feel they require it.</p>	<p><b>Autumn 2020</b></p> <p>Much work was done by class teachers during the March2020-July2020 Covid 19 school closure. - children still have that good relationship with staff in school and this should provide a really positive starting point for behaviour management during 2020/2021.</p> <p>110 children were attending school by June 2020</p> <p>Daily provision of breakfast and after school club.</p>
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	SENCO and Thrive practioners. Play therapist	Children to feel that they have a supportive and approachable point of contact if they are feeling any anxiety or are in need of emotional support.	Evidence to be ongoing by observing our children in and around school. Reports from play therapist (KA)		September baseline observations to be discussed with teaching staff in early staff meeting in September to see if any children have been identified	HT to coordinate across school and organise training if/when required during 2020/2021.	Autumn 2020. Evidence to be ongoing by observing our children in and around school. Reports from play therapist (KA) Spring 2021 Summer 2021
H	Community links.	Staff to support re-integration with wider community, remotely if necessary.	Outward-facing activity has significant benefits in enhancing attainment and raising aspirations  "Outward facing schools-the Sinnott fellowship"	Free		DHT to monitor. Class teachers to initiate.	Autumn 2020-Y1 links with grandparents. Spring 2021 Y1 Links with St George's Church and Glos synagogue remotely Y4-Link with local shop "Shiny Goodness" remotely Summer 2021-Y3 links with Nature's Racers local ecology group. Links with local schools remotely.  Y4-Nailsworth Community worker  Y6-Visit to local landmark Tom Long's post

**Governance – monitoring the effectiveness of the Pupil Catch-Up Premium Strategy**

<b>Governors involved:</b> Chair of Governors GS; Head Teacher EG; Chair of Finance PH.		
<b>Committee meeting dates</b> <b>Autumn: December 2020          Spring: March 2021          Summer: June 2021</b>		
<b>Autumn 2020 summary</b> Children's emotional and behavioural needs being met. Children have demonstrated both emotional and academic resilience.		
<b>Spring 2021 summary</b> Notable drop-back in learning-all areas and most noticeable amongst younger children. 95 children attended school during lockdown. These children have made accelerated progress.		
<b>Summer 2021 summary</b> Children have demonstrated emotional and academic resilience and responded well to school strategies.		

Planned expenditure 21/22

<b>A</b>	Children's wellbeing affected adversely by closures and Covid 19	Staff have a range of strategies to support children's wellbeing, based on Thrive approach which children are familiar with. Wellbeing to be a focus of daily/ weekly teaching in the Autumn term and beyond.
<b>B</b>	Continued focus on cementing progress in core areas of reading, Writing, Maths and Phonics for all children with particular monitoring of disadvantaged children	Pupils continue to make ARE and positive progress in key areas from their starting points at the beginning of the autumn term 2021. September baseline assessments to ascertain where all children are in relation to their age related learning in Reading, Writing and Mathematics and to continue testing at 6 weekly intervals to measure impact of teaching. formative and summative assessment to track progress

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<b>C</b>	Roll-out of NELI	Widening and enriching of children's vocabulary EYFS with associated reading benefits as time progresses.
<b>D</b>	Curriculum is broad and balanced	Return to heavier focus on rich and deep curriculum
<b>F</b>	Learning attitude and wider routines	Higher teacher/TA staffing ratios ensures all children supported.
<b>E</b>	Re-engagement with wider community	Staff to support re-integration with wider community, remotely if necessary.