



The Avenue Primary School

Covid Catch-Up Plan

April 2021

Our strategy at Acorn Education Trust

Covid-19 has affected children, young people, families and schools in an unprecedented fashion. Schools have been at the frontline of the response to the pandemic remaining open for children of key workers and the most vulnerable children alongside coordinating remote education for others. Families and schools have seldom worked so closely together in the best interests of our children and young people.

However, this challenge is far from over and compensating for the interruption to education will be at the forefront of school planning for some time to come. Undoubtedly a complex situation, schools will be aiming to confront issues around learning as well as well-being. Moreover, the evidence suggests that the pandemic has served to highlight the impact on students from socio-economically disadvantaged groups who have struggled disproportionately to their peers.

For schools in Acorn Education Trust, we will be acting on available research to create a plan which will meet the needs of all our students moving forwards. Rooted in a sustained response, our schools will identify objectives to ensure that each child is able to continue their journey through education with the support that they require along the way. This is in line with our Trust vision of preparing young people for their world in their time. Never has this been more important.

The government has assigned funding to schools to assist in the “catch-up” following the disruption caused by the pandemic. The Education Endowment Foundation has provided research-led strategies on how best to support children and young people in their reports “Covid-19 Support Guide for Schools” and “The EEF guide to supporting school planning: a tiered approach to 2021”. This guidance is underpinned in our strategy.

This document is a live, ongoing piece of work and will be continuously monitored and updated. A review process within the Trust will ensure that the money assigned to this project is spent intelligently, fairly and to the benefit of our children and young people. Each school’s plan will be written by the head and Exec. Head and then agreed by the Head of SEND for the Trust. The allocation of funding and impact of the plan will be monitored and evaluated by the Standards and Improvement Committee of Directors.

What has been the impact of the Covid-19 pandemic in The Avenue Primary School?

Primary

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| Reading | <p>We used the STAR reading test (Years 2 to 6), NFER reading test standardized score (Years 2 to 6) to identify any deficits in reading. Approximately 30% were identified as having gaps in reading.</p> <p>We completed phonics screening to identify any gaps in Reception and Year 1. Approximately 35% had gaps in the phase that had been covered until return to school on 8th March.</p> |
| Writing | <p>Through NFER SPAG standardised scores (Years 2 to 6) and teacher assessment of children's writing we identified there were gaps across the school, particularly in PAG.</p> |
| Maths | <p>Through NFER maths standardised scores (Years 2 to 6) and teacher assessment at the start of each unit of work we identified that approximately 30% of children had fallen behind in maths. Particular gaps were noticed in quick recall of number facts at KS2 and place value in EYFS and KS1.</p> |
| Non-core | <p>Formative assessment is taking place in non-core lessons. The pandemic has meant that some of the curriculum has not been taught. Some aspects will need to be re-planned to ensure that delivery of these curricula remains sequential.</p> |
| Well-being | <p>Time has been spent during the first few weeks of the return to school carefully observing and talking to pupils about well-being. Our behaviour logs show that overall behaviour remained good but we did see an escalation in challenging behaviour from some of our children with more complex SEND.</p> <p>We also observed that our younger children (KS1 and EYFS) were less mature than would normally be expected at this time of year and that our older children (KS2) needed more time to talk about how they were feeling.</p> |

Covid-19 Catch-Up Planning

1. Teaching and Learning

| EEF Strategy | EEF rationale | Specific planning for The Avenue Primary School | Cost | Expected impact |
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| Supporting Great Teaching | The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils. This was true before the Covid-19 pandemic and will continue to be vital. | <p>Staff training to ensure all teachers adapt planning to address gaps identified on return to school</p> <p>Letters and Sounds Phonics training for all teachers & TAs from Ramsbury English Hub</p> <p>FRED reading approach trialled in Y3/4</p> <p>Planning adapted to focus on areas identified as gaps, particularly in maths and SPAG where specific areas needed to be re-taught in person</p> | <p>Part of usual directed time.</p> <p>£250</p> | <p>Gaps addressed so children make progress, this will be evidenced through increased standardised scores in future assessment points</p> <p>High quality phonics teaching will be evidenced through % of Y2 achieving Wa in December phonics screening and through tracking on Phonics Tracker</p> <p>Children to attain more highly in reading and increase love of reading, evidenced through increase in standardised scores</p> <p>Gaps in maths and PAG to close enabling children to achieve at ARE.</p> |

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| | | <p>Staff meeting on subject leadership – monitoring subject and preparation for Deep Dive</p> <p>All teachers training in assessing writing using Wiltshire Council materials</p> <p>Specific Training for Staff (Teachers & TAs) who will be working in EYFS 21/22 regarding new framework</p> | | <p>For every subject to be closely monitored and improved to increase attainment and progress</p> <p>Teachers to develop expertise in assessing writing and identifying next steps to accelerate progress</p> <p>New framework will be implemented and encourage pupil progress in EYFS</p> |
| Pupil assessment and feedback | <p>High quality assessment is essential to great teaching helping us to understand what pupils have (and have not) learned. Targeted diagnostic assessments can help teachers to monitor pupils' progress.</p> | <p>Accelerated reader STAR test to give reading age and regular AR quizzing will identify gaps in reading</p> <p>Phonics tracker used to identify gaps so targeted intervention can be put in place</p> <p>NFER assessments used as diagnostic tool to identify gaps and dips in attainment</p> <p>Wiltshire Council assessment and moderation writing materials used by all</p> | | <p>Teachers to be clear about where gaps are so they can plan to address</p> <p>Teachers to be clear about where gaps are so they can plan to address</p> <p>Teachers to be clear whose standardised scores had decreased and to identify the areas that need more focussed teaching</p> <p>Accuracy in writing assessment and identifying next steps as well as</p> |

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| | | teacher to assess writing | | individuals who need intervention to catch up |
| Transition support and ongoing remote education | All pupils will need support to transition back to school. There are particular challenges to support pupils transitioning to a new school. Focusing on high-quality remote learning will continue to be valuable for pupils. | Children identified for ELSA support. Both group and individual support put in place. TA time used to support children emotionally by providing 1 to 1 time to talk when needed. Introduction of 'emotional thermometers' to identify need in KS2. | | Children to become more emotionally resilient. Children able to alleviate worries so they are ready to focus on learning. |

2. Targeted support

| EEF Strategy | EEF rationale | Specific planning for The Avenue School | Cost | Expected impact |
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| 1:1 and small group tuition | There is extensive evidence supporting the impact of high-quality 1:1 and small group tuition as a catch-up strategy. To be most effective, the tuition should be guided by the school, linked to the curriculum, and focused on areas where pupils will most benefit from additional practice or feedback. | 1:1 daily reading in place with specific focus for identified individuals from YR – Y6 | £6210 | Increase in reading age and standardised scores to increase |
| Intervention | A particular focus for intervention is likely to be literacy and/or numeracy. Effective intervention follows assessment, which can be used to ensure that support is well-targeted and to monitor pupil progress. Structured, evidence-based programmes are best. Pupils should understand the link between intervention and the learning in class. Sessions are time-limited and delivered by trained teachers or TAs. | <p>Carefully monitored, time-limited interventions put in place during Term 6, following staff training with clear pre and post assessment points. Details below:</p> <p>Phonics intervention in place for identified individuals in YR to Y3, either individual or small group. Use of precision teaching 1 to 1.</p> <p>Maths intervention in place for identified individuals from YR to Y6 either individual or small group with clear focus.</p> | <p>£3450</p> <p>£3450</p> | <p>Increase in children achieving Wa in phonics screening at Y1 or Y2. Increase in reading age.</p> <p>Increase in standardised scores and children reaching Expected Standard in maths.</p> |

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| | | <p>Fine motor skill/handwriting intervention in place for identified individuals from YR to Y2. Individual or small group.</p> <p>60 second read intervention in place for targeted individuals in Y2 – Y4 with specific focus identified.</p> <p>Targeted reading intervention in Y5/6 with specific focus – small group.</p> <p>Starspell used from Y2 - Y5 for targeted spelling intervention</p> <p>SENCO time to monitor impact of interventions and feedback to HT</p> | <p>£776</p> <p>£776</p> <p>£690</p> <p>No additional cost.</p> | <p>Accelerated progress towards meeting ARE in physical development (EYFS) or writing (KS1)</p> <p>Increase in ZPD and Reading age through Star Test and increase in standardised score on NFER</p> <p>Increase in ZPD and Reading age through Star Test and increase in standardised score on NFER</p> <p>Increase in Vernon spelling score, leading to accelerated progress in writing.</p> <p>To ensure interventions are having impact.</p> |
| Planning for pupils with SEND | <p>Good teaching for SEND is good teaching for all. Teachers are aware of individual learning needs. Creating a positive and supportive environment that promotes high standards and positive relationships can help to ensure pupils can</p> | <p>Staff meeting for all teachers to update on waves of intervention and interventions that could be used for any child.</p> | <p>Met within usual costs</p> | <p>More targeted use of appropriate interventions where impact is measured through pre and post assessment.</p> <p>Targets set for SEND children to be more focussed and effective.</p> |

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| | access the best possible teaching. Consistent routines and pro-active approaches to behaviour will support all pupils including those with SEND. | All teaching staff trained in ADHD, including strategies to use in the classroom. | £165 | Increase in individual needs being met within the classroom so children can make progress. |
| | | Regular meetings between SENCO and Acorn Head of SEND | | Expert advice regularly sought to enhance provision for children. |
| | | Use of SSENS and Ed Psych to advise on strategies for supporting individuals with SEND | £425 | Support to be focussed on individual need. |
| | | Reception staff to be trained in and implement NELI | No cost | Reception children will make accelerated progress in speech and language development. |

3. Wider strategies

| EEF Strategy | EEF rationale | Specific planning for The Avenue School | Cost | Expected impact |
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| Supporting social, emotional and behavioural needs | A sustained focus on supporting pupils' social, emotional and behavioural needs will be needed. Meaningful and manageable assessment will be crucial. A common misconception is that a pupil's well-being is separate from their academic learning. | <p>Behaviour Support Assistant to offer 1:1 or small group support for those struggling with behaviour</p> <p>Acorn Thrive practitioner to work 1:1 with identified pupils</p> <p>School to subscribe to Thrive to train own staff</p> <p>Access to Acorn Education Trust alternative provisions for individuals with specific behaviour issues.</p> | <p>£9,927</p> <p>Included in usual costs.</p> <p>£2100 for Thrive (funded through COMF)</p> <p>£660</p> | <p>Early intervention to identify and address the cause of any new or escalating behaviours.</p> <p>Individuals to become more resilient and ready to learn</p> <p>More children to be supported through in-house Thrive. Including assessing all children using group profiling to enable staff to track emotional development and then take steps in-class to support.</p> <p>Early identification of children who need individual emotional support.</p> <p>Support for children with challenging behaviour to work on issues so they are ready to re-integrate back into their class</p> |

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| | | Review of behaviour policy and reward system to be updated. | | To ensure all staff and children are clear on procedures and that behaviour is managed effectively |
| Communicating with and supporting parents | Close engagement was critical over the pandemic. Communication will need to be monitored and supported. Providing books and education resources to pupils over the summer may be helpful along with support and guidance. | <p>Virtual parents evening held end Term 4</p> <p>Full written reports sent home end Term 5</p> <p>Data report sent home end Term 6</p> <p>Teachers to maintain contact with parents through either email or Class Dojo</p> <p>Fortnightly newsletter</p> <p>Pupil & Parent Support Worker to make regular phone calls to parents who may be struggling</p> | £9,991.50 | <p>Parents to be well informed and to work in partnership with teachers to catch children up where necessary</p> <p>To maintain the good partnership with parents engaging in their children's learning now children are back at school.</p> <p>To keep parents well-informed</p> <p>To offer support to any parents who are finding things difficult so they are able to support their children with school</p> |
| Access to technology | Pupils' access to technology has been a key factor affecting the extent to which they can learn at home. Technology could also be valuable as pupils return to school to access tuition or support. To support learning, how | <p>Laptops available on loan for pupils who need to isolate.</p> <p>Acorn IT Team to put relevant programs/apps onto loaned laptops.</p> | | <p>To ensure all children can quickly access remote learning if needed.</p> <p>Children requiring interventions eg Starspell, can continue to access</p> |

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| | technology is used matters most. Providing guidance on how to use the technology effectively is essential. | | | whilst at home if necessary. |
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