

Covid-19 Recovery 'Catch up' strategy 2020-2021



THE FOREST VIEW ACADEMY
LABOR OMNIA VINCIT

Covid 'Catch up' Premium report

SUMMARY INFORMATION

Total number of pupils:	233	Total budget:	£18,640
		Amount received per child:	£80

STRATEGY STATEMENT

Our children have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The impact of lost time in education is substantial, but the scale of our response will match the scale of the challenge.

We have the professional knowledge and expertise to ensure that our children recover quickly and get back on track. Returning to normal educational routines is critical for our children. Our recovery strategy is categorized into:

1. Support: Teaching and whole-school strategies - Quality of Teaching / Pupil assessment & Feedback / Transition
2. Targeted Support: One to One and small group tuition / Intervention
3. Wider strategies: Support for Parents & Carers / Access to technology

The overall aims of your catch-up premium strategy:

1. To reduce the attainment gap between your disadvantaged pupils and their peers
2. To raise the attainment of all pupils to close the gap created by COVID-19 school closures

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Gaps in basic Maths & English key skills
B	Low levels of Maths and English
C	Mental health and well-being

ADDITIONAL BARRIERS

External barriers

D	Challenging home circumstances can lead to poor patterns of attendance and punctuality.
E	Poor parental engagement and home learning environment.
F	Access to Technology for remote learning

INTENDED OUTCOMES

Specific outcomes		Success criteria
A	Gaps in learning are reduced.	
B	Routines to promote positive mental health and well-being are established.	
C	Staff are secure in, and have the knowledge to, plan 'catch up' strategies into everyday practice.	

Planned (2020-2021)

ACADEMIC YEAR					
Quality of teaching for all					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will this be reviewed?
Quality of Education: Staff CPD – English Hub Audit Phonics training Becoming a reading school Purple Mash training Supporting complex needs Maths Problem solving Teaching spelling effectively The wider curriculum Managing an effective classroom	Confidence to deliver a quality curriculum Effective strategies to support complex needs Confidence in delivering remote learning Re-engagement in all areas of the curriculum (£700)	EEF Teaching and Learning toolkit. Reading comprehension strategies (+6) Phonics (+4)	All teaching staff attend CPD delivered through weekly staff meetings. Monitor use of Purple Mash for remote learning Monitor daily phonics intervention	SMT	April 2021

<p>Quality of Education: Complete baseline assessments in all year groups to identify gaps in learning</p>	<p>Gaps addressed in planning (£0)</p>	<p>EEF Teaching and learning toolkit</p> <p>Individualised instructions (+3)</p> <p><i>all learners have different needs, and that therefore an approach that is personally tailored — particularly in terms of the activities that pupils undertake and the pace at which they progress through the curriculum — will be more effective</i></p>	<p>Collate and analyse baseline data</p> <p>Subject Leads to collate completed gap analysis</p> <p>Monitor teaching and learning (Forge monitoring schedule) to ensure gaps are being addressed</p> <p>Gaps in learning addressed and assessment outcomes improve.</p>	<p>RT-M / HW / HB / SF</p>	<p>July 2021</p>
<p>Quality of Education: Complete reading age assessments to identify children for 'catch up' – adjust Forge reading strategy to pick up children no longer on track</p>	<p>Increased engagement with reading – % of pupils achieving ARE in reading increased. (£0)</p>	<p>EEF Teaching and learning toolkit</p> <p>Oral language interventions (+5)</p>	<p>Monitor teaching of Reading (Lesson visits – Aut 2 term)</p> <p>Gaps in learning addressed and assessment outcomes improve.</p>	<p>LMc</p>	<p>July 2021</p>
<p>Quality of Education: Complete well-being assessments with all children</p>	<p>Tailored provision delivered by Pastoral Lead. A trained MH champion in school 2 days a week. (£0)</p>	<p>EEF Teaching and learning toolkit</p> <p>Social and emotional learning (+4)</p>	<p>Analyse outcomes from well being assessments</p> <p>Monitor targeted support provided</p>	<p>NMc / VRD</p>	<p>April 2021</p>

<p>Quality of Education: Identify pupils for weekly reading booster</p>	<p>Increased engagement with reading – % of pupils achieving ARE in reading increased.</p> <p>(£0)</p>	<p>EEF Teaching and learning toolkit</p> <p>Individualised instruction (+3)</p> <p>Oral language interventions (+5)</p>	<p>Monitor quality of reading booster provision.</p> <p>RH liaise with Y6 team after each assessment point.</p>	<p>LMc / RH</p>	<p>April 2021</p>
<p>Quality of Education: Support staff in delivering quality reading tuition</p>	<p>% of children achieving ARE increased.</p> <p>(£0)</p>	<p>EEF Teaching and learning toolkit</p> <p>Individualised instruction (+3)</p> <p>Oral language interventions (+5)</p>	<p>Monitor quality of reading tuition provision.</p>	<p>LMc</p>	<p>April 2021</p>
<p>Quality of Education: Transition: Face to face meetings prior to start of term. Teacher to teacher meetings 'All about me' activity Feeder Infant staff supported Y3 during 1st week</p>	<p>A secure understanding of children's readiness for school.</p> <p>A calm and settled learning environment established</p> <p>(£0)</p>	<p>EEF Teaching and learning toolkit</p> <p>Social and emotional learning (+4)</p> <p><i>school-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning.</i></p>	<p>RH / KN to liaise regarding plans for transition</p> <p>RH to monitor quality of parent meetings</p>	<p>RH / RT-M</p>	<p>July 2021</p>

<p>Quality of Education: Recovery Curriculum Maths – Focus on key skills. 'Ready to progress' objectives delivered all in year groups.</p>	<p>Children ready to progress to next year group</p> <p>Key skills embedded</p> <p>(£0)</p>	<p>EEF Teaching and learning toolkit</p> <p>Individualised instructions (+3) <i>all learners have different needs, and that therefore an approach that is personally tailored — particularly in terms of the activities that pupils undertake and the pace at which they progress through the curriculum — will be more effective</i></p>	<p>Monitor quality of teaching and learning in maths</p> <p>All children accessing NC objectives</p> <p>Gaps in learning addressed and assessment outcomes improve.</p>	<p>SF</p>	<p>April 2021</p>
<p>Targeted Support: Recovery Curriculum Phonics Specialist appointed 1:1 phonics intervention</p>	<p>Bottom 20% of children make accelerated progress in phonics</p> <p>(£23,375)</p>	<p>EEF Teaching and learning toolkit</p> <p>Phonics (+4) One to One tuition (+5) Individualised instruction (+3)</p>	<p>Monitor quality of phonics provision</p> <p>Work alongside Phonics Specialist from English Hub.</p> <p>Gaps in learning addressed and assessment outcomes improve.</p>	<p>LMc / EP</p>	<p>July 2021</p>
<p>Targeted Support: Identify pupils for 1:1 Reading tuition</p>	<p>% of children achieving ARE at the end of KS2 is in line with the national standard</p> <p>(£0)</p>	<p>EEF Teaching and learning toolkit</p> <p>Individualised instruction (+3) One to One tuition (+5)</p>	<p>Monitor quality of reading tuition</p> <p>Gaps in learning addressed and assessment outcomes improve.</p>	<p>LMc</p>	<p>April 2021</p>

Targeted Support: Pastoral Lead Case work	Improved well-being of young people (£5,698)	EEF Teaching and learning toolkit Social and emotional learning (+4)	Quality of SEMH intervention is monitored Links with outside agencies are effective Monitoring of contact plans Quality / outcome of case load work	VRD	April 2021
Targeted Support: SENCo interventions	Children's SEMH identified and supported (£0)	EEF Teaching and learning toolkit Social and emotional learning (+4)	Classroom support / targeted intervention ensures that SEN children make good progress Monitor intervention action plan	NMc	April 2021
Targeted Support: - Daily guided groups in Maths, Reading, Writing. - Ability set for Maths & Reading / Spelling	Learning is personalised and specific to need (£0)	EEF Teaching and learning toolkit Feedback (+8)	Monitor teaching and learning with a focus on guided group work. Ability sets are flexible based on assessment outcomes	RT-M / HW / HB / SF	April 2021
Wider Strategies: Purchase 18 new laptops for critical worker children to use in school Remote Learning Policy Remote Learning Procedure	Access to quality online teaching No lost learning time. (£5,480) Parents empowered to deliver learning.	EEF Teaching and learning toolkit Digital learning (+4) Feedback (+8) Parental engagement (+3)	Remote learning provision is monitored weekly – Class trackers / work trackers Monitoring of live lessons	RH	April 2021

Wider Strategies: Technology – Lesson on the 'Teams' platform	Children are able to access remote learning support effectively (£0)	EEF Teaching and learning toolkit Digital learning (+4)	Monitoring of class pages on Teams Quality of feedback on completed assignments	HW	February 2021
Wider Strategies: Virtual achievement assemblies / singing assembly - whole school community events.	Children feel a sense of community and belonging (£0)	EEF Teaching and learning toolkit Social and emotional learning (+4) <i>school-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning.</i>	Monitor levels of engagement on Teams	RH / EP	April 2021

ADDITIONAL INFORMATION

In this section, you could annex or refer to additional information which you've used to support the sections above. For example:

- Internal assessment and reporting software
- Evidence from the EEF [families of schools database](#)
- Results of staff and pupil consultation
- Analysis of attendance records
- Recent school Ofsted report
- Guidance from experts
- Case studies