

COVID-19 Catch up premium strategy

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.

High quality planning and teaching is the most important lever to improve outcomes for our pupils.

However, following disruption due to the pandemic we recognise that our pupils require additional layers of diagnostics and support. Here we outline the strategies implemented to support our pupils effectively as a response to the pandemic.

- Robust assessment has enabled us to determine how to most effectively support our pupils. We have administered GL, Pira & Puma testing in English, Maths and Science for all pupils and used the reports generated by this service to identify how the pandemic has affected pupil performance.
- Our catch-up intervention groups use this data to target pupils with the greatest gaps and target common misconceptions.
- Additional members of staff have been employed to deliver high quality one to one and small group tuition as part of our literacy and numeracy catch-up strategy. The intervention team work closely with teachers to ensure intervention therapy sessions are tailored to the needs of the pupils and linked to the curriculum.
- Additional sets have been incorporated into our curriculum model to ensure smaller group sizes in English and Maths target groups
- All teaching staff have received CPD on metacognition to further promote an awareness of how pupils learn. We have identified, as a whole staff, that we need pupils to be more involved in their learning journey whilst also encouraging a growth mind set.
- To enable access to a blended learning model, we have provided ongoing technical support and ensured that our pupils have access to technology in order to participate in virtual teaching and learning.
- Knowledge organisers have been created by each head of subject to summarise key facts or information that pupils need to know and be able to recall in order to master a unit or topic. Also, all pupils have access to Century. This platform identifies gaps in knowledge, pinpoints and addresses misconceptions, personalises content questions and pathways for every lesson.

A recovery Curriculum has been implemented based on the 5 levers:

Lever 1 – Rebuild Relationships –

- Members of staff trained as Trauma Informed School's practitioners.

- Training for all staff on importance of a Relationship based approach and launch of new Behaviour for Learning and Positive relationships policy.
- PSHE Curriculum adapted to ensure relevance with units on Building connectedness and maintaining positive Mental Health.

Lever 2 - Rebuild the Learning Community and Support

- Increase in size of the pastoral support team.
- Identify students who are reluctant or anxious about returning or who are at risk of disengagement and re-engage them by 1:1 sessions, both with the child and the families.
- Signs of Success approach to build on the positives of communication built up during school closures.
- Mood check-in boards
- School Values underpin what we do
- Activities linked to the 'houses' to increase sense of belonging
- All pupils undertaken 'Landscape of the mind' questionnaire to allow for more tailored support.
- Epraise used to report concerns
- Hello Yellow (Mental Health) and Anti-bullying day marked with activities.
- Motional used in school as part of a graduated approach
- Staff have attended variety of relevant training including 'Get safe' 'Understanding Trauma' 'Anti-Bullying Alliance' COVID-19 Response training.
- Low stakes testing and assessment during first half term.
- Fortnightly SILT meetings
- Weekly Head of year Meetings – including focus on supporting attendance
- All policies updated with COVID addendums where necessary.
- Early Help Model further developed
- Staff relationship training by EdPsych

Lever 3 - Transparent Curriculum

- Gaps filled but not at expense of subjects such as Art/PE which have recognised mental health benefits

- PSHE streamlined to ensure that RSE is covered and children's mental Health supported
- Testing/assessment done in a way which is accessible and non-threatening to the child. Supportive and builds on positive relationships.

Lever 4 – Metacognition

- Training with all staff done as part of a TED.
- Metacognition a part of all Performance Management
- Metacognition enrichment day on 9.12.20

Lever 5 -Space-to be, to rediscover self, and to find their voice on learning in this issue.