

LINTON PRIMARY SCHOOL

COVID RECOVERY PLAN

Linton Primary School Catch-Up Premium Information 2020-21

The government announced £1 billion of funding to support children and young people to catch up lost learning time after school closure due to the Covid-19 pandemic. This is especially important for those from the most vulnerable and disadvantaged backgrounds.

While schools can use their funding in a way that suits their cohort and circumstances, they are expected to use this funding for specific activities which will help pupils catch up on missed education.

At Linton Primary School we aim to help all our children whose learning has been affected but are especially keen to prioritise those who we know have struggled disproportionately to their peers. This could be as a result of new barriers created by the pandemic situation or by existing ones that have been exacerbated by it.

The Education Endowment Foundation has provided guidance based on an evidence informed response to help support schools in providing an approach that will give children the best chance of success. We have based our recovery plan on the tiered model within this guidance.

Planned Catch-up Expenditure 20/21

The total amount Linton Primary School will receive	£1070
Estimated total cost of recovery strategy to July 2021	£2522 (without technology) £4262 (with limited technology)

1. Teaching

The best available evidence reiterates the importance of great teaching to support all pupils, especially the most disadvantaged therefore we will be prioritising high quality instruction akin to the way we use 'quality first teaching' in our graduated approach for SEND.

Supporting teaching

Expert teaching involves a broad array of strategies that when combined with subject knowledge and knowledge of the pupils, positively impacts on teaching.

Through time out of school, classroom contexts where learning habits and effective strategies have been developed and honed have been removed. Re-establishing these presents challenge.

There is strong evidence from a SEND context that explicit instruction, scaffolding, flexible grouping and cognitive and metacognitive strategies, are key components of high-quality teaching and learning for all pupils.

To support the above, high quality professional development will be required. This will take the form of up-front training and follow-on support. Consideration needs to be given to:

- Changes to accommodate essential measures put in place to remain safe during the pandemic that limit normal classroom practice, e.g. social distancing, use of equipment, groupings etc. that have either a direct or indirect impact on teaching.
- Remote teaching practices not encountered previously, adaptation of practice.
- Additional support required by early career teachers.

Assessment

Planning effective assessment is integral to supporting great teaching.

An approach that will sensitively identify the actual impact of school closures due to the Covid-19 pandemic on individual pupils is required, pupils will have been affected differently by the Covid-19 pandemic.

Allowing time to enable teachers to assess pupils' wellbeing and learning needs is likely to make it easier for teachers and other school staff to provide effective support.

It will be important to differentiate between learning forgotten due to extended absence from classroom learning and that which hasn't been learnt properly.

Consideration needs to be given to:

- A diagnostic approach that gives information about a pupils' learning loss and /or misunderstandings.
- What needs to be re-taught to individuals / groups / whole class.
- The part assessment can play in supporting teachers to recognise the importance each small piece of information can contribute to the bigger picture of the child's learning.
- A blend of effective methods rooted in classroom practice such as verbal questioning, quizzes and multiple-choice questions etc. the low stakes approaches that can more precisely diagnose gaps in learning.
- Assessing the social and emotional outcomes that relate to how well pupils learn.
- Providing effective feedback.
- The continuation of assessment throughout the year.

Remote learning

Although working towards a full return to school, it is uncertain how much more disruption will take place in the coming year due to the Covid-19 pandemic.

Focussing on high quality remote learning strategy will always be valuable to pupils. It will support them in fostering independent learning that will be of benefit in the future, e.g. for carrying out homework tasks.

The initial school closure highlighted challenges with access to appropriate technology and the internet for individuals and families.

The main outcome of feedback from the initial school closure and Lockdown period (March – July 2020) was lack of peer interaction, how much children had missed seeing, playing and learning with their friends.

Consideration needs to be given to:

- The quality of teaching being more important than the method of delivery.
- Ensuring all pupils have access to adequate technology.
- Guidance and support in using specific platforms and new forms of technology.
- The inclusion of peer interactions as a way to motivate pupils.
- Supporting pupils to work independently through the use of effective strategies and study approaches.
- Planning a 'blended' approach looking at delivery that suits the subject being taught.
- Ensuring remote learning is available for a range of different circumstance caused by the Covid-19 pandemic and how this might look, e.g. for a child shielding, those self-isolating and whole school closure.

2. Targeted Academic Support

Evidence consistently shows the positive impact that targeted academic support can have. We know that high quality teaching is supported by, and inextricably linked to targeted academic support. Good assessment will reveal those areas to be targeted for individuals, groups and the whole school. Use of rigorous and robust data will ensure targeted interventions are appropriate. We can also anticipate that pupils with SEND will need additional specific support going forward, especially those who have had an extended period away from school.

All pupils – whole school strategies

It is anticipated that there will be areas of learning where many children are struggling due to the challenges and barriers that are contextual.

Whole school strategies will be best employed to address these considering rebuilding learning culture within school.

Legacy barriers and challenges may have been exacerbated due to the Covid-19 pandemic.

Consideration needs to be given to:

- Re-establishing a culture of reading through immersion in story and high-quality texts.
- Re-building basic Literacy skills.
- Re-building basic Maths skills.
- Re-establishing good 'behaviour for learning' habits.
- Identification of where social and emotional barriers to learning exist and have been exacerbated by the Covid-19 pandemic. Understanding need and establishing a whole school / class approach to addressing these.
- Building and rebuilding supportive learning relationships.

One to one and small group tuition

Evidence indicates that small group and one to one interventions can be a powerful tool in supporting pupils. It is highly likely that that some pupils will require high quality, structured, targeted interventions to make progress.

Interventions should be carefully targeted through identification and assessment of need.

They should be regularly monitored to ensure they are still necessary and remain effective for individuals.

Consideration needs to be given to:

- Where one to one or small group support is most appropriate.
- Brief sessions that occur regularly (15 – 45 mins, 3 – 5 times per week).
- Sessions delivered by individuals with appropriate expertise.
- Appropriate high-quality training for staff involved in delivery (teachers and teaching assistants).
- Well-structured sessions with appropriate supporting resources.
- A planned timescale for interventions.
- A clear and shared understanding between teaching staff and those delivering targeted sessions of what is being implemented and how to ensure the plan is being followed appropriately and remains effective.
- Use of assessment to identify areas for focus and track pupil progress.
- Connection being made between out of class learning sessions and classroom teaching (application and transference of skills).

Interventions

We know that high quality, well-structured interventions and the approaches to them can be key in impacting on learning for those individuals that are missing part or parts of the foundations that provide the firm structures for future learning to be built on.

Programmes are likely to have the greatest impact where they meet a specific need, include regular sessions over a sustained period and have consistent delivery.

Interventions might focus on an area of academic learning or on a particular aspect of social or emotional need.

Consideration needs to be given to:

- The specific area of need being targeted and how well the intervention programme being considered fits the brief.
- Any advice or recommendation from professionals regarding provision for individuals / a specific area of need.
- Any specialist training required to ensure effective delivery.
- Any additional resources required to support the intervention programme.
- Existing SEND needs and suitability of existing intervention programmes. Are adaptations required or possible, or is an alternative more suitable?

3. Wider Strategies

Wider strategies relate to the most significant non-academic barriers to success in school. Schools will have to deploy a range of wider strategies to support pupils in the coming academic year and beyond to aid recovery from the unusual situation created by the Covid-19 pandemic. This will be required to be done with creativity and commitment.

It is anticipated that new, and as yet, unknown challenges may present.

Creating a positive and supportive environment that promotes high standards and positive relationships can help ensure pupils can access the best possible teaching.

School will continue to implement a 'Thrive' approach.

Social and emotional support

A large and often unrecognised part of teachers' work has always involved providing support for pupils' social, emotional and behavioural needs. Social and emotional aspects of learning pervade our curriculum and will continue to do so with an even greater value.

School will need to continue revising and revisiting its existing approach to secure the appropriate support throughout the school year.

Where appropriate, for those moving either between classes or on to new settings including secondary, valuable transition information and strategies will need to be in place and secure. This will need to include additional information relating to supporting and monitoring pupils' social, emotional and behavioural needs.

Consideration needs to be given to:

- How our existing 'Thrive' approach can be applied to support social, emotional and behavioural needs in school.
- Increased opportunities where social and emotional aspects of learning can be meaningfully combined with the academic curriculum e.g. in English, taking the opportunity to talk about a character's emotions, along with developing pupils' vocabulary to describe emotions can be helpful in developing self-awareness.
- Exploring opportunities for practical and physical activities that may impact on wellbeing.
- Explicitly defining and targeting a specific social and emotional skill or skills.
- Specific time in the school day for developing one or more social and emotional skill/s.
- Inclusion of Philosophy for Children in practice.

Supporting parents and families

Maintaining and sustaining communications and partnerships with parents and carers during school closures has been immensely challenging. Close engagement during such challenging times is crucial to ensure that pupils are supported to learn and thrive.

Parents have faced many challenges within the community beyond their children's education, many associated with deprivation and social disadvantage. School closure, for some, has created additional pressures.

Many struggle to support their children with learning.

The Education Welfare Officer will continue to offer support where barriers to attendance are identified.

Consideration needs to be given to:

- How our existing 'Thrive' approach can provide additional support for parents and families.
- How additional specialist 'Thrive' support could be targeted where a greater or specific need exists.
- Carefully monitoring the information given out to families. (The amount of information given to families could be adjusted according to response. It could be increased where the same information is repeatedly being requested or limited to provide what is necessary but prevent 'overload'.)
- The methods of communication to which parents and carers respond best.
- How school can provide support for families with pupils of different ages (especially with regard to remote learning).
- The engagement of community support for needs beyond education.

Behaviour and routines

Attendance and behaviour can be significant non-academic barriers to success.

Consistent routines are important for behaviour in school and a proactive approach will support all pupils, including those with SEND.

Re-establishing both classroom and general routines will likely prove beneficial to all pupils and prove an effective strategy to support learning.

Historically attendance has been a significant barrier to learning in our context. We know that this can have a disproportionate impact on our disadvantaged learners.

Consideration needs to be given to:

- How new 'Covid secure' routines are introduced to children (especially those who are returning for the first time since March 2020).
- How routines can support positive behaviour.
- How SEND support services (behaviour / ASD / EP) can be used to support individuals with specific needs.
- How the 'Education Welfare Service' can support school and families with attendance.
- Re-establishing 'behaviour for learning' and 'growth mindset' after a prolonged period away from school and learning for some children.
- Reviewing and re-establishing school's reward system to re-engage children.

1. Teaching		
Supporting teaching		
What we plan to use the money on	Impact on our pupils	Estimated amount
High quality CPD	Staff feeling more confident in delivery of aspects of learning affecting our pupils.	£200
Adaptations to teaching environment	Pupils being able to safely access learning, e.g. whiteboard in Class 2 from new seating positions.	£100
Support for NQT -time from existing staff sharing expertise / additional CPD	High quality and consistent teaching in Class 1.	£100
Assessment		
What we plan to use the money on	Impact on our pupils	Estimated amount
High quality CPD	Staff feeling more confident in implementing assessment, giving accurate and robust data in order to identify gaps in learning.	£100
Additional resources	Enabling pupil engagement in assessment activities.	£50
Remote learning		
What we plan to use the money on	Impact on our pupils	Estimated amount
Technology (3 devices with security)	Pupils will have access to appropriate devices	

	when required to engage in home learning. (The aim is for this to be all pupils, however budget will restrict this.) Pupils will be protected by security systems installed by NCC when working online.	Additional funding from other sources will be sought to finance additional technology. (£1740)
Preparation of home learning packs	Pupils will have access to the same bespoke resources as if they were learning in school.	£120
1. Teaching -	Estimated total	(With technology £2410) £670
2. Targeted Academic Support		
All pupils – whole school strategies		
What we plan to use the money on	Impact on our pupils	Estimated amount
Purchase of 1 year subscription to allow access to CLPE Literacy resources – previously free access enabled through ‘Power of Reading’ project.	Previous success in using CLPE resources to adapt planning in Literacy has seen steps towards greater engagement in reading and greater independence in writing for our pupils. It is anticipated that pupils will re-engage with both reading and writing, have renewed enthusiasm and get back on the road to success.	£350
Purchase of 1yr online subscription to the Oxford University Press Read Write Inc Phonics Support scheme. Purchase of Oxford University Press spelling programme.	Through the use of online resources to complement those already in school, it is anticipated that children’s engagement will increase, and they will make progress with reading and spelling.	£177
Purchase of wide range of high-quality texts to aid rebuilding a culture of reading. (Possible 3 x ‘Hooks into Books’ packs from Seven Stories.)	Pupils’ interest in reading will be rekindled and developed further.	£210
One to one and small group tuition & Interventions (combined)		
What we plan to use the money on	Impact on our pupils	Estimated amount
High quality CPD	Progress for pupils will be swift and effective.	£100
Specific resources required to support intervention programmes.	As above.	£50

2. Targeted Academic Support -		Estimated total	£887
3. Wider Strategies			
Social and emotional support			
What we plan to use the money on	Impact on our pupils	Estimated amount	
Journals for each child in KS2.	Children will feel able to record their thoughts aiding with emotional wellbeing.	£15	
Texts and resources appropriate for use in P4C	Children become more adept at reasoning and expressing thoughts and thought processes.	£50	
Supporting parents and families			
What we plan to use the money on	Impact on our pupils	Estimated amount	
Purchase of services from 'Thriving Minds for Learning'.	Families will feel confident in implementing positive behaviour strategies and routines at home. Children will begin to feel calmer and more secure which will impact on their learning in school.	(Buy in £1590)	
		£750	
Behaviour and routines			
What we plan to use the money on	Impact on our pupils	Estimated amount	
Purchase of sensory equipment -both general and specific to address individuals' specific needs.	Children will have their sensory needs met and be more able to engage with learning on a regular basis.	£150	
3. Wider Strategies -		Estimated total	£915
Overall estimated total		Without technology	£2522
		With technology	£4262