Cannon Lane Primary School

Covid Catch Up Plan







2020-2021

Article 3: The best interests of the child must be a top priority in all decisions and actions that affect children.

School Name	Cannon Lane Primary School
Total number of pupils	825
Proportion of children in receipt of PPG	5.9%
Proportion of children with SEND	4.6 %
Proportion of children with EAL	66%
Catch up allocation amount	£66,000
Date written	November 2020
Review dates	Dec 20, April 21, July 21
Known impact of school closure	- Increased gaps in reading, writing and maths for those pupils who were unable to engage fully with home learning during lockdown - Social, emotional and mental health needs of children exacerbated by the circumstances of lockdown
Key Priorities	1. Ensure all children are attending school regularly 2. Ensure children are emotionally ready for returning to formal learning 3. Ensure consistently high-quality teaching and learning across the school 4. Ensure the curriculum is reviewed and revisits any gaps 5. Provide targeted curriculum support for pupils at risk of falling behind 6. Ensure remote learning is effective and available to all children

Priority 1: Ensure all children are attending school regularly

'Attendance may prove problematic in the upcoming academic year and have a disproportionate impact on disadvantaged pupils. Some parents and carers may be hesitant to send their children back to school, which will require sensitive, supportive action on the part of the school' EEF Guide to Supporting School Planning 2020

Actions	**By whom**	**By when**	**Costs**	**Success Criteria/ Outcome**
Monitor attendance daily and liaise with parents and carers in order promote high levels of school attendance	Welfare	Daily	zero	School attendance is 96%+ (not including Covid related absences)
Log Covid related absences separately and closely track return to school dates	Welfare	Daily	zero	
Learning Mentor to support children with anxiety around returning to school	Learning Mentor	As needed	zero	
All disadvantaged pupils to have an individual action plan and be assigned a mentor (please see action plan)	AHT for PPG	Ongoing	zero	
Appointment of additional Welfare Officer (part-time) to monitor and promote children's attendance in school and to ensure that the necessary steps are in place to enable remote learning where required.	HT /DHT	Autumn 1	£5000	Welfare Officer Appointed. Role carried out effectively. Pupils' attendance 96%+

Priority 2: Ensure all children are emotionally ready for formal learning

'Attention on supporting pupils' social, emotional and behavioural needs, primarily as part of good teaching, is likely to prove an effective strategy to support learning' EEF Guide to Supporting School Planning 2020

Actions	**By whom**	**By when**	**Costs**	**Success Criteria/ Outcome**
CPD for staff on mental health and wellbeing and social skills development. This will be at the core of all catch up work as many children will have not been in formal school setting for a number of months	DHT	Autumn 1 2020	Zero	Staff feel confident in supporting pupils' mental health and wellbeing.

				One member of staff in each phase trained
Mental Health First Aid training provided for key members of staff across the school	DHT/ SENCO	Autumn 2 2020	£500	Staff feel confident in supporting pupils' mental health and wellbeing. One member of staff in each phase trained
Learning Mentor ELSA training (emotional literacy support assistant) and purchase resources linked to programme	Learning Mentor	Spring 1 2021	£650 (training) £500 resources	Training completed. Higher level of support provided for pupils' emotional health and wellbeing
Further support for children's emotional wellbeing with therapists in school, introducing a lunchtime drop-in for all children	CCS Therapists	Spring 1 2021	£2000	Children confident to access this service. Teachers feel that this support provides more time for learning in class
Provide guidance for parents in supporting children's emotional wellbeing at home	Learning Mentor/ Early Support	Ongoing	zero	Parents feel more confident in supporting wellbeing at home.
Regular phone calls and conversations with vulnerable families by the Designated Safeguarding Leads (DSLs) and Learning Mentor	DSLs / learning Mentor	Ongoing	zero	Vulnerable families feel supported by the school and children's attendance is 96%+ (not including Covid related absences).

Priority 3: Ensure consistently high-quality teaching and learning across the school

'The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their Pupils' EEF Guide to Supporting School Planning 2020

Actions	**By whom**	**By when**	**Costs**	**Success Criteria/ Outcome**
Focus on consolidation of basic skills. The core skills which enable successful learning will require increased curriculum time across all year groups. These include: handwriting, spelling of high frequency words, basic sentence punctuation, times tables recall, basic addition &	SLT School Improvement	Ongoing	£600	Quality First Wave Teaching monitored by School Improvement Partner and SLT.

subtraction fact recall and reading comprehension skills relevant to age	Partner			Book looks and lesson visits provide evidence that basic skills are improving and being applied across the curriculum
Subject specific training in reading, writing and maths	Harrow Specialist Leaders in Education (SLEs)	Spring 2021	£1000	Teachers' subject knowledge improves and teachers report increased levels of confidence

Priority 4: Ensure the curriculum is reviewed and revisits any gaps

'High-quality assessment is essential to great teaching, helping us understand what pupils have (or have not) learned'
EEF Guide to Supporting School Planning 2020

Actions	**By whom**	**By when**	**Costs**	**Success Criteria/ Outcome**
Analyse gaps in year groups and create action plans	AHTs	November 2020	AHT release time	There are clear priorities identified for each year group.
Provide training for Middle Leaders on assessment and curriculum priorities	HT/ School Improvement Partner	November 2020	£600	Middle Leaders feel confident in assessing their curriculum areas.
Subject Leaders analyse gaps in their subjects and provide training and support for teachers	Subject Leaders	Ongoing	zero	There are clear priorities identified and these are shared with staff.
Provide curriculum sessions for parents on supporting learning and closing the gaps at home. Each phase to deliver workshops on the specific curriculum gaps that have been identified	AHTs	December 2020	zero	Parents have the knowledge and resources to support children's learning more effectively at home.

Priority 5: Provide targeted curriculum support for pupils at risk of falling behind *'Evidence consistently shows the positive impact that targeted academic support can have, including for those pupils who are not making good progress across the spectrum of achievement'* EEF Guide to Supporting School Planning 2020				
Actions	**By whom**	**By when**	**Costs**	**Success Criteria/ Outcome**
To address gaps in reasoning and application in maths - Purchase of White Rose Maths subscription	Maths Leader/ SLT	Autumn 2020 / Spring 2021 / Summer 2021	£500 HLTA interventions Additional 3 hours per week £3900	Teacher assessment data demonstrates that pupils make accelerated progress and gaps in attainment are addressed
To strengthen early reading, phonics and comprehension skills through 1:1 daily reading, intervention reading support and home reading (focus on children in Reception and Year 1)	AHT for EYFS/ AHT for KS1/ Reading Leader Monitored by HT and DHT	Autumn 2020 / Spring 2021 / Summer 2021	New reading scheme £2000 HLTA interventions Additional 3 hours per week £3900	Teachers' use of criterion scale for reading demonstrates that pupils make accelerated progress and gaps in attainment are addressed.
To develop children's independence in Reception by focusing on developing fine and gross motor skills, providing more opportunities for writing and the application of phonics	AHT for EYFS Monitored by HT and DHT	Autumn 2020 / Spring 2021 / Summer 2021	Covid catch up teachers employed to teach equivalent of 1 day per week in each year group £44,247 over year	GLD is 82%
In Years 1 and 2, develop children's phonics, early reading and handwriting with small group intervention	AHT for KS1 Monitored by HT and DHT	Autumn 2020 / Spring 2021 / Summer 2021		Phonics screening check is 90% or above
To provide small group intervention to develop maths and English skills in Years 3 and 4.	AHT for Lower KS2	Autumn 2020 /		Teacher assessment data demonstrates that pupils

In Year 3 focus on phonics, reading comprehension, grammar and spelling, place value and times tables. In Year 4 focus on reading comprehension, grammar and handwriting and multiplication and division recall	Monitored by HT and DHT	Spring 2021 / Summer 2021		make accelerated progress and gaps in attainment are addressed (90%+ pupils achieve expected standard in Year 4 multiplication check)
To provide small group intervention to develop maths and English skills in Years 5 and 6. In Year 5 focus on improving reading skills particularly inference and deduction and developing mathematical reasoning and application. In Year 6 focus on improving reading skills especially inference and deduction, developing mathematical reasoning and supporting pupils with their transition to secondary school.*	AHT for Upper KS2 Monitored by HT and DHT	Autumn 2020 / Spring 2021 / Summer 2021		Teacher assessment data demonstrates that pupils make accelerated progress and gaps in attainment are addressed * (see end of KS2 targets for summer 2021)

Priority 6: Ensure remote learning is effective and available to all children

'Areas such as effective remote teaching may need to be revisited in professional development, thereby ensuring effective remote curriculum provision should unplanned school closures occur'

EEF Guide to Supporting School Planning 2020

Actions	**By whom**	**By when**	**Costs**	**Success Criteria/ Outcome**
Staff training on Google Classroom to establish a consistent approach to providing activities and feedback to pupils	SLT	September 2020	zero	Staff feel confident to share learning with children.
Develop a 'Remote Learning Plan' that identifies the support that pupils will receive in the event that they need to self-isolate (either individually, in groups, or whole classes)	HT and DHT	October 2020	zero	Staff and parents are clear on the expectations of Remote Learning
Create learning packs for those families who do not have access to technology at home	Class teachers	Ongoing	£500	All children have access to learning
Communicate regularly with parents to ensure they are clear on expectations and offer support where necessary	Learning Mentor / Teachers	Ongoing	zero	Parents feel informed and supported