



Keevil CofE Academy

Covid Catch-Up Plan

April 2021



## Our strategy at Acorn Education Trust

The 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 Keevil CofE School?

Reading	<p>We used Salford Reading, YARC Reading, Renfrew Language and Vocabulary tests; phonics screens and high frequency words reading tests; and on-going diagnostic assessment, based on the expectations of our school's internal assessment system, to assess attainment and identify gaps.</p> <p>To measure the impact of the pandemic on children's learning we compare their current attainment against their pre-covid learning trajectory.</p> <p>In September 2020, 92% of our children were below where they should be in reading. By December 2020, this had been reduced to 31% through high quality teaching and learning in all classes across the school plus focused and targeted support.</p> <p>In March 2021, following the second period of school closures, the gap had widened again with 74% of children below where they should be.</p>
Writing	<p>We have used ongoing diagnostic assessment in writing based on the expectations of our school's internal assessment system, as well as SWST Spelling and high frequency word spelling tests to assess attainment and identify gaps.</p> <p>In September 2020 92% of children were below where they should be in writing. By December 2020 we had closed the gap to 47% of children being below their pre-covid trajectory.</p> <p>But by March 2021 this had widened again to 93% of children being below.</p> <p>Writing remains the area of most concern across the school.</p>
Maths	<p>We used Number Basics Assessments and on-going diagnostic assessment, based on the expectations of our school's internal assessment system.</p> <p>In September 2020, 100% of children were below where they should be in maths. By December 2020 this had been reduced to just 33% of children.</p> <p>But by March 2021 the gap had increased to 85% of children being below their pre-covid learning expectations.</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 (Term 4 2021) carefully observing, talking and working with the children about wellbeing, as whole classes, in small groups and with individuals.</p> <p>Teachers report an increase in anxiety across the school, which is especially evident amongst the older children. Also we have found a loss of learning behaviours and resilience in all children.</p>

## **Covid-19 Catch-Up Planning**

### **1. Teaching and Learning**

<b>EEF Strategy</b>	<b>EEF rationale</b>	<b>Specific planning for Keevil CofE Academy</b>	<b>Cost</b>	<b>Expected impact</b>
<b><i>Supporting Great Teaching</i></b>	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.	<ul style="list-style-type: none"> <li>• Increase in TA hours to ensure maximum support for teachers, so they can focus on planning and delivering high quality lessons.</li> <li>• Adaptation of curriculum so teachers can ensure children master the key knowledge and skills they need in English and maths to make a successful transition into new year groups in September – <i>Priority English</i> and <i>Priority Maths</i> (March 21).</li> <li>• Return to delivering full curriculum offer, accessible to all in September 2021, including implementation of improved non-core curriculum.</li> <li>• CPD focus on Retrieval Practice to ensure the implementation of high impact T&amp;L strategies in classrooms during Term 6 2021.</li> <li>• Focus on improving T&amp;L across the school in 2021-22, including: up-dating Teaching Non-Negotiables and Expectations in core subjects; re-instigation of all formal and non-formal monitoring and evaluation system enabling on-going review and improvement; and focus on CPD for all staff including accessing opportunities from the National College.</li> </ul>	<ul style="list-style-type: none"> <li>• £4750</li> <li>• Regular CPD time used to create these</li> <li>• Regular CPD time used for this</li> <li>• Regular CPD time used for this</li> </ul>	<ul style="list-style-type: none"> <li>• All children on a pre-covid Expected or Above trajectory to have secured Priority English and Maths outcomes by the end of Term 6 2021.</li> <li>• All children (Working Towards, Expected or Above) accessing full curriculum from September 2021.</li> <li>• Waves of Provision used to support children with additional needs to access the curriculum and make progress.</li> <li>• Improved pedagogy leading to accelerated progress and improved outcomes for children.</li> </ul>

<p><b><i>Pupil assessment and feedback</i></b></p>	<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>	<ul style="list-style-type: none"> <li>• Increase in TA hours to ensure maximum support for teachers, so they have time to give high quality and focused feedback to pupils.</li> <li>• Training of TAs to administer specific diagnostic assessments (Salford Reading, SWST Spelling, Renfrew Language and Vocabulary, Number Basics Assessment, YARC Reading) to identify gaps in children's knowledge and understanding, and closely monitor pupil's progress.</li> <li>• Extra Pupil Progress Meetings planned for Term 5, to ensure high quality professional dialogue around pupils' needs and approaches to take to address these.</li> <li>• Return to regular programme of assessment in classes and Pupil Progress meetings from September 2021, to ensure continual improvement of T&amp;L and outcomes.</li> <li>• Focus to continue implementing retrieval practices in all lessons in 2021-22, to improve knowledge retention, including low-stakes quizzes.</li> <li>• Focus in 2021-22 to develop assessment in non-core subjects as part of overall drive to improve T&amp;L and ensuring better outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>• £4750 (included as above)</li> <li>• Regular CPD time used for this</li> <li>• Regular CPD time used for this</li> </ul>	<ul style="list-style-type: none"> <li>• Gaps identified for individuals and groups of pupils, allowing targeted and focused class teaching and interventions, leading to all children on a pre-covid Expected or Above trajectory to have secured Priority English and Maths outcomes by the end of Term 6 2021.</li> <li>• Early identification of and intervention for gaps in learning for all children in 2021-22.</li> <li>• Improved assessment and feedback approaches used across the school resulting in improved outcomes for pupils.</li> </ul>
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<p><b><i>Transition support and ongoing remote education</i></b></p>	<p>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.</p>	<ul style="list-style-type: none"> <li>• Increase in TA hours to ensure maximum contact time in classrooms maintained, so the staff members who know the children best are available to provide wellbeing support for pupils as they transition back into school.</li> <li>• Extra TA support in Autumn Class (Y5/Y6) to ensure increased capacity for providing support to Y6s around transition to secondary school.</li> <li>• Specific provision for Y6 children to ensure they are 'secondary ready' – PSHE sessions delivered by class teacher; Sports Leadership course delivered by Acorn PE Lead.</li> <li>• On-going support from Acorn IT around possible return to remote learning – laptops remain on loan to staff members; devices and wifi access available for pupils if/when required.</li> </ul>	<ul style="list-style-type: none"> <li>• £4750 (included as above)</li> <li>• £1440</li> </ul>	<ul style="list-style-type: none"> <li>• Children and parents report that all pupils are feeling happy and safe back in school.</li> <li>• Children are enthusiastic and confident about the changes they face for next year.</li> <li>• School is ready to revert to on-line learning if required.</li> </ul>
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### 3. Targeted support

EEF Strategy	EEF rationale	Specific planning for Keevil CofE Academy	Cost	Expected impact
<b>1:1 and small group tuition AND Intervention</b>	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. 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.	<ul style="list-style-type: none"> <li>• Increase in TA hours to ensure contact time in all classrooms is maximised, enabling targeted support and intervention can be given to children across the curriculum by the members of staff who know children best.</li> <li>• Intervention in Term 4 focused on post-teaching, filling gaps identified through the teaching of new content.</li> <li>• Pupil Progress Meetings at the end of Term 4 used to plan specific intervention programmes for individuals and small groups according to their needs.</li> <li>• Pupil Progress Meetings planned for the end of Term 5 to monitor impact of interventions and plan for those needed in Term 6.</li> <li>• Training of TAs to administer specific diagnostic assessments (Salford Reading, SWST Spelling, Renfrew Language and Vocabulary, Number Basics Assessment, YARC Reading) to identify gaps in children's knowledge and understanding, and closely monitor pupil's progress.</li> <li>• ELSA support (2 hours a week) across the school to support individuals and groups whose mental health has suffered due to the impacts of the</li> </ul>	<ul style="list-style-type: none"> <li>• £4750 (included as above)</li> <li>• £950</li> </ul>	<ul style="list-style-type: none"> <li>• All children on a pre-covid Expected or Above trajectory to have secured Priority English and Maths outcomes by the end of Term 6 2021.</li> <li>• All children (Working Towards, Expected or Above) accessing full curriculum from September 2021.</li> <li>• All children (Working Towards, Expected or Above) making accelerated progress in 2021-22.</li> <li>• Attainment Gap reduced between vulnerable children and the rest of the cohort.</li> </ul>

	<p>Sessions are time-limited and delivered by trained teachers or TAs.</p>	<p>pandemic on their household and/or through the effects of extended school closures, to enable them to be ready to learn.</p> <ul style="list-style-type: none"> <li>SALT support across the school (2 hours per week) to support individuals whose progress in speech and language has suffered due to extended periods of not being able to attend school, and ensure that communication difficulties are never a barrier to learning.</li> <li>Extra TA support (6 hours a week) in 2021-22 targeted at Y2, due to poor recovery of this cohort and the impact of their entire school career having been affected by the pandemic.</li> </ul>	<ul style="list-style-type: none"> <li>£950</li> <li>£2850</li> </ul>	
<b>Planning for pupils with SEND</b>	<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 access the best possible teaching. Consistent routines and pro-active</p>	<ul style="list-style-type: none"> <li>Extra TA support in Spring Class (mixed Y2/Y3) - 12 hours per week. This is a large class with a high level of need (23% of cohort have identified SEND). This enables extra targeted support and intervention during English and maths lessons.</li> <li>Extra TA support in Autumn Class (mixed Y5/Y6) - 3 hours per week. This is a complex class including 2 children with EHCPs and 4 others with identified SEND. This enables extra targeted support and intervention during English and maths lessons.</li> </ul>	<ul style="list-style-type: none"> <li>£5700</li> <li>£1440 (included as above)</li> </ul>	<ul style="list-style-type: none"> <li>All SEND pupils to have regained their pre-covid learning trajectory and be ready for their next year group by the end of Term 6 2021.</li> <li>Children with EHCPs to make progress against their individual outcomes.</li> <li>Children with SEN Passports to have SMART targets and to</li> </ul>



	<p>approaches to behaviour will support all pupils including those with SEND.</p>	<ul style="list-style-type: none"> <li>• Extra Pupil Progress Meetings planned for Term 5, to ensure high quality professional dialogue around needs of SEND pupils and approaches to take to address these</li> <li>• Extra TA support (6 hours a week) in 2021-22 targeted at Y2, a cohort where 38% of children have SEN Passports and which have been disproportionately affected by the pandemic.</li> <li>• CPD focused on provision, support and good T&amp;L for SEND pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• £2850</li> <li>•</li> <li>• Regular CPD time used for this</li> </ul>	<p>make progress against these.</p> <ul style="list-style-type: none"> <li>• Attendance of SEND pupils to remain good.</li> </ul>
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#### 4. Wider strategies

EEF Strategy	EEF rationale	Specific planning for Keevil CofE Academy	Cost	Expected impact
<b><i>Supporting social, emotional and behavioural needs</i></b>	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.	<ul style="list-style-type: none"> <li>• ELSA support (2 hours a week) across the school to support individuals and groups whose mental health has suffered due to the impacts of the pandemic on their household and/or through the effects of extended school closures, to enable them to be ready to learn.</li> <li>• Wellbeing programme of regular sessions in all classes led by an outside professional. Aims to equip all children with strategies to understand and manage their emotional wellbeing, in particular combating anxiety and developing resilience as a result of the on-going effects of the pandemic.</li> <li>• <i>Priority Learning Behaviours</i> created by all staff to be the focus of PSHE lessons during Terms 5 and 6, to ensure children are ready socially, emotionally and behaviourally for their next year group in September 21.</li> <li>• Accessing specific support for pupils with identified SEMH through Trust Behaviour Support and Nurture Centre.</li> </ul>	<ul style="list-style-type: none"> <li>• £950 (included as above)</li> <li>• £180 per session (4 classes), 2 sessions per term. Total of £1440</li> </ul>	<ul style="list-style-type: none"> <li>• Children and parents report that all pupils are feeling happy and safe back in school.</li> <li>• Children are enthusiastic and confident about the changes they face for next year.</li> <li>• Behaviour of children is good in school and at home.</li> <li>• Children are ready to learn in the classroom.</li> <li>• Attendance of all groups remains good.</li> </ul>

<b><i>Communicating with and supporting parents</i></b>	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.	<ul style="list-style-type: none"> <li>• Regular written communication between school leadership and parents to keep them up-dated about the situation and plans in schools – newsletters, letters, etc.</li> <li>• On-line parents evenings meetings offered to all families following children's return to school in Term 4.</li> <li>• All staff prioritise keeping families informed about their child – emails, phone calls, 'safe' meetings.</li> <li>• Work and tasks sent home for individual children to support their 'catch-up'.</li> <li>• Meetings planned between children, parents and staff for those cohorts moving to a different class next year, to aid communication and transition.</li> <li>• Formal transition meetings between school staff to ensure Children's needs are communicated effectively to new staff.</li> </ul>	<ul style="list-style-type: none"> <li>• No additional cost – covered within core staffing costs</li> <li>• £75 extra hours for TAs to enable them to be involved in meetings and establish relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Parents feel connected to school.</li> <li>• Parents feel able to support their child's learning and wellbeing at home.</li> <li>• Parents feel listened to.</li> <li>• Reduction in anxiety of parents and children about transition and learning in school.</li> </ul>
<b><i>Access to technology</i></b>	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	<ul style="list-style-type: none"> <li>• On-going support from Acorn IT around possible return to remote learning – laptops remain on loan to staff members; devices and wifi access available for pupils if/when required.</li> <li>• ipads (1 per class) purchased by Acorn for use by teachers to support learning in the</li> </ul>	<ul style="list-style-type: none"> <li>• £1320</li> </ul>	<ul style="list-style-type: none"> <li>• School is ready to revert to on-line learning if required.</li> <li>• Lessons learnt about the effective use of technology for T&amp;L during school closures are applied in the classroom to support access to the</li> </ul>

	<p>support. To support learning, how technology is used matters most. Providing guidance on how to use the technology effectively is essential.</p>	<p>classroom especially for SEND pupils.</p> <ul style="list-style-type: none"> <li>• Individual log-ins to be set up for pupils in 2021-22 so they can access Office 365 at school and home.</li> </ul>		<p>curriculum and learning for all.</p>
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