

Croft Community School Covid Catch up plan Review 2020-2021

Overall aim:

To provide CCS students in all year groups who are in need of extra support and intervention with a range of opportunities and strategies which will directly impact on their achievement.

The school has been allocated a Covid Catch-up fund of funding according to how many learners in school were on roll in the academic year of 2019-2020 This was a total of 148 pupils. The total income for the Covid catch-up fund (2020-2021) amounts to £240 x 144 pupils = £35280

Key Area for Action	Action to be taken	Resources	Cost	Governor Update/Impact
<p>To implement subject-specific assessments to be used to identify particular areas where pupils have forgotten or misunderstood key concepts,</p> <p>To ensure that new material being covered builds on secure foundations.</p> <p>To consolidate previously acquired knowledge.</p>	<ul style="list-style-type: none"> ❖ Provide support and intervention curriculum focus for identified pupils through: ❖ Continued purchases and updating of appropriate resources including a range of books for the library and resources related to the purchase of equipment related to Read, Write, Inc. and Lexia ❖ Provide quality one to one and small group tuition as a catch-up strategy. ❖ Facilitating time for Lead for English to plan, baseline and develop programme for pupils across the school including interventions as and when required. To compare Progression data pre and post Covid across the school and implement relevant strategies. 	<ul style="list-style-type: none"> ❖ Time given for staff planning intervention following updates to baseline assessments and post Covid assessments. ❖ Progression documents to create- related to development of reading and spelling measurement tools. These to be modelled on necessary adjustments to the subject curriculum. ❖ Staffing costs related to intervention programmes. 	<p>£1,600 8 days cover at £200 per day</p> <p>£1,000 5 days cover at £200 per day</p> <p>£14,134 Teacher salary</p>	<ul style="list-style-type: none"> ❖ Governors to be updated on a termly basis with regard to Progression assessment levels. ❖ Links to Subject curriculums to be provided to Governors incorporating changes to curriculum with regard to key concepts to be covered and previously acquired knowledge is retained. ❖ Autumn Term updates for Spring HT report. ❖ Extra resources have been purchased to increase access to increase pupil motivation and enthusiasm for participation in Read, Write, Inc. including pupil access to MyOn which has increased participation during Accelerated reader curriculum time. ❖ The appointed intervention teacher, Miss Copestake has worked tirelessly with the English and Maths leads to create a programme of interventions for individual pupils based upon Progression data.

Croft Community School
Covid Catch up plan Review 2020-2021

	<ul style="list-style-type: none"> ❖ Develop intervention programmes for pupils related to the development of spelling/reading/letter formation, phonological understanding. Ensure that there is a consistent approach to the implementation of the intervention programmes. ❖ Providing appropriate training for the appropriate pastoral teams (if required) with the implementation of Accelerated Reader, Lexia and Read Write Inc for those students for whom it is appropriate. ❖ Begin implementation of the engagement model for pupils for whom it is appropriate. 		<p>£520 Read Write Inc training 2 members of staff at £260 per person</p> <p>£750 Mindfulness training 3 members of staff at £250</p> <p>£990 Listening Matters training 2 members of staff at £495</p>	<p>(appendix A) This has been based upon baselining and levelling by subject leads.</p> <ul style="list-style-type: none"> ❖ The engagement model has begun to be adapted by Primary staff in particular and a framework is being created to record achievements for those pupils for whom it is appropriate. ❖ Summer Term update/Impact. ❖ Following the implementation of the Covid catch-up plan a full review of the progress data has been analysed with regard to the impact of the intervention programmes related to spelling, reading and phonological understanding. The data analysis demonstrates that of the 130 pupils who were involved in the catch up spending pupils made the following progress. ❖ Reading ages-data was taken from baselines in October 2020 and the start of the interventions and compared with data at the end of the academic year. This includes data with regard to reading ages and progress recorded using Read Write Inc, Lexia and Accelerated Reader. Pupils received interventions over a number of weeks depending upon the reading programme they were engaged in. <p>26 pupils were engaged in secondary interventions during the Autumn term 2020-21. These interventions consisted</p>
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Croft Community School
Covid Catch up plan Review 2020-2021

				<p>of handwriting, reading, spelling and Maths number work.</p> <p>A further 39 pupils were engaged in individual interventions over the Spring Term following lockdown.</p> <p>Over the Summer term a further 26 pupils participated in Secondary interventions related to reading, writing and Maths interventions.</p> <p>Altogether 91 pupils of the Secondary cohort were engaged in intervention or Catch-up work identified from teacher assessments or Progression attainment data.</p> <p>5 pupils were also screened for dyslexia.</p> <p>Primary pupil interventions consisted of individual interventions related to individual need. These range from blending, CVC words, writing and reading. Of the 48 pupils on roll 36 pupils received intervention input from our Primary HLTA or the appointed teacher. This also included social interactive work, and LEGO therapy, During the lockdown in 2021 16 primary pupils engaged in interventions.</p> <p>On average pupils made the following progress over the course of the year.</p> <table><tr><td></td><td>Reading</td><td>Writing</td><td>Number</td></tr><tr><td>Year 3</td><td>171%</td><td>185%</td><td>177%</td></tr><tr><td>Year 4</td><td>209%</td><td>181%</td><td>64%</td></tr></table>		Reading	Writing	Number	Year 3	171%	185%	177%	Year 4	209%	181%	64%
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Croft Community School
Covid Catch up plan Review 2020-2021

				<p>Year 5 35% 134% 100%</p> <p>Year 6 155% 40% 45%</p> <p>Year 7 32% 30% 44%</p> <p>Year 8 147% 41% 80%</p> <p>Year 9 108% 21% 16%</p> <p>Year 10 33% 25% 21%</p> <p>This data is very dependent upon the level of Progression pupils were working at. On average pupils made a 1.5 levels of progress in Year 3,4, 6 and 8 in reading. Pupils in Year 5,7 and 10 made 0.4 levels of progress in reading. The disparity of levels of progress in reading is dependent upon a number of factors. On average pupils in Years 3,4, and 5 made the most progress in writing.</p>
<p>To enrich and enhance the return to school for pupils who may need some support with emotional regulation, social interaction and anxieties about their return to school.</p>	<p>Provide support and intervention for identified pupils through:</p> <p>1:1 or small group intervention programmes to support students with developing and supporting their emotional regulation. This could relate to participation in Mindfulness programme, Listening Matters or other mental health support programmes . Programmes of interventions to be created once pupils have returned to school. Staff will nominate pupils upon their return.</p> <p>Facilitating time for Mental Health Lead to implement relevant and appropriate strategies.</p>	<p>Costs of training for staff related to the delivery of intervention programmes.</p> <p>Staffing costs related to intervention programmes.</p> <p>Materials required to deliver Mindfulness</p> <p>Timetabling implications.</p>	<p>£1,000</p> <p>5 days cover at £200 per day</p> <p>£14,134</p> <p>Teacher salary</p> <p>£280</p> <p>£5,000</p> <p>25 weeks x 1 day per</p>	<p>Regular intervention report provided for HT report.</p> <p>Regular reports created for HT report related to behaviour reports provided via Behaviourwatch.</p> <p>Miss Birbeck has increased the 1:1 Counselling sessions that she offers in school to support pupils. Additional resources have been purchased to enable Mindfulness classes for targeted individual pupils during the school day including for Primary pupils. Timetabling has changed to allow practitioners to implement Mindfulness.</p> <p>A range of appropriate strategies have been implemented to support pupil's mental health including but not exclusively physical interventions,</p>

Croft Community School
Covid Catch up plan Review 2020-2021

			<p>week x 1 person</p> <p>Teacher salary will cover the additional teaching.</p> <p>£1,400 Mental Health First Aiders</p>	<p>sensory input, well-being days. Sensory resources have also been purchased including fiddle toys.</p> <p>Summer Term Impact</p> <p>Staff report that pupils who have undertaken a series of Mindfulness sessions feel more self-assured and confident on their return to school. On average pupils have undertaken at 3 sessions of either Mindfulness or emotional support sessions in school.</p> <p>There were 331 emotional intervention and counselling sessions undertaken in school last year. On analysis 190 pupils were in Key Stage 3 with 11 in Year 7, 50 in Year 8 and 129 in year 9. In Key Stage 4 141 pupils engaged in emotional support with results with 29 Year 10 pupils and 112 in Year 11.</p> <p>Secondary pupils were most in need of the emotional support in school as dictated by the referrals that were made to the curriculum support offered in school.</p>
Attendance	<p>Monitoring of attendance across all year groups.</p> <p>Allocation of resources to ensure that staff remain in close contact with home should non-attendance become an issue for individual pupils.</p>		<p>Inhouse cover</p> <p>Appointment of HLTA to support attendance.</p>	<p>Home visits have taken place where appropriate, staff time has been used to facilitate contacts with home where pupils have not returned.</p> <p>Summer Term Impact review</p> <p>During the Summer Term 2021 attendance was recorded at 85.5% Work has begun on developing and improving this figure.</p>

Croft Community School
Covid Catch up plan Review 2020-2021

	Home visits if appropriate ensuring that Covid risk assessments are implemented.		£34000 -	<p>Attendance during the Autumn term 2020 was recorded as 91.2%</p> <p>Attendance during the spring term was recorded as 36.4% this included during the Lockdown period January 6th to 1st March.</p> <p>For those pupils who were at risk of non-attendance a HLTA for attendance has been appointed to ensure that there is a close link between home and school.</p> <p>The appointed HLTA has undertaken 9 home visits to 4 different pupils homes.</p> <p>The data suggests that attendance has been consistent throughout the academic year. The impact of the appointed HLTA is relevant in terms of the home visits undertaken and the links established with home for pupils for whom it is appropriate.</p> <p>The appointed HLTA has worked with pupils who were most at risk of becoming persistent non attenders. Strategies put in place are varied depending upon the needs of the individual pupils. This could range from part time timetables, alternative educational curriculum, social interventions and home education provided by Croft teachers or Croft LSA's. Croft has also invested in using NISAI as an alternative on line educator relevant to the attainment of the pupils engaged in it.</p>
Technology	facilitating access to online tuition or support.		£24,790 68 additional laptops	A range of laptops have been purchased to enable pupils to engage in education with staff delivering these to pupils homes where necessary.

Croft Community School
Covid Catch up plan Review 2020-2021

	<p>Investment in additional technology, providing pupils with devices that can be used at home if required.</p> <p>Supporting pupils to develop their computing skills and abilities to access learning platforms.</p> <p>Staff to ensure the elements of effective teaching are present—for example, clear explanations, scaffolding, practice and feedback is more important than which form of technology is used.</p> <p>In addition, providing support and guidance on how to use technology effectively is essential, particularly if new forms of technology are being introduced.</p> <p>Plan a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that are linked to the school's curriculum expectations.</p> <p>To provide access to high quality remote education resources and select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use.</p>			<p>Laptops (52) have also been sourced from the Dfe schemes that have made a positive contribution to pupils participation.</p> <p>Following work scrutiny involving the Durham EDP and performance director effective teaching has been developed and the remote learning offer is now more robust.</p> <p>Staff have created overviews and short term plans to cover short term curriculum aims linked to overall schemes of work.</p> <p>Summer term review/impact</p> <p>Pupils who did not have access to remote education were provided with a laptop device to enable them to participate in online education. Following the lockdown January 6th to March 1st. Data demonstrates the engagement of pupils in school across Key Stage 3 was the highest level of participation in particular Year 7 pupils. Further details of participation of Secondary pupils is available from school.</p> <p>For Primary pupils school found that Class dojo was a better alternative for online education during lockdown. Staff set work on Class Dojo and participation and completed tasks were recorded each week. For many of Primary pupils this engagement consisted of live lessons, recorded lessons, and work that was set online.</p> <p>For both Primary and Secondary pupils engagement in online lessons was very varied. For some pupils who did not engage the attendance HLTA was used to support pupils with 'paper</p>
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Croft Community School
Covid Catch up plan Review 2020-2021

				based activities' and tasks that were directly related to the curriculum topic that was currently being accessed.
			Income	£35280
			Expenditure	£60674 -£25394

This plan will be reviewed termly and discussed with all teachers to ensure appropriate spending and other options are secured throughout the year.

Key Area for action	Progress towards actions			Overall Report/Impact
	Autumn	Spring	Summer	
		<p>Extra resources have been purchased to increase access to increase pupil motivation and enthusiasm for participation in Read, Write, inc. including pupil access to MyOn which has increased participation during Accelerated reader curriculum time.</p> <p>The appointed intervention teacher, Miss Copestake has worked tirelessly with the English and Maths leads to create a programme of interventions for individual pupils based upon Progression data. (appendix A) This has been based upon baselining and levelling by subject leads.</p>		<p><input type="checkbox"/> Governors to be updated on a termly basis with regard to Progression assessment levels.</p> <p><input type="checkbox"/> Links to Subject curriculums to be provided to Governors incorporating changes to curriculum with regard to kek concepts to be covered and previously acquired knowledge is retained.</p> <p><input type="checkbox"/> Autumn Term updates for Spring HT report.</p> <p><input type="checkbox"/> Extra resources have been purchased to increase access to increase pupil motivation and enthusiasm for participation in Read, Write, inc. including pupil access to MyOn which has increased participation during Accelerated reader curriculum time.</p> <p><input type="checkbox"/> The appointed intervention teacher, Miss Copestake has worked tirelessly with the English and Maths leads to create a programme of interventions for individual pupils based upon Progression data. (appendix A) This has been based upon baselining and levelling by subject leads.</p>

Croft Community School
Covid Catch up plan Review 2020-2021

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Croft Community School
Covid Catch up plan Review 2020-2021

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Croft Community School
Covid Catch up plan Review 2020-2021

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Croft Community School
Covid Catch up plan Review 2020-2021

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Croft Community School
Covid Catch up plan Review 2020-2021

Covid Catch-up plan.