

Twyford Church of England School

Covid-19 Catch-up Strategy 2020-2021



"Covid Catch-up Funding is a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time."

In September 2020 it was announced that schools would receive funding of £80 per child based on the census number from the previous year. Therefore, Twyford C of E School expects to receive **£7760** in catch-up funding for the academic year 2020-2021.

Upon the full reopening of school in September 2020, we undertook a baseline assessment of children within the core subject areas of mathematics, reading and writing in order to identify any gaps in learning that might have opened up or any 'lost' learning due to school closures. We also looked at any wider aspects of pupil need through observation and discussion with children. The following key areas were identified:

- Developing good mental health and wellbeing awareness among pupils
- Transition into Key Stage 1 for Year 1 pupils
- Speaking and listening development for pupils in EYFS
- Gaps in phonetic knowledge and the application of phonics in reading and writing
- Lack of reading at home for a significant proportion of pupils during school closures
- Simple sentence writing
- Fluency in mathematics
- Physical fitness

We will address the areas identified by allocating the funding provided in the following ways:

Developing good mental health and wellbeing awareness among pupils

Supporting the wellbeing and mental health of our pupils is an essential component of our catch-up plan upon returning to school. By raising awareness of wellbeing and mental health, both in our staff and students, we will better be able to identify potential need for support and put strategies into place as early as possible. By equipping children with the tools needed to support themselves and others, they will be prepared to look after their mental and emotional health in the years ahead.

Action to be taken:

- Purchase of a Mental Health programme for use in school.

Modify class structures within EYFS and KS1

The Early Years framework provides the building blocks on which children can structure their future learning. Opportunity to develop the key characteristics of learning within an environment that supports Early Years pedagogy is fundamental to successful transition into KS1. The Reception and KS1 classes will be restructured, taking account time they spent away from school during national school closures,

enabling Year 1 children to have further access to EYFS so that key learning principles can be embedded. This strategy will also enable Year 2 pupils to be taught in a smaller group of 15 for the core subjects.

Action to be taken:

- Employ an additional member of support staff (part-time) to enable Year 1 continued access to the Early Years unit, fostering a purposeful and structured transition between EYFS and KS1.

[Speaking and listening development for pupils in EYFS](#)

Language, speech and listening development is the precursor to wider learning within the Early Years. Speech Link and Language Link programmes are already used within school to address any specific needs. However, some pupils have been identified as requiring additional support with general communication and listening skills; the development of which will be met through focussed booster groups.

Action to be taken:

- Booster 'Speaking and Listening' groups in EYFS.

[Phonetic knowledge and the application of phonics in reading and writing](#)

Secure knowledge and application of phonics in reading and writing is fundamental to the success of children within the subject of English. Training that supports our staff to provide high quality phonics teaching, in addition to the support of phonics booster groups, will help our pupils to catch-up in their phonics upon returning to school.

Action to be taken:

- Booster 'Phonics' groups for identified groups in KS1.
- Booster 'Phonics' groups for identified groups in LKS2.
- Phonics training for staff through 'Lesley Clarke Phonics'.

[Reading fluency and comprehension](#)

Developing fluency in reading supports how well children can access texts and respond to them. It also supports the wider curriculum and is a fundamental skill. During the National Lockdown, children may not have read at home frequently or had access to texts that were at a suitable level. Provision of quality reading books that closely match the phonetic ability of children and develop appropriate reading skills will help our children catch-up. The identification of children across the school who may need bespoke 1:1 reading sessions so that their specific needs can be addressed, along with reading booster groups to support children in UKS2 who may not securely have the skills to respond to texts, will enable them to catch-up and unlock their reading potential.

Action to be taken:

- Purchase Copper, Topaz, Ruby and Emerald banded reading books from Collins Publishers.
- Additional 1:1 reading with identified children.
- Booster group focusing on developing and improving inference and fluency in UKS2.

Sentence Writing

The ability to accurately formulate and construct sentences help our pupils to communicate clearly in writing. Upon returning to school, we will set up writing booster groups, which will aim to support our children in catching up and improving their accuracy and confidence in constructing sentences.

Action to be taken:

- Booster group for writing sentences (Y2 and Y3).

Maths Fluency

Developing fluency in fundamental mathematical skills helps all our children enjoy and succeed in their maths. By taking a consistent approach to the teaching of mathematics across the school, through use of White Rose Maths, our children grow in confidence and build upon their understanding year-on-year, leading to a deeper mastery of these skills. Additionally, the White Rose Maths scheme has structured a way in which 'lost' learning can be caught up. Training and resources that support our teachers to follow White Rose Maths, in addition to the support of maths booster groups, will help our pupils to catch-up in their maths upon returning to school.

Action to be taken:

- Booster group in KS2 using 'Plus 1' and 'Plus 2' resources.
- Purchase Power Maths pupil text books and workbooks for teachers to refer to.
- Staff to complete White Rose Maths training modules (Variation; Concrete, Pictoral, Abstract; Bar Modelling).

Physical Fitness

National lockdown restrictions and partial school closure may have resulted in some of our children taking part in less physical activity each day, which can have a negative impact on health. To encourage increased physical activity upon returning to school and therefore improve the overall health and wellbeing of our pupils, PE staff will develop and lead exciting exercise and play activities at break and lunch times.

Action to be taken:

- Hire a PE coach for three lunchtimes a week.

Total allocated funds: **£10,418.20**

£7760 from the Catch-up Grant

£2658.20 additional funds allocated by the school

Quality of Teaching for All

In addition to the above, quality first teaching remains a key focus and strategy to address the learning needs of all pupils at Twyford C of E School. Through AfL (assessment for learning), feedback and other

assessment methods, teachers will identify specific needs of individuals or groups of pupils in their class. In response to this specific boosters or interventions will be put in place and tracked to show impact.