

Covid Catch-up strategy statement

School overview

Metric	Data
School name	Bushfield
Pupils in school	412
Proportion of disadvantaged pupils	32.3%
Covid Catch up allocation this academic year	£15,000 approx
Academic year or years covered by statement	2021 - 2022
Publish date	July 2021
Review date	July 2022
Statement authorised by	S. Springett-McHugh
Chair of Resources Committee	V Wheeler

Strategy aims for Covid Catch-up

Measure	Activity
Priority 1	Ensure all staff use whole class evidence based intervention methods to increase pupil progress.
Priority 2	Focus on ensuring pupil attendance so that pupil absence does not impact attainment / progress
Barriers to learning these priorities address	Ensuring staff maintain rigorous focus on intervention programs Parent cautiousness around Covid / Pupil Mental health
Projected spending	£15,000

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve above national average progress scores in KS2 Reading (0+)	July 2022
Progress in Writing	Achieve above national average progress scores in KS2 Writing (0+)	July 2022
Progress in Mathematics	Achieve above national average progress scores in KS2 Maths (0+)	July 2022

Targeted support for current academic year

Measure	Activity
Priority 1	Invest in online support resources to support targeted interventions for children: Third space learning (Maths); Learning by Questions (LbQ) (Maths); Reading Plus.
Priority 2	P/T education welfare officer (EWO) to support with pupil attendance.
Barriers to learning these priorities address	The proportion of children affected by Covid that will require additional support to achieve ARE. Ensuring use of evidenced based intervention support. School Parent communication / relationships around pupil attendance
Projected spending	£ 15,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Making sure the time available is used effectively for targeted tuition / intervention.	Heads of Years to lead the tuition / intervention program. Regular monitoring of programs and pupil progress to occur across the year.
Targeted support	Ensuring sufficient pupil access to provide effective use of resources and pupil support	Large investment in Chrome books and DFE devices will allow each year group access. Timetables to be planned with this structure in mind.
Wider strategies	Monitoring progress and attainment data for key catch up groups to measure impact	Close monitoring of impact will enable us to either adapt provision or children accessing provision

Review: last year's aims and outcomes

Aim	Outcome
<p>To ensure that all children make the expected 8 pts progress throughout this academic year, plus the additional 2 points from the missed Summer Term of 2019-2020.</p> <p>To ensure pupil gaps in knowledge are covered to allow the progressive curriculum to be taught with meaning.</p>	<p>Average progress points show an approximate range of 7-9.5 pts across subjects and year groups. Progress varies (descends) in line with age groups with the youngest children being the most affected.</p> <p>All curriculum subjects were maintained and delivered as per the planned timetable, with only slight adaptations made for catch up following lockdown (i.e practical activities)</p>

<p>To ensure that children's (and Staff's) mental well-being is supported to return to school.</p> <p>To support and improve children's resilience to learning alongside Covid-19 restrictions.</p>	<p>Program of staff well being maintained across the year. Support and consideration given to workload, PPA, Planning support for staff.</p> <p>Growth Mindset and pupil wellbeing programs run across the year – pupil survey shows a positive impact from pupil point of view.</p>
<p>To ensure the children maintain consistent approach and education to enable our pupils to maintain their high attainment for KS2 assessments regardless of Covid-19 impact and restrictions.</p>	<p>School routines and structures maintained to help children return to school. Teaching and monitoring of teaching and learning remained consistent. Expectations on planning, marking and assessment remained consistent for the majority of the school year.</p>