



## Loudwater Combined School – Covid 19 Catch Up Spending Report

The government has allocated approximately £80 per pupil to support catch-up initiatives following the reopening of schools. Below provides information of where this money will be targeted and the intended impact.

<b>Summary information</b>	
Total number of pupils	210
Total Catch-up budget	£16,800 (approx.)
Proportion of disadvantaged pupils	22%
Proportion of SEND pupils	13%
Delivery	Delivery will be by qualified teachers who have worked with us before and teaching assistants. Class teachers will have a key role in identifying the support needed, the resources to be used and the likely time period of interventions.
Review	Termly with the school development plan
Lead	Clare Cunnington and SLT
Governor monitoring	Paul Randall and through reports to the Raising Achievement Committee

### **Strategy Statement**

Covid 19 has impacted on all our lives. There are many positive stories coming from the first lockdown and we have celebrated the resilience and resourcefulness our families and children. We also need to be mindful that many pupils have missed a significant amount of schooling and the impact that this will have had on both their education, emotional wellbeing and readiness to learn. Many of the children

received home schooling and the school provided lessons through paper packs (where needed), the e-schools platform, Times tables Rock Stars, Word Mania, I am learning and My Maths.

However, it is important to remember that children, due to home circumstances, will not have received the same quality of education, consistently and as thoroughly as if they had been in school being taught during this time. Our catchment area is a mixed one and some families have struggled to engage with the home learning especially as the weeks of lockdown continued. Anxieties about catching the virus is an on-going worry and supporting families with this remains a focus. From March to June 1st, school was open to key worker and vulnerable children only and for this period 4-5% of the school population attended.

When, Reception, Year 1 and Year 6 pupils were invited back from 1st June, attendance grew over time, as parents' confidence increased, to approximately 66% in each year group. During this time we were not able to welcome any other year groups back into school because of the restrictions on group sizes, however the vast majority of children did return to school for half a day to say goodbye to their current teacher and spend some time with their next teacher.

For those children who are now our Year 3, 4, 5 and 6 cohorts and have over a terms worth of learning to catch up on during these vital school years. The amount of missed school is also evident in our new Foundation Stage (reception) class where the majority of children were not ready to start school due to the missed preschool provision. Some children had not returned to their preschool settings when they reopened in June. The cohort who started school in September 2020 have a different profile to many of our cohorts: 50% EAL, 27% disadvantaged, and 47% summer birthdays.

<b>Targeted support: well-being/emotional support</b>			
<b>Issues</b>	<b>Actions</b>	<b>Success criteria</b>	<b>Budget and/or Who</b>
<p><u>Mental health</u> Mental Health and well-being curriculum – developed to be the vehicle through which our academic curriculum is delivered in order to address effect on mental health that lockdown has had.</p>	<p>A recovery curriculum for mental health and well-being provided for all pupils through the introduction of our revised PSHE curriculum in September 2020. For those pupils who need more input they will be offered sessions with our parenting support advisor</p>	<ul style="list-style-type: none"> <li>● Smooth transition into a new year group via a curriculum that focusses on integrating back into school life.</li> <li>● Opportunities for individual children to share their experiences are given and RSHE lessons are planned according to this.</li> <li>● Children have opportunities to self-reflect on their experiences via mindfulness activities.</li> </ul>	<p>All teaching staff</p>

<p><u>Separation</u> Some children have not returned to school during the summer term or for the transition day and will find leaving family difficult as it will be 6 months from last coming to school and separating from those they are closest to. This may be a particular challenge for those joining Foundation Stage</p>	<p>RSHE, assemblies, reflection and mindfulness are an integral part of the school day and staff will plan explicitly for this. At the start of the school year, assemblies will focus on wellbeing and mental health. For the first half term there is a whole school project focused on 'This is me'</p>	<ul style="list-style-type: none"> <li>Needs of the individual class are met by planning RSHE lessons in accordance to their needs around separation anxiety.</li> <li>Support from FSA</li> </ul>	<p>All teaching staff</p>
<p><u>Behaviour for learning</u> Some children have had up to 6 months away from routine, policies, practices and the discipline school brings. With social distancing and class bubbles in place, implementing the known behaviour policy cannot happen in the same way as it did before lockdown. The behaviour policy changes need to be understood by all and implemented daily but also sensitively to meet the needs of all children.</p>	<p>Explicit teaching in behaviours for learning in the classroom environment such as independence and resilience</p>	<ul style="list-style-type: none"> <li>Loudwater School Values including learning values are integrated back into the children's learning and reflected in their daily behaviour.</li> <li>Behaviour policy with changes implemented and all children feel safe around school.</li> </ul>	<p>SENCO and all staff</p>
<p><u>Anxiety</u> Parents, children and staff are anxious about returning to school after such a long break and about the continuing virus threat to their health.</p>	<p>Information around the school to signpost children to external agencies if they feel they need extra support outside of school, e.g., Childline. Signpost parents to mental health and well-being that can be provided by FSA and also by St Peter's Church – item on newsletter.</p>	<ul style="list-style-type: none"> <li>Pupil and parent voice is encouraged to understand individual lock down experiences and bring the community back together.</li> <li>Parental engagement increases not only with the positive messages but also for access to support in the community for all family members</li> </ul>	<p>Head teacher FSA</p>

	Share risk assessment with parents and address any concerns they may have.		
<p><u>Friendships</u> Children will not have seen or spent time with many of their friends over lockdown or been with a class of 30 children. Individual or family attention from 1 or 2 adults will have been the norm. Friendship issues will need to be addressed and support given to individuals to re-establish or establish friendship groups.</p>	Provide opportunities for exploration through group work and problem solving – children to reflect on what they learn about themselves and how we can help them - re-establish positive relationships and trust.	<ul style="list-style-type: none"> <li>• Loudwater School Values are integrated back into the children’s learning and reflected in their daily behaviour including working and playing with their friends in and outside of the classroom.</li> <li>• Opportunities for exploration of self within their learning – listening to children and rebuilding trust and relationships with new and old friends.</li> </ul>	All staff
<p><u>Routines</u> Everyone has been disrupted since lockdown and needs to establish routines once again. This starts at home with bed time routine, start of the day and stamina throughout the day. School will provide routine very quickly and supporting families to create a routine at home will be priority.</p>	Use of visual timetables in all classrooms in order to ensure structure, routine and predictability for the children Assemblies to be delivered virtually. Loudwater School Values to be integrated into PSHE lessons and children are to be reminded of high expectations, particularly when discussing sensitive issues as a class. Additional staffing at lunchtimes to support FS children in adapting to routines	<ul style="list-style-type: none"> <li>• Visual timetables help children understand the routine of the day.</li> <li>• Routine to school day to re-start in order that children have familiarity and know what is happening each day.</li> <li>• Opportunities to spend time with our FSA are a valuable part of every day and help individual children cope with the demands of returning to school.</li> </ul>	All staff  Additional staff at lunchtime to support FS children: £400 per half term
<p><u>Social Distancing</u> Social distancing plans in place to minimise risks of Covid-19 but all stakeholders need to follow them for everyone’s safety.</p>	Provide practical/real life experiences and changes to routines in accordance with government guidelines – see action plan and risk assessment.	<ul style="list-style-type: none"> <li>• Social distancing is adhered too where appropriate and possible for pupils, parents and staff.</li> <li>• Class and year group bubbles are maintained and no bubbles have to close due to an outbreak.</li> </ul>	School Community as a whole

	Parents to adhere to new measures out in place at start and end of the day designed to keep everyone socially distanced and as safe as possible.	<ul style="list-style-type: none"> <li>• Where a confirmed case of Covid-19 is reported, only the class or year group bubble is effected due to the social distancing provision in place in school on a daily basis.</li> <li>• Parents follow the guidance issued by school about staggered starts and finishes and systems in place to enable safe arrival and departure to and from school for everyone.</li> </ul>	
<p><u>Safeguarding</u> Although during lockdown and Summer 2 half term, we did not see an increase in the number of safeguarding issues we anticipate that there may be a number of new cases when we return to school. Dealing with these as priority is crucial.</p>	Encourage children to talk about, write about or draw their lock down experiences to gain an understanding of their daily lived experiences – pupil voice to inform teaching approaches. Robust, swift and accurate support given to deal with new and existing safeguarding concerns with liaison with outside agencies as and when required.	<ul style="list-style-type: none"> <li>• All children are safe.</li> <li>• Support given by staff in school or external agencies as required.</li> <li>• Referrals made swiftly where there is cause for concern.</li> <li>• Communication with parents is effective and timely.</li> </ul>	All staff and DSL
<p><u>Pupils with additional needs</u> Our SEN pupils will not have had specialist teaching and interventions whilst being home schooled and may have fallen behind with academic, emotional and social skills. Addressing these gaps and supporting children and families back to school to meet their needs will be a high priority for all children with SEN</p>	Update SEN pupils on Target Tracker to identify gaps in learning and where they may have regressed. Meetings with class teachers and SENCo to personalise work for individuals and provide correct interventions for pupils, however these will need to take place within bubbles.	<ul style="list-style-type: none"> <li>• Progress for SEND children is evident across all subjects.</li> <li>• Work is targeted and aimed at individuals for them to achieve to their potential.</li> <li>• Emotional and social skills are nurtured and this is reflected in behaviour for learning in school.</li> </ul>	SENCo Class teachers Teaching Assistants

<p><u>Transition to secondary school</u>          Whilst we do not yet know the exact situation regarding starting secondary school in September 2021, given the experiences of last year's cohort we should plan ahead to make the process the best it can be.          Children have chosen their secondary schools without having physically visited them. They may not be able to understand the scale and scope of the organisation and layout of the school.          Due to the time missed in Y5 and now Y6 organisational skills and independence levels may not be as expected and needed to be successful at secondary school.</p>	<p>Enhanced transition programme for Y6 involving support from a secondary school teacher we have worked with previously.          When the children do return to school emphasising the skills they will need at secondary school by providing ongoing opportunities to develop organisational skills.</p>	<ul style="list-style-type: none"> <li>Children are emotionally ready to start secondary school and have an understanding of the expectations secondary school teachers will have of them.</li> </ul>	<p>Cost of working with secondary specialist £500</p>
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<b>Targeted support: Reading</b>			
Issues	Actions	Success criteria	Budget and/or Who
<p><u>Phonics</u>          Children will have missed 6 months of Phonics teaching and not all phases of Letters and Sounds will not have been taught, practiced and learnt.</p>	<p>Year 1 pupils – adults in class supporting children whilst they recap Phase 3. Short afternoon phonics sessions will also take place Year 1 – afternoon phonics interventions for Phase 3 and 4.</p>	<ul style="list-style-type: none"> <li>Pupils in Year 1 will have recapped and completed Phase 3 in early Autumn 1 and progressed to Phase 4 in a timely manner.</li> <li>Pupils in Y2 will be ready and prepared for Phonics Screening test in the autumn term that was missed in June 2020.</li> </ul>	<p>2 x TAs Reception, Year 1 and 2 staff</p> <p>Overtime for TAs working during</p>

<p>Gaps in knowledge will impact on future learning, on reading ability and writing standards as well as with accessing the wider curriculum.</p>	<p>Year 2 pupils – adults in class supporting children whilst they recap Phase 3 and 4.  Year 2 pupils – small group interventions for Phase 3 &amp; 4 pupils.  Year 2 – afternoon phonics re-capping for Phase 4 and 5.  Year 3 – children who should have re-taken the phonics check at the end of Y2 to be supported. Some recapping of phase 6 during the first half of the autumn term.  Reception – 3 adults in class during phonics sessions</p>	<ul style="list-style-type: none"> <li>• Phonics knowledge will develop further and be used and applied in reading and written work across the curriculum.</li> <li>• Children will feel confident with familiar staff to help, not only with transition into new year groups but also with assessing the children at the start of this term.</li> <li>• Baseline Phonics assessments in early September will establish individual pupil’s knowledge and understanding and teaching will be able to plan, prepare and deliver interventions to individuals and small groups of children.</li> <li>• Additional sessions for identified pupils to take place during lunchtimes whilst maintaining bubbles.</li> </ul>	<p>lunchtime: £400 per half term</p>
<p><u>Independence &amp; Fluency</u>  Individual, group and class reading opportunities will have been missed by many throughout lockdown. Confidence and competence to read independently and fluently may have decreased and alongside this, the reading skills that are taught via the reading domains will not have been accessed through home learning.</p>	<p>PIXL materials to gain an accurate baseline in reading.  Staff to analyse data and identify gaps using QLAs. Planning will then address these gaps.  Staff CPD to develop a whole class guided reading approach and to support with planning.  Individual reading opportunities for identified children across the school.  Opportunities to read across the curriculum in order to develop fluency and independence in reading.  Group reading sessions for selected groups as an afternoon school</p>	<ul style="list-style-type: none"> <li>• PIXL autumn package assessments in reading in autumn 1 will give baseline assessment for Reading on which interventions can be based and children will receive and develop their reading accordingly; gaps in learning, knowledge and understanding will be narrowed.</li> <li>• Daily whole class reading sessions taking place, following the format from staff CPD sessions.</li> <li>• More access to individual reading will take place both in school for all pupils.</li> <li>• Focus on reading in all lessons will develop vocabulary opportunities for all pupils.</li> <li>• Vocabulary and meaning of words will develop, fluency of reading will increase and comprehensions skills will deepen allowing</li> </ul>	<p>Consultant input for whole class guided reading £3350</p> <p>Purchase of Reading Eggs subscription £1,800</p>

	intervention to work on the reading domains. Reading Eggs purchased and in use throughout KS1 and for identified children in LKS2	understanding of texts in all subjects to improve.	
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<b>Targeted Support: Writing</b>			
<b>Issues</b>	<b>Actions</b>	<b>Success criteria</b>	<b>Budget and/or Who</b>
Pupils have fallen behind with their writing over the lockdown period and not been exposed to quality teaching of the different purpose for writing. They will need to opportunity to build up their stamina.	Review of texts and writing opportunities reviewed to ensure that they offer challenging and engaging opportunities for writing in a range of genres. The previous teacher has identified the skills the children did not cover or master before the 'lockdown' so that opportunities to learn and practice these have been built into this year's planning. Purchase of the Concentric Curriculum provides increased opportunities for writing across different areas of the curriculum including non-fiction writing.	<ul style="list-style-type: none"> <li>Quality of writing improves across the school with more pupils achieving age related or above expectations in writing.</li> <li>Writing in the broader curriculum improves and aids knowledge and understanding of foundation subjects.</li> <li>Confidence of the pupils increases in writing.</li> <li>Children are able to write at length.</li> </ul>	<b>Concentric Curriculum purchase and CPD session £750</b>
Basic Skills knowledge and understanding is not age related due to missed learning throughout lockdown. Presentation is not at the expected standard	Handwriting practice for all classes as needed during autumn 1. All classes to complete the PIXL spelling assessment and tracker by end of Autumn 1.	<ul style="list-style-type: none"> <li>Gaps in knowledge and understanding of punctuation, grammar and spelling are narrowed.</li> <li>More pupils achieve age related or above expectations in grammar, spelling and punctuation.</li> </ul>	<b>Rising Stars Spelling programme £380 Qualified teacher support - £600 for the spring term</b>

	<p>Grammar teaching to be incorporated into main English lesson so that all grammar taught is relevant to the grammar needed in the final piece of writing in a unit.</p> <p>Small group intervention in the afternoon for Grammar and Punctuation assistance Y2 – 6 children starting in the spring term.</p> <p>Rising Stars spelling programme purchased for KS2.</p> <p>Revisiting non-negotiables for writing in Y2-Y6.</p> <p>Small group support for identified pupils, led by a qualified teacher to target areas identified from assessments and QLAs</p>	<ul style="list-style-type: none"> <li>• Children are applying spelling, grammar and punctuation knowledge to their writing.</li> <li>• Improved presentation across the school.</li> </ul>	<p>TA support = nil as part of salaried hours</p>
<p>Vocabulary and understanding and meaning of new words have not been developed and the knock on effect on spelling of age related words and use in writing.</p>	<p>Rising Stars Spelling programme in KS2 to cover a structured spelling programme that children can also access at home as part of their homework</p>	<ul style="list-style-type: none"> <li>• Spelling ability increases which in turn aids the quality of writing.</li> <li>• Spelling scores in external assessments improves and children achieve age related or above expectations in assessments.</li> </ul>	<p>Rising Stars Spelling programme – already costed.</p>

<b>Targeted Support: Maths</b>			
<b>Issues</b>	<b>Actions</b>	<b>Success criteria</b>	<b>Budget and/or Who</b>
<p>Times tables progressions has been halted due to lockdown and children's knowledge and understanding of the times tables</p>	<p>Use of Times Tables Rock Stars to assist in teaching of tables and practice at home.</p>	<ul style="list-style-type: none"> <li>• Times tables learnt for each year group and used in daily maths lessons to assist in the development of fluency and reasoning in maths.</li> <li>• Pupils more confident with times tables.</li> <li>• Actively played at school and at home.</li> </ul>	<p>TA support = nil as part of salaried hours</p>

for their year group not known or understood	Weekly home learning to be set up by class teachers for the children to complete at home.		
Accurate understanding of all pupils' maths ability not known due to 6 months out of school for majority of pupils.	Use of PIXL autumn term package materials to gain an accurate baseline in key areas of maths. Staff to analyse data and identify gaps using QLA resources. Planning will then address these gaps. Teachers to use Ready to Progress documents to target support and teaching. Small group support for identified pupils, led by a qualified teacher to target areas identified from assessments and QLAs	<ul style="list-style-type: none"> <li>• Work for all pupils pitched at an appropriate level with challenge for all in maths lessons evident based on accurate assessment of ability</li> </ul>	Qualified teacher support - £600 for the spring term
Number and place value understanding is not at age related levels due to missed teaching during lockdown.	Interventions for place value and number for all year groups both in school and after school (from spring 2021). Specialist teacher from local Maths Hub to support disadvantaged children in Year 5 through remote sessions targeted to their ability. Homework to supplement intervention teaching will be set to develop knowledge and understanding further. Staff will use the planning and resources created by White Rose Maths Hub to supplement training and interventions.	<ul style="list-style-type: none"> <li>• Understanding and ability to apply knowledge and skills of place value and number lead to age related expectations and above being met in maths.</li> <li>• Reasoning and fluency in maths increases as a result of a better understanding of number and place value.</li> <li>• Improved understanding of number bonds and addition and subtraction facts for Reception and Year 1.</li> <li>• Gaps in Year 2 will be addressed.</li> </ul>	No cost to school for the Maths Hub lessons WRM premium resources- £100 Purchase of Numicon resources £500

	<p>Purchase of Numicon resources for FS and KS1 to support the development of critical foundations in maths. The children in Year 1 and 2 missed the opportunity to secure their understanding in this due to the lockdown.</p> <p>Medium Term Planning amended to follow the blocks advocated by WRMH and through the use of premium resources and Flashback 4 address the gaps created by the lockdown.</p>		
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<b>Targeted Support: Broad and balanced curriculum</b>			
<b>Issues</b>	<b>Actions</b>	<b>Success Criteria</b>	<b>Budget and/or Who</b>
<p><u>Children absent from school</u> The government has set out that all pupils should return to school in September. For those who have underlying medical conditions and for families who are not confident to send their children back to school, there needs to be provision for learning that is being provided at school to be accessed from home by a small number of individuals. There will also be a need to provide learning opportunities for pupils who are self-isolating either</p>	<p>Provide learning opportunities for pupils on Google Classroom and as an opportunity for parents to show the teachers what the children have been learning at home (homework) and to receive feedback – value parental contribution to learning as it has been critical through lock down. This can be for those pupils who have not returned to school and opportunities for those who have to have access to a platform where they can celebrate the work they continue to complete at home.</p>	<ul style="list-style-type: none"> <li>• Remote Learning continues to be available with work taught in school being matched and accessed by those working from home.</li> <li>• Learning continues and knowledge and understanding of age related teaching is accessed by all pupils regardless of whether they are attending school or at home.</li> <li>• Remote Learning continues with work taught in school being matched and accessed by those working from home.</li> </ul>	<p>All teaching staff</p>

because of contact with a confirmed case in school or at home. This provision may need to be made for individual pupils or a complete bubble.	Also see our Contingency Plan for Remote Learning		
<u>Lack of face to face contact with parents</u> Due to Covid-19 restrictions and social distancing safety measures in place, face to face contact with parents in school will not occur in the autumn term in the first instance.	School needs to maintain contact with all parents and actively seek out new ways to engage and communicate effectively with them. Continue to provide weekly newsletters and updates from class teachers for the website to ensure parents can stay involved in their child's learning experiences. Website kept up to date. Ensure that all families contact details are current so the school can keep them up to date. Software purchased and used so there can be virtual teacher/parent meetings. Virtual Parent Forum meeting takes place termly.	<ul style="list-style-type: none"> <li>• Contact with parents other than through newsletters and emails is created and is a 2-way process where parents and staff feel comfortable to communicate with one another.</li> <li>• Virtual meetings take place to include updates from year groups, parents evening consultations and Parents Forum</li> </ul>	SLT

<b>Targeted support: Foundation Stage</b>			
Issues	Actions	Success Criteria	Budget and/or Who

<p><u>Children showing weakness in their oral language skills</u> Many of the Foundation Stage children have not attended nursery since March 2020 and as a result have weaknesses in their oral language skills which will impact on their reading.</p>	<p>Complete baseline for Early Adopter schools to assess gaps in language skills. Apply to become part of the Nuffield Early Language Intervention. The Nuffield Early Language Intervention (NELI) is an evidence-based oral language intervention for children in nursery and reception who show weakness in their oral language skills and who are therefore at risk of experiencing difficulty with reading (EEF recommended). Key staff to attend training. TAs to deliver over 30 weeks in groups of three to four children.</p>	<ul style="list-style-type: none"> <li>• Improved oral language skills.</li> <li>• Improved outcomes in reading for Reception children.</li> </ul>	<p>Free through EEF Reception team SENDCo and SLT</p>
<p>New teacher receive class without any knowledge of academic or personal circumstances. LCS staff will not be able to visit pre-schools, make home visits or have met the children during an induction day in July.</p>	<p>Telephone contact made with pre-school settings to identify any particular concerns. Socially distanced parents meeting in July. During the first week small numbers of children and their parents will be invited to visit the school and classroom for up to 2 hours. Normal practice will be followed for the gradual start of term</p>	<ul style="list-style-type: none"> <li>• Staff knowledge and understanding of their new class increases and able to use this information from the Transition day in July and from the initial visits in September to understand the needs of all the pupils in their class.</li> </ul>	<p>Foundation Stage staff team</p>
<p>Children may not have attended school between March and September, there may be some anxiety as a result.</p>	<p>Teacher to plan week-by-week to address the needs of their individual class. It may be necessary to include more structured activities.</p>	<ul style="list-style-type: none"> <li>• Pupils will benefit from strategies to help them cope on their return to school.</li> <li>• Pupils will develop appropriate behaviours for learning</li> </ul>	<p>Foundation stage staff team</p>

<p>Some children may have attachment issues leaving their parents and some will have issues with independence following months of being at home. Pupils may take more time than usual to be ready to begin the academic work for their new year group.</p>	<p>The children may need the adults to model learning behaviours more explicitly than usual – for example sharing, taking turns and appropriate touching. It may be necessary to involve external agencies if there is a high level of need identified</p>	<ul style="list-style-type: none"> <li>• Pupils will develop a range of techniques to help them become resilient, independent and happy learners</li> </ul>	
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## December 2020

**This document will be reviewed over the next half term and amended depending on the likely return of pupils to school once more information is available.**

**January 2021**