

Boughton-under-Blean & Dunkirk Methodist Primary School

Covid 19 Catch Up Plan

Schools have received catch up funding equating to £80 per pupil in three instalments.

It became clear that disadvantaged pupils would be the most affected by the closure of schools and disruption of education as a result of the Covid restrictions. However all that we have put in place will affect the vast majority of children because undoubtedly every child will have been disadvantaged by what has happened. There is an obvious need to ensure that interventions are focused and carefully directed with all that is taught within these reinforced through quality first teaching. The structure of SEN support has changed with all Teaching Assistants directly linked to a specific class. In order for this to work a further adult was recruited thus allowing all but one smaller class to have 2 teaching assistants and an adult working with the children. The system of bubbles does not allow for TAs to be shared.

Further to the learning the wellbeing of the pupils and staff is central to what we do and a number of initiatives were set up. Central to this is the relationships between adults and children within the classroom and again the employment of another TA has helped with this.

Funding received: £9427 Estimated cost of Catch-up Strategy: £12,059

Teaching and whole class strategies		
Priority	How the grant will be used	Impact
Maximise learning within each session	Additional Teaching Assistant employed so that every class of 30+ pupils have two TAs allowing for greater differentiated support in all lessons	Lessons across the curriculum are bespoke to meet the pupil's needs
Gaps in learning identified and removed	Additional Teaching Assistant employed with each staff member able to respond to the needs of the children as they arise	Informal summative assessments carried out in September and then formally revisited in December. These showed that cohorts had caught up with where they were in November 2019.

Consistency of delivery with adults based in class able to stand in if the teacher is absent	Additional Teaching Assistant employed so that every class of 30+ pupils have two TAs with TAs ready to stand in if a teacher needs to isolate therefore reducing chances of a bubble closing	No teachers have needed to isolate at the time of writing
SEN and intervention support		
Priority	How the grant will be used	Impact
Intervention support for SEN pupils consistent with teaching in class	SEN interventions organised and overseen by the class teacher, delivered by class based teaching assistants and threaded through daily teaching and learning	Teachers held much more to account for the delivery of interventions which led to ownership as well as them working alongside quality first teaching and within the context of the individual class timetable
Interventions are 'additional' opportunities for support	Extra TAs dedicated to specific classes allow teachers to direct the most opportune times for interventions to take place with learning time maximised	Support is additional and teachers have ownership which could not happen with TAs moving from class to class to deliver specific interventions
Pupil well being		
Priority	How the grant will be used	Impact
Pupils feel secure in class	Having TAs restricted to the one class allows for positive relationships to be built with pupils and staff and time to listen to pupil's concerns	Well-being of pupils remains a priority and parents reported that children are happy to return to school and feel supported. Pupil well-being survey carried out in November with positive results.
Pupil mental health	Participation in Mental Health Awareness week (May 2021) and applying for Kent Award for Resilience and Emotional well-being with an expectation to meet certain standards	Awareness and support for children's mental health
Transition support or year 6 pupils	Transition group set up for a select group of year 6 children who have demonstrated a level of immaturity	Pupils prepared for secondary school

Staff training in mental health	Twelve members of Staff undergoing Place2Be Mental Health champions training foundation course	Greater awareness and support for pupil well-being
Varied and enjoyable curriculum experiences and opportunities	Developing outdoor learning opportunities by participating in Outdoor Classroom Day and buying additional resources such as den making equipment	Appreciation of the opportunity to learn and play outside impacting on wellbeing, health and development.
Reducing the impact of future school closure		
Priority	How the grant will be used	Impact
Training in Google Classroom	All staff trained on Google classroom so that remote learning could be delivered effectively	Remote learning in the 2021 lockdown was effective and minimised the impact of children being away from school as much as possible
Purchase of online resources to support further home learning	Purchase of Literacy Shed Plus membership for staff	The provision of engaging units of work that reinforce basic skills in writing that were lost as a result of time away from school
Purchase of online resources to support further home learning	Purchase of Maths Shed	Increased pupil engagement with maths at home.
Assisting with creativity at home	Providing art packs to every family for arts and craft to be completed at home	Pupil wellbeing, remaining connected to the school during lockdown and assisting parents with activities at home