



## COVID-19 Catch-Up Plan

School name:	Poplar Farm School
Academic year:	2020-2021
Total number of pupils on roll:	160
Total catch-up budget:	£12,800
Date of review:	July 2021

### Whole School Support

*Great teaching is the most important lever schools have to improve outcomes for their pupils.*

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
Professional development training	- Teachers supported by professional development.	Increase in quality of teaching within whole class sessions.	£1,280.00	Kate Hodson Paul Hill	CIT centralised training
Pupil assessment and feedback	- Rigorous baseline and assessment procedures in place. - Bespoke support in place across the whole school to ensure children receive	Children make accelerated progress in areas of 'missed' learning.	£1,750.00	Kate Hodson	O-Track Assessment files



	high quality support when they need it. - Purposeful pupil progress meetings and pupil progress reports.				
Whole school resources	- Appropriate resources are in place for the targeted support.	Children make accelerated progress in areas of 'missed' learning.	£165.00	Kate Hodson	Resources for targeted support groups and one to one tuition
Total spend:			£3,195.00		

### Targeted Support

*There is extensive evidence supporting the impact of high-quality one to one and small group tuition as a catch-up strategy.*

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
Y2 maths and English small group / intervention groups	- 2 afternoons a week for 10 weeks (5 for English and 5 for maths) - Autumn term	Children make accelerated progress in areas of 'missed' learning. Y2 assessments in line with national average.	£1,900.00	Bryony Mason	- Every group to have 20 minutes twice a week. - Groups led by class teacher, supply to cover the class.
Y2 one to one tuition	- 1 afternoon a week for 10 weeks (5 for English and 5 for maths) - Autumn term	Children make accelerated progress in areas of 'missed' learning.	£950.00	Bryony Mason	- Five children to have 20-minute sessions twice a week. - Tuition led by class teacher, supply to cover the class.



		Y2 assessments in line with national average.			
Y1 maths and English small group / intervention groups	- 2 afternoons a week for 10 weeks (5 for English and 5 for maths) - Spring term	Children make accelerated progress in areas of 'missed' learning. Phonics screening check in line with national average.	£1,900.00	Bryony Mason	- Every group to have 20 minutes twice a week. - Groups led by class teacher, supply to cover the class.
Y1 one to one tuition	- 1 afternoon a week for 10 weeks (5 for English and 5 for maths) - Spring term	Children make accelerated progress in areas of 'missed' learning. Phonics screening check in line with national average.	£950.00	Bryony Mason	- Five children to have 20-minute sessions twice a week. - Tuition led by class teacher, supply to cover the class.
EYFS small group / intervention groups	- 2 afternoons a week for 10 weeks - Summer term	Children make accelerated progress in areas of 'missed' learning. GLD in line with national average.	£1,900.00	Lucy Bowden	- Every group to have 20 minutes twice a week. - Groups led by class teacher, supply to cover the class.
EYFS one to one tuition	- 1 afternoon a week for 10 weeks - Summer term	Children make accelerated progress in areas of 'missed' learning. GLD in line with national average.	£950.00	Lucy Bowden	- Five children to have 20-minute sessions twice a week. - Tuition led by class teacher, supply to cover the class.



Nuffield Early Language intervention support for EYFS	<ul style="list-style-type: none"><li>- Improvement in vocabulary, listening and narrative skills.</li><li>- Development in phonological awareness and early letter-sound knowledge.</li></ul>	Solid foundations for early literacy skills and knowledge.	Funded intervention	Lucy Bowden	Application submitted in September 2020.
Total spend:			£8,550.00		

## Wider Support

*Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support.*

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
Resources to support parents	Parents have access to online resources.	Children's fluency in number and times table to increase.	£220.00	Kate Hodson	<ul style="list-style-type: none"><li>- TT rockstars</li><li>- Numbots</li></ul>
Wellbeing support	<ul style="list-style-type: none"><li>- Pupils feel supported in school.</li><li>- Resources and provision in place to provide support.</li></ul>	Children feel safe and happy. Improved outcomes for children.	£165.00	Kate Hodson Nicola Cooksey	<ul style="list-style-type: none"><li>- Resources</li></ul>



Online tuition	Parents to be able to support learning at home – reading / phonics / maths / writing.	Children make accelerated progress in areas of ‘missed’ learning.	£570.00	Kate Hodson	- Every teacher to have ½ day non-contact to plan and deliver an online workshop.
Attendance	- Attendance policy and procedures meet the needs of the community.	Pupil attendance is above 97%, and persistent absences are below the national average.	£100.00	Kate Hodson	LCC workshops LCC attendance buy back
Total spend:			£1,055.00		

## Summary Report

### What is the overall impact of spending?

Appropriate whole class, group and individual learning opportunities and interventions are planned and implemented across the school.

Improved outcomes for all pupils across all areas of the curriculum.

Gaps in learning are filled, pupils are ready for the next stages of their education and the gap between disadvantaged and non-disadvantaged pupils is closing.

Pastoral team supports pupils so that they feel happy, safe and supported.

Overall attendance is at least in line with the National Average. Attendance issues are highlighted, monitored and dealt with early to avoid ongoing problems.



How will changes be communicated to parents and stakeholders?	
Changes will be communicated to parents and all stakeholders via staff meetings, weekly newsletter, class dojo, the school website and reports in local school board meetings.	
Final comments	
Due to continuing to operate in unprecedented times this plan will be flexible, subject to the changes that will occur throughout the school year. After such a turbulent time, the most important thing is to get everyone back into school safely, reestablish school rules and routines and reconnect our school community. Everyone has been affected by COVID-19 in one way or another and has had a different experience. Therefore, it is important that we baseline on return so that we find out the challenges and success that people have faced and have clear starting points.	
Final spend:	£12,800.00