



## East Preston Infant School

### Coronavirus (COVID-19) catch-up strategy 2020-2021

Number of pupils on roll	259	Amount per pupil	£80	Total 2020-21 grant allocation	£11,667
--------------------------	-----	------------------	-----	--------------------------------	---------

**Priorities:**

- To ensure that the mental health and wellbeing of all pupils is appropriately supported and developed
- To ensure the curriculum is planned, delivered and assessed in such a way that all children are provided with the opportunities to 'catch up' with any lost learning due to Covid-19 whilst they are also able to receive a broad and balanced curriculum that is appropriate to their age and/or ability
- To ensure that we continue to work closely with external organisations such as speech and language therapists, after school providers and family support services so that all of our children and families are successfully supported

**Identification:**

- Audit of pupil needs:
  - Where they were in March 2020
  - Where they were on return in September 2020
  - Areas where they have lost the most academic progress /skills
  - Areas where there are Social, Emotional and Mental Health issues
- Identification of barriers
- Group the pupils according to highest need / common barriers
- Decide on the most effective strategy to meet the identified need (refer to Government recommended EEF document)
- Create timetable for delivery, ongoing assessment, monitoring and review

Area	Barriers	Objectives	Actions	Assessment/Impact	Amount
<b>Academic</b>	Phonic Knowledge	To improve acquisition of digraphs/trigraphs  To blend/segment successfully	-Initial assessment -Booster sessions x 3 per week (30 mins each) with DH -Booster sessions in Y2 x 2 mornings per week with LM -Booster sessions in Y1 x 3 mornings per week with LM	-Y2 Phonic screening 94% cumulative pass rate 2021 -Y1 Phonic screening 89% pass rate 2021	£8226 Learning Mentor (LM) Nov 20 – July 21
<b>Academic</b>	Reading	To use phonic knowledge to decode words  To improve sight vocabulary and fluency  To improve comprehension skills	-Books for Y2: phonics based -Y2 Targeted pupils 1:1 x 3 sessions per week with HT -Booster sessions in Y2 x 2 mornings per week with LM -Booster sessions in Y1 x 3 mornings per week with LM	End of year Reading data:  Y2 – 76% EXS / 26% GDS Y1 – 80% EXS / 19% GDS YR – 78% 2 / 21% 3	£8226 Learning Mentor (LM) Nov 20 – July 21  Y2 books £347

<b>Academic</b>	Maths	To improve place value fluency  To develop acquisition of a broad mathematical language  To develop strategies to aid recall of number facts	-Booster sessions in Y2 x 2 mornings per week with LM -Booster sessions in Y1 x 3 mornings per week with LM -Y2 Dienes pack created and sent home to support skills development	End of year Maths data:  Y2 – 71% EXS / 25% GDS Y1 – 80% EXS / 18%GDS YR – Number 84% 2 / 21% 3	£8226 Learning Mentor (LM) Nov 20 – July 21  Y2 Dienes resources £154
<b>Academic</b>	Fine motor / handwriting skills	To form letters using correct starting point and direction  To begin joining letters	-Baseline the formation of letters -Regular handwriting session	To be using pre-cursive letters and some joins ready for Y2	£0
<b>Academic</b>	Language skills	To develop expressive and receptive language skills	-Learning Mentor to run Nelli or School Start Language programme in EYFS	Children meet the expected levels for the Early Learning Goal CLL	Learning Mentor (LM) Jan – Apr 21 £4000
<b>Behaviour and Attitudes</b>	Concentration and listening skills / stamina	To increase stamina and resilience to complete tasks with or without an adult	-Staff reminder of golden rule 'we listen' and what good listening looks like -Gradually increase length of tasks, regular breaks	Pupils complete tasks matched to ability with speed and accuracy	£0
<b>Behaviour and Attitudes</b>	Re-engaging with school structure and expectation	To develop their readiness to learn through school systems and routines and understand them	-Class teachers have a strong SEMH autumn 1 and 2 whole school focus on emotions -Increase circle times and PSHE curriculum time	Behaviour is good in all school activities and does not impact negatively on the learning	£0
<b>Personal Development</b>	Recognising and responding to their own feelings /emotions	To identify feelings and develop strategies to resolve problems / conflict to ensure that mental health is good	-Audit identified pupils with SEMH -PSHE/Circle time -TLA/Learning mentor support -Regular reassurance	Children to be equipped with strategies / coping mechanisms to manage feelings / conflict	£8226 Learning Mentor (LM) Nov 20 – July 21
<b>Personal Development</b>	Higher anxiety levels in some children so transition into school is difficulty	To ensure all individuals enter school with low stress levels	-Discussions with parents -Marvellous me badges -Meet and Great -Regular praise -TLA/Learning mentor support -Play therapist 3 children -Yoga therapy Y2 4 week blocks (15 children)	All pupils separate from parent/carer confidently	Yoga £600 per term  £800 per term Play Therapy

