

## Hampton College Primary Covid-19 Catch Up Plan

<b>Academic Year:</b>	2020/2021	<b>Total Covid-19 Catch Up Funds allocated by DfE:</b>	£33,120
<b>Total Covid-19 Catch Up Funds allocated in plan:</b>	£17,120.04	<b>Total Covid-19 Catch Up Funds remaining:</b>	£15,999.96
<b>Term:</b>	Autumn term	<b>Plan updated:</b>	02/12/20

### Context

At Hampton College Primary we reopened to children in reception, year 1 and year 6, as well as children of essential workers and vulnerable children from 1<sup>st</sup> June 2020, following a period of national lockdown and school closures initiated in March 2020. From 3<sup>rd</sup> September 2020, we fully reopened to children in years 1 to 6. A period of staggered transition then followed for our youngest children in reception before they started on a full time basis on 21<sup>st</sup> September 2020.

Our main, and most important, priorities when reopening school were the health, safety and wellbeing of our school community. Our risk assessment took account of specific control measures, which were implemented from 1<sup>st</sup> September 2020 and continue to be reviewed on a weekly basis.

On returning to school, it was important that our core curriculum offer remained broad and balanced and that it was still as exciting and as meaningful as it had been for the children prior to National Lockdown.

We continue to have daily English lessons which are linked to current Cornerstones topics where possible and cover a wide range of writing and reading genres. Children are exposed to spelling, punctuation and grammar linked to their year groups and children in Year 3 are also trialling a new approach to writing which is based around sentence stacking and the 3 zones of writing.

Children from year 2 onwards are exposed to a daily whole class reading session which provides them with access to a range of high-quality texts; it allows them dedicated focused time to explore texts in great detail and give individual and group responses to texts. Alongside this, all children have a daily 'Cosy Club' session whereby they simply develop their love of reading and immerse themselves in a class text, often sitting by a virtual fire! Children have access to a wide range of books to take home and are encouraged to read at least four times a week.

Children from Reception through to Year 2 have a daily phonics lesson. During the COVID 19 recovery period, this will increase for children in Years 1 and 2 and is being introduced into year 3 to support our phonics recovery programme, focusing on gaps in knowledge.

We use the White Rose Maths scheme of work which provides a clear progression in learning throughout the academic year for every year group. This is reinforced by the White Rose ‘small steps’ planning, which provides a strong rationale for the progression in learning objectives, as well as providing recommended activities for use in lesson time. Further lesson resources are provided by our subscription to ‘deepening understanding’. This platform provides teachers with lesson activities to match any learning objective. Each year group also has specific, bespoke resources for assessing and teaching mental maths (Rising Stars and Turbo Tables resources). The White Rose small steps planning includes planning for every unit, in every year group, that revisits key material from *previous* year groups. For example, Year 6 Number units begin by revisiting some key skills learned from Year 5 Number lessons. The combination of the above ensures that gaps caused by lockdown are sufficiently revisited, resourced and progressed beyond.

We have also made it paramount that our children continue to access The Daily Mile as a part of the school day. They enjoy this at the start of their lunchtime period alongside an additional outdoor PE session once a week. The children are also exposed to active classrooms where they may take part in a yoga, mindfulness or 5 a day fitness session.

We continue to access the Cornerstones topics from Years 1 through to Year 6. Cornerstones is a creative and thematic approach to learning and we have ensured that the children still receive at least 3 topic related lessons linked to other areas of their learning such as science, history, geography, art, DT and RE. The children are exposed to a range of exciting and motivating learning activities throughout their topic. Cornerstones topics work through 4 stages of learning: engage, develop, innovate and express.

School focus	Actions	Intended impact on pupils	Who?	When?	Funding allocated	Evidence and impact (to be reviewed termly)
Pupil Wellbeing	Make staff aware of the importance of early identification of wellbeing and pastoral issues, <i>e.g. anxiety, trauma, bereavement etc.</i> in children.	Children will be encouraged to build resilience in their own wellbeing and mental health.	PRJ MJS LJT KAM	INSET days + regular updates	-	
	Plan and deliver a whole school Wellbeing Week for children each term, with a daily focus on aspects of positive mental health and wellbeing.	Children will be encouraged to discuss any concerns or anxieties with staff, seeking support where necessary.	LJT	Each term	-	
	Deliver weekly class assemblies using the PiXL Return to School Wellbeing Package (10 week programme).	Children will be encouraged to maintain a healthy lifestyle by	Teaching staff	Autumn term	-	
			KAM		-	

## Hampton College Primary Covid-19 Catch Up Plan

	<p>Engagement and Pastoral Support Co-ordinator (EPSCo) to offer ongoing support to vulnerable families via regular telephone contact.</p> <p>Reintroduce daily physical exercise (Daily Mile) to encourage children to be active.</p> <p>Ensure PE sessions are timetable to take place on a weekly basis to promote healthy lifestyles.</p> <p>Use Cambridgeshire PSHE scheme of work to ensure a full PSHE curriculum is delivered in all year groups.</p> <p>Establish virtual support and engagement with identified Young Carers in school.</p>	<p>engaging in physical activity on a daily basis.</p> <p>Young Carers will continue to access support at school.</p>	<p>LJT + teaching staff + TAs</p> <p>LJT + teaching staff</p> <p>PRJ + teaching staff</p> <p>KAM</p>	<p>Ongoing as required</p> <p>Daily, from autumn term</p> <p>Weekly</p> <p>Weekly</p> <p>Monthly</p>	<p>-</p> <p>Sports Premium allocation</p> <p>-</p> <p>-</p>	
<p style="text-align: center;"><b>Pupil Behaviour</b></p>	<p>Ensure behaviour expectations are re-established in all year groups.</p> <p>Promote a positive ethos within school.</p> <p>Launch 'Behaviour for Learning' programme throughout primary phase to encourage positive attitudes to learning.</p>	<p>Children will demonstrate positive behaviour in school in line with school expectations.</p> <p>Behaviour for learning will build and develop positive attitudes to learning.</p>	<p>LJT + teaching staff</p> <p>MJS LJT</p>	<p>INSET day</p> <p>Ongoing</p> <p>Autumn term 2</p>	<p>-</p> <p>-</p> <p>Curriculum budget allocation</p>	
<p style="text-align: center;"><b>Pupil Attendance</b></p>	<p>Identify children who have not returned to school post-lockdown and initiate engagement with their family.</p> <p>Offer ongoing pastoral support to vulnerable families where 'Covid</p>	<p>Children will attend school regularly with a whole school attendance target of 96%.</p>	<p>PRJ KAM KDC</p> <p>KAM</p>	<p>First week of term</p> <p>Ongoing</p>	<p>-</p> <p>-</p>	

	<p>anxiety’ could hinder/impact on school attendance.</p> <p>Ensure daily monitoring of attendance, including periods of self-isolation where children are not attending school due to Covid-19 symptoms.</p> <p>Engage with families where school attendance or punctuality is causing concern.</p>		<p>PRJ KAM KDC RJC</p> <p>KAM</p>	<p>Daily</p> <p>Ongoing as required,</p>	<p>-</p> <p>-</p>	
<p><b>Pupil assessment</b></p>	<p><b>Early Years Foundation Stage (EYFS)</b></p> <p>Liaise with pre-schools and nurseries to establish prior attainment of children in reception.</p> <p>Complete baseline assessments (before October half term) to ascertain levels on entry of our new intake of reception children.</p> <p>Ensure ongoing assessment (using the new EYFS Framework) feeds into identified assessment checkpoints.</p> <p>Use ongoing assessment to identify gaps in children’s learning and tailor provision to ensure early intervention can be targeted.</p> <p>Use ongoing moderation with Hampton Lakes Primary School and Dogsthorpe Infant School to quality assure teachers’ judgements and plan collaboratively for next steps in children’s learning.</p>	<p>EYFS children will access high quality provision and a broad and balanced EYFS curriculum to ensure they make at least expected progress during their reception year.</p> <p>EYFS children will be assessed throughout their reception year to monitor their achievement.</p> <p>Our 2020/21 EYFS cohort will be working towards a Good Level of Development of X%</p>	<p>SJP</p> <p>EYFS teachers + TAs</p> <p>EYFS teachers + TAs</p> <p>EYFS teachers + TAs</p> <p>EYFS teachers + TAs</p>	<p>Before autumn term</p> <p>By October half term</p> <p>Ongoing</p> <p>Ongoing</p> <p>Termly</p>	<p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>Supply cover to release EYFS staff</p>	

	<p>Complete EYFSP assessments in the summer term 2020 and ensure these assessments are shared with Y1 teachers to provide an effective transition into KS1.</p>		<p>EYFS teachers + TAs</p>	<p>June 2021</p>	<p>-</p>	
	<p><b><u>Year 1</u></b></p> <p>Liaise with EYFS team to establish prior learning of children pre-lockdown, during lockdown and during partial school reopening to ensure gaps in learning can be identified and addressed.</p> <p>Adapt provision in year 1 to ensure children are accessing continuous provision, guided learning and independent activities to aid transition from a disrupted EYFS year.</p> <p>Complete baseline phonics screening checks (before October half term) to ascertain phonics attainment.</p> <p>Complete phonics screening checks on a half-termly basis and use assessment information to inform phonics planning and teaching.</p> <p>Ensure ongoing assessment (using Development Matters and the EYFS Early Learning Goals) feeds into identified assessment checkpoints in the autumn term, ensuring children are working at the Expected Level</p>	<p>Y1 children will access high quality provision and a broad and balanced EYFS / Y1 curriculum to ensure they make at least expected progress during their first year in KS1.</p> <p>Y1 children will be assessed throughout the year to monitor their achievement, with a particular focus on phonics.</p> <p>Our 2020/21 Y1 cohort will be working towards a target of &gt;= 85% of children meeting the threshold for the Phonics Screening Check in June 2021.</p>	<p>EYFS + Y1 teachers</p> <p>Y1 teachers + TAs</p> <p>Y1 teachers</p> <p>Y1 teachers</p> <p>Y1 teachers</p>	<p>Autumn term 1</p> <p>Autumn term +</p> <p>By October half term</p> <p>Half termly</p> <p>Ongoing</p>	<p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p>	

	<p>(EYFSP) before moving onto the year 1 National Curriculum.</p> <p>Use ongoing assessment, using EYFS ELGs and year 1 checklists, to identify gaps in children’s learning and tailor provision to ensure early intervention can be targeted.</p> <p>Complete end of year phonics screening checks.</p> <p>Complete Y1 PiXL diagnostic assessments in the summer term 2021, for identified children, to support transition into year 2.</p>		<p>Y1 teachers</p> <p>Y1 teachers</p> <p>Y1 teachers</p>	<p>Ongoing</p> <p>June 2021</p> <p>June / July 2021</p>	<p>-</p> <p>-</p> <p>-</p>	
	<p><b><u>Year 2</u></b></p> <p>Liaise with Y1 team to establish prior learning of children pre-lockdown, during lockdown and during partial school reopening to ensure gaps in learning can be identified and addressed.</p> <p>Use the Y2 checklist to identify gaps in learning for all children at the start of the autumn term. Use the data gathered to plan provision, teaching and learning accordingly.</p> <p>Complete baseline phonics screening checks (before October half term) to ascertain phonics attainment.</p>	<p>Y2 children will access high quality provision and a broad and balanced Y2 curriculum to ensure they make at least expected progress.</p> <p>Y2 children will be assessed throughout the year to monitor their achievement.</p> <p>Our 2020/21 Y2 cohort will be working towards the following end of KS1 targets:</p> <ul style="list-style-type: none"> <li>- reading = X%</li> <li>- writing = X%</li> <li>- maths = X%</li> </ul>	<p>Y1 + Y2 teachers</p> <p>Y2 teachers</p> <p>Y2 teachers</p>	<p>Autumn term 1</p> <p>Autumn term</p> <p>By October half term</p>	<p>-</p> <p>-</p> <p>-</p>	

	<p>Complete national Y2 phonics screening checks in the autumn term (2<sup>nd</sup> half) to identify children who have met or have not met the phonics screening threshold (32/40), in order to inform phonics planning and teaching for the spring and summer terms.</p>	<p>- PSC = 95% of children meeting the threshold for the Phonics Screening Check in June 2021.</p>	<p>Y2 teachers</p>	<p>November 2020</p>		
	<p>Complete phonics screening checks on a half-termly basis and use assessment information to inform phonics planning and teaching.</p>		<p>Y2 teachers</p>	<p>Half termly</p>	-	
	<p>Ensure ongoing assessment (using Y2 checklists, Y2 end of year assessment checklists and PiXL tests) feeds into identified assessment checkpoints throughout the year.</p>		<p>Y2 teachers</p>	<p>Ongoing</p>	-	
	<p>Complete end of KS1 assessments in reading, writing, mathematics and science in May 2021.</p>		<p>Y2 teachers</p>	<p>May 2021</p>	-	
	<p>Complete end of year phonics screening checks for those children who did not achieve the threshold in November 2020.</p>		<p>Y2 teachers</p>	<p>June 2021</p>	-	
<p><b><u>KS2 assessment</u></b></p> <p>Use the PiXL recovery assessments in years 3 - 6 to identify gaps in learning for all children at the start of the autumn term. Use the data gathered to plan provision, teaching and learning accordingly.</p>	<p>KS2 children will access high quality provision and a broad and balanced KS2 curriculum to ensure they make at least expected progress.</p> <p>KS2 children will be assessed throughout the</p>	<p>KS2 teachers</p>	<p>Autumn term 1</p>	-		



## Hampton College Primary Covid-19 Catch Up Plan

	2021 - KS to provide Y6 cover to enable ZRW and NCL to deliver Booster sessions.)					
	<p><b><u>Year 5</u></b></p> <p>Recovery intervention to be provided for children in Y5 as identified in the Y5 teachers' catch up plans (see class catch up plans for full details). KS to provide X amount of Y5 specific intervention, or teacher cover, every fortnight.</p>	Identified groups and individual children will close gaps in their learning through targeted intervention.	Y5 teachers + TAs  KS	As identified on teachers' catch up plans	-  EX	
	<p><b><u>Year 3 and 4</u></b></p> <p>Recovery intervention to be provided for children in Y3 and Y4 as identified in the LKS2 teachers' catch up plans (see class catch up plans for full details). KS to provide X amount of LKS2 specific intervention, or teacher cover, every fortnight.</p>	Identified groups and individual children will close gaps in their learning through targeted intervention.	LKS2 teachers + TAs  KS	As identified on teachers' catch up plans	-  £448.80	
	<p><b><u>Year 1 and 2</u></b></p> <p>Recovery intervention to be provided for children in Y1 and Y2 as identified in the KS1 teachers' catch up plans (see class catch up plans for full details). KS to provide X amount of KS1 specific intervention, or teacher cover, every fortnight.</p>	Identified groups and individual children will close gaps in their learning through targeted intervention.	KS1 teachers + TAs  KS	As identified on teachers' catch up plans	£1.555.84	
	<p><b><u>EYFS</u></b></p> <p>EYFS teachers to identify children who are working significantly below their</p>	Identified groups and individual children will close gaps in their learning through targeted intervention.	EYFS teachers + TAs	As identified on teachers'		

## Hampton College Primary Covid-19 Catch Up Plan

	peers on-entry to school by October half term.  Support and intervention to be provided by the EYFS team for those children as identified in the EYFS provision map.			catch up plans	£3,440 autumn term	
	<b><u>Disadvantaged children</u></b>  Recovery intervention to be provided for identified FSM, or otherwise disadvantaged, children in each year group as identified in the each teacher's catch up plan (see class catch up plans for full details).	Identified groups and individual children will close gaps in their learning through targeted intervention.	Teaching staff + TAs	As identified on teachers' catch up plans	-	
	<b><u>1:1 Tutoring</u></b>  Children with significant gaps in learning in English and/or maths to be identified in UKS2 as candidates for 1:1 tutoring by the end of the autumn term.  1:1 tutoring to be provided for these identified UKS2 pupils from January 2021.	Identified groups and individual children will close gaps in their learning through targeted intervention.	Teaching staff  1:1 tutor	By December 2020  From January 2021	-  £X	
<b>Electronic devices</b>	Provide each year group with two additional iPads to enable teaching assistants to lead Covid Catch Up interventions and PiXL therapies with identified children	Identified groups and individual children will close gaps in their learning through targeted intervention.	PRJ MJS TDC  TAs	Autumn term 2020	c£3,600	
<b>Additonal Resources</b>	Provide each Y6 child with a SATs booster pack comprising of an English SATs revision guide, a maths SATs	Individual children will close gaps in their learning through use of revision	PRJ	December 2020 ready	£630	

	revision guide and SATs practice questions for English, maths and GPS	guides and practice materials, which can also support home learning and remote learning.		for spring term 2021		
SEND pupils	<p><b><u>Children with EHCPs</u></b></p> <p>SENDCo (MJS) to complete individual risk assessments for children with EHCPs.</p> <p>SENDCo (MJS) to meet with each class teacher / year group team to discuss the needs of children with EHCPs and complete their provision map in line with their EHCP targets.</p> <p>SENDCo (MJS) and each class teacher (where possible) to meet with the parents of children with EHCPs on a termly basis to share their provision map and discuss their targets and progress.</p> <p>Support to be provided for TAs working with children with EHCPs to assist them with planning and delivering high quality provision to meet their EHCP targets.</p>	Children with EHCPs will access high quality provision and a suitably adapted curriculum tailored to meet their needs and their EHCP targets.	<p>MJS</p> <p>MJS + teaching staff</p> <p>MJS + teaching staff</p> <p>MJS + TAs</p>	<p>Before autumn term</p> <p>Termly</p> <p>Termly</p> <p>Ongoing</p>	<p>-</p> <p>-</p> <p>£1,237.60 cover costs across all autumn term meetings</p> <p>-</p>	
	<p><b><u>Children with High Needs SEND</u></b></p> <p>SENDCo (MJS) to meet with each class teacher / year group team to discuss the needs of children with High Needs and complete their individual provision map.</p>	Children with High Needs SEND will access high quality provision and a suitably adapted curriculum tailored to meet their needs.	MJS + teaching staff	Termly	-	

	<p>SENDCo (MJS) and each class teacher (where possible) to meet with the parents of children with High Needs on a termly basis to share their provision map and discuss their targets and progress.</p> <p>Support to be provided for TAs working with children with High Needs to assist them with planning and delivering high quality provision to meet their provision map targets.</p>		<p>MJS + teaching staff</p> <p>MJS + TAs</p>	<p>Termly</p> <p>Ongoing</p>	<p>-</p> <p>-</p>	
	<p><b><u>Children at SEND support level</u></b></p> <p>SENDCo (MJS) to meet with each class teacher / year group team to discuss the needs of children at SEND support level and ensure any planned intervention is documented on each teacher’s class Covid-19 catch up plan.</p> <p>SENDCo (MJS) and each class teacher (where possible) to meet with the parents of children at SEND support level on a termly basis to share their provision map and discuss their targets and progress.</p>	<p>Children at SEND level will access high quality provision and intervention, as well as a broad and balanced curriculum tailored to meet their needs.</p>	<p>MJS + teaching staff</p> <p>MJS + teaching staff</p>	<p>Termly</p> <p>Termly</p>	<p>-</p> <p>-</p>	
	<p><b><u>Newly identified SEND children</u></b></p> <p>Teachers to identify any children with possible SEND and refer these children to the SENDCo (MJS).</p> <p>SENDCo (MJS) to support teachers with diagnostic tools to assess the areas of</p>	<p>Newly identified SEND children will be assessed to identify their needs and provision will be tailored accordingly.</p>	<p>Teaching staff</p> <p>MJS + teaching staff</p>	<p>As required</p> <p>As required</p>	<p>-</p> <p>-</p>	

## Hampton College Primary Covid-19 Catch Up Plan

	<p>need for newly identified children with SEND.</p> <p>SENDCo (MJS) and each class teacher (where possible) to meet with the parents of children with newly identified SEND to discuss their needs and agree next steps.</p>		MJS + teaching staff	As required	-	
<b>Remote Learning</b>	<p>Provide remote learning where children are isolating due to Covid-19 symptoms.</p> <p>Provide remote learning in the event of a year group bubble being isolated due to a positive case of Covid-19 in school.</p> <p>Provide remote learning in the event of a local or national lockdown leading to partial or full school closure.</p>	<p>Children will continue to access an appropriate curriculum to meet their needs in the event of self-isolation, partial school closure or full school closure.</p>	<p>LJT + teaching staff + KDC</p> <p>LJT + teaching staff + KDC</p> <p>LJT + teaching staff + KDC</p>	<p>As required</p> <p>As required</p> <p>As required</p>	<p>-</p> <p>-</p> <p>-</p>	
<b>School focus</b>	<b>Actions</b>	<b>Intended impact on staff</b>	<b>Who?</b>	<b>When?</b>	<b>Funding allocated</b>	<b>Evidence and impact (to be reviewed termly)</b>
<b>Staff Wellbeing</b>	<p>Make staff aware of the importance of discussing their own wellbeing concerns at the earliest opportunity, <i>e.g. anxiety, trauma, bereavement etc.</i> in order for support to be provided.</p> <p>Ensure staff are aware of, and have access to, our Employee Assistance Programme (EAP) - Health Assured.</p>	<p>Staff will be encouraged to build resilience in their own wellbeing and mental health.</p> <p>Staff will be encouraged to discuss any concerns or anxieties with senior leaders or EAP staff,</p>	<p>PRJ MJS LJT KAM</p> <p>PRJ MJS LJT KAM HR Team</p>	<p>INSET days + regular updates</p> <p>Ongoing</p>	<p>-</p> <p>-</p>	

## Hampton College Primary Covid-19 Catch Up Plan

	Plan and deliver a staff Wellbeing Week each term, with a daily focus on aspects of positive mental health and wellbeing.	seeking support where necessary.	PRJ MJS LJT KAM	Termly	-	
	Plan and deliver a staff Wellbeing Week month (December), with a daily focus on aspects of positive mental health and wellbeing.		PRJ MJS LJT KAM	December 2020	-	
	Ensure staff are encouraged to maintain a healthy work:life balance.		PRJ MJS LJT KAM	Ongoing	-	