

Covid-19 Catch Up strategy statement

School overview

Metric	Data
School name	Manley Park Primary School
Pupils in school (R-6)	392
Catch up allocation this academic year	£31, 360
Academic year or years covered by statement	2020/2021
Publish date	September 2020
Review date	Feb 2021
Statement authorised by	Ben Tudor – Deputy Head Teacher
Head Teacher	Sarah-Jane Henderson
Chair of Governors	Vibeke Dawes

Strategy aims for disadvantaged pupils

Measure	Activity
Employ an additional teacher on a part time basis to create capacity for teacher led interventions	Deliver high quality interventions for pupils to address gaps in learning related to key competences in English and Maths. Deliver Forest School interventions.
Employ music specialist to offer individual/small group digital music sessions	Provide pastoral support for pupils whose wellbeing has been affected by circumstances related to COVID-19 through discussion whilst learning non-threatening new skills.
Barriers to learning these priorities address	Communication and Language: a) children's ability to articulate ideas in grammatically accurate sentences; b) children's confidence when speaking to others Maths: children's inability to retain and recall number facts Phonics: children's inability to read and spell phase 3-5 words accurately Writing: children writing grammatically inaccurate sentences
Projected funding provided	£31,360

Wider strategies for current academic year

Measure	Activity
Ensure a comprehensive remote learning curriculum is provided	Create a clear and effective online classroom environment that pupils and parents can access easily to maintain learning in the event that they are not able to attend school (in line with DfE guidance). Provide pre-teach support videos and activities to give extra opportunity for pupils to familiarise themselves with the concepts that they will be learning about.
Maintain a substantial, whole school intervention programme	Timetable a whole school intervention programme utilising expertise of all staff to provide time limited and clearly defined interventions to support pupils with identified barriers.
Barriers to learning these priorities address	Children being unable to attend school due to COVID-19 related issues or other reasons. Children who are unable to access lesson content appropriate for their year group because they are unfamiliar with related concepts from the previous academic year. Children who have gaps in their learning regarding key skills necessary for them to be able to attain in line with their year group peers.

Monitoring and Implementation

Area	Who?	How?
Teacher led interventions	BT	Observing sessions, monitoring intervention records and outcomes of Pupil Progress Meetings
Pastoral support	Phase leads – reporting to BT/SJH	Observations of pupil's behaviours, attitudes and academic progress Discussions with music specialist Monitoring progress
Wider strategies	BT	Monitor online classroom activity and pupil interaction. Provide opportunities for parent feedback regarding remote learning – at least termly.

		Review – with SENDCO – effectiveness of intervention programme through monitoring of Pupil Progress Meetings and records of intervention.
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February Review: How are we progressing towards our intended outcomes?

Aim	Outcome
Create capacity for teacher led interventions to support those affected academically by COVID.	<p>Pupils across school are in receipt of interventions to address gaps that were created or amplified as a result of COVID lockdowns, supporting their academic progress.</p> <p>Pupils in the EYFS and KS1 are in receipt of interventions addressing barriers in Communication and Language, Maths and Phonics, allowing them to participate in lessons more effectively.</p>
Support those who need pastoral intervention as a result of COVID to re-integrate to school life effectively.	Pupils whose wellbeing has been affected by COVID have received support to reintegrate into school life, developing relationships with adults and other pupils. This has allowed these pupils to participate effectively in lessons, supporting their academic progress.
Maintain a substantial, whole school intervention programme	Interventions continue to take place across the school, however due to health and safety requirements staff are unable to work with pupils from multiple year groups together. To maintain bubble integrity, interventions are delivered by staff to pupils within their own year groups. As and when restrictions are eased and health and safety guidance is adapted this position will be reviewed.