



Maltby  
**Lilly Hall**  
Academy

# COVID CATCH UP FUNDING ACTION PLAN

2020-2021



The  
**Maltby** Learning Trust

## School overview

Whole School Cohort				
Number of pupils	Cohort	Boys	Girls	Disadvantaged
Reception	60	26	34	3
Year 1	44	21	23	6
Year 2	57	29	28	11
Year 3	61	25	36	10
Year 4	57	30	27	11
Year 5	58	23	35	9
Year 6	60	28	32	12

Barriers to future attainment due to COVID 19	
A.	Lack of engagement in remote learning over the lockdown period leading to gaps in knowledge.
B.	Emotional, physical and mental health issues arising from extended periods of absence.
C.	ICT equipment lacks adequacy to fulfil recovery curriculum need.
D.	Attendance of children decreasing.

Provisional Catch Up Funding	
Provisional Allocation	£31,840
Autumn 2020 payment	£7,960

## Detailed plans

The three headings below enable schools to demonstrate how we are improving classroom pedagogy, provide targeted support and support whole school strategies using a tiered approach endorsed by the EEF.

Tier 1 - Quality of teaching for all					
Priority	Chosen action / approach	How will you ensure it is implemented well?	Staff lead & cost	When will you review implementation?	Review Notes
<b>Priority 1:</b>  <b>Ensure reading is the main driver for recovery and high profile for closing gaps across all key stages.</b>	Read Write Inc phonics includes systematic, daily teaching from F2 to Y2 and interventions beyond this for some KS2 children. Phonics screen to be undertaken in October for current Y2 cohort and June for current Y1 cohort (including Y1 mock screens through the year to inform where gaps are).	Read Write Inc to be restructured to incorporate the class or year group 'bubbles' so that accurately pitched and targeted group work is high profile and not compromised. Groups will work across the year group class bubbles, creating the capacity to ensure each group is catered for. Extra sessions organised above usual allocation for children who require them.	SPr  SLT  £525	Spr 2	
	CPD on fluency in reading is prioritised. Primary reading strategy is distributed and understood by teachers. Reciprocal approach used in KS2 is well structured and clearly linked to broader curriculum elements.	Fluency is prioritised in reciprocal and RWI sessions. Monitoring is robust and is centred around ensuring reading is high profile in the classroom. Reading corners are in place and extra books ordered. Books are high profile in classrooms for use and linked to curriculum areas. Staff tutorial videos posted online and additional AP and teacher reading group sessions in place.	SLT RPe  Resources & CPD £730	Ongoing	
	High quality reading books prioritised and made high profile in the classroom and as part of home learning.	All children in school have individual reading books to take home which are regularly changed and monitored to be in line with ability and need.	RPe SLT  £1000	Spr 2	

Tier 1 - Quality of teaching for all					
Priority	Chosen action / approach	How will you ensure it is implemented well?	Staff lead & cost	When will you review implementation?	Review Notes
	Volunteers to be utilised in school to promote reading and hear children read on a regular basis.	Parents and other adults who volunteer to be assigned class bubbles to hear children read. Designated areas deployed to ensure sessions take place. Questioning and inference skills along with fluency to be prioritised to catch up on skills.	RPe	From w/c 28/9 weekly	
<b>Priority 2:</b>  <b>Ensure assessment is well targeted and leads to tailored curriculum growth.</b>	Baseline assessment tests used are NGRT online reading tests, NGST spelling tests and NFER maths tests for Y2-Y6. Y3 will complete a Y2 maths SAT paper. YARC papers completed for children achieving well under age related expectations. Phonics screening check ongoing in Y1 and Y2.	Teachers trained on how to administer the tests (by 9/9/2020). Gap analysis and initial feedback to be in by 5/10/2020. Gaps identified then feed into action plan and planning for recovery in each year group. Additional provision assessed and provided for from gap analysis. Phonic screening results analysed and RWI sessions and groupings tweaked accordingly.	RPe Phase SLT  £2466 tests	Spring 2 Ongoing for gap closing.	
	Use of formative assessment through OTrack is ongoing and used to inform planning.	OTrack updated and children moved into new year groups. Formative assessment completed against curriculum objectives. Interventions identified and begun – including 1:1 catch up work and specialised programmes,	Phase RPe/SSe  £1125	Ongoing	
<b>Priority 3:</b>  <b>Ensure remote learning is in place and can easily be utilised.</b>	Purple Mash is updated and has been adapted for new classes and teachers. Subscription is valid for the year. All staff are aware of procedure for administering work on this platform.	Purple Mash is used for homework administration through the year in KS2. Any child who has to isolate is given remote learning to do from the next day after absence. This must be linked to curriculum work being undertaken in school.	SLT Phase RPe	Ongoing	

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		If lockdown of the school or a bubble occurs, the teacher can be setting remote learning on the platform from the next school day. Live lessons over Microsoft Teams resourced and staff trained. All remote learning will be intrinsically linked to work undertaken in class.	£1500		
	Hardware for remote learning is purchased to enable high quality interaction for online lessons.	Webcams and headsets purchased for teachers and TAs who deliver online learning.	RPe £425		
	Other remote learning resources including the Oak National Academy, White Rose Maths and teachhandwriting.co.uk are to be used to enhance skills and learning remotely.	Teachers subscribed to and trained on using other remote resources to back up and enhance work on Purple Mash. This is to be used for homework as well as if the child is absent from school.	SLT Phase RPe £397	Ongoing	

Tier 2 – Targeted academic support					
Priority	Chosen action / approach	How will you ensure it is implemented well?	Staff lead & cost	When will you review implementation ?	Review Notes
<b>Priority 1:</b>  <b>Ensure reading and writing interventions are robust and well targeted.</b>	Slower progress group in phonics to be taught by strongest reading teacher to secure rapid progress and triangulation into other targeted reading interventions.	Phonics lead to support teachers in assessment, analysis and grouping of children as well as the allocation of reading teachers to groups. Additional groups and tailored phonics sessions take place 1:1 or in small group work. Supporting paperwork to be provided to evidence and measure impact.	Spr Class teachers SLT	Spr 1	
	Focussed daily RWI Phonics 1:1 tutoring for identified slower progress children to 'keep up' with the programme. Subscription to phonics online to offer in and out of school resources.	Phonics Lead to support teachers in the assessment, analysis and identification of slower progress children (data from screen to be included and analysed) who require additional support to 'keep up' and progress through the programme successfully. Supporting paperwork to be provided to evidence and measure impact. RWI subscription for online learning purchased.	Spr  Class teachers  SLT  Subscripti on cost £1600	Spr 1	
	Handwriting scheme to be tweaked to ensure it is clear in purpose and can be continued if a child enters isolation or school enters lockdown.	Introduction of scheme on teachhandwriting.com - staff trained on the scheme and parents informed – regularly used as part of homework through school.	SLT  Phase  £200	Roll out Summer	
	Frequent 1:1 reading by class teacher / tutor / TA for children identified as not reading at home and making slower progress or who have fallen behind in reading.	Class teacher / tutor / TA to teach reading on a 1:1 basis in additional sessions. Ensure children have appropriately phonetically / lexile level matched books – new	Class teachers / TA SLT Staff	Spr 1	

## Tier 2 – Targeted academic support

Priority	Chosen action / approach	How will you ensure it is implemented well?	Staff lead & cost	When will you review implementation ?	Review Notes
		purchased where necessary. Record to be kept in reading diary.	£2238		
	RWI Phonics Fresh start programme to be implemented for those children identified in KS2 as not working at ARE in phonics and reading.	Phonics lead to support teachers and support staff to identify children and prepare targeted additional sessions. Supporting paperwork to be provided to evidence and measure impact.	Spr KS2 staff SLT  Lead and TAs £3350	Spr 2	
	Children to be identified as not working at ARE in Y5 and Y6 and to be arranged into focused intervention groups as well as those identified as showing potential to achieve AAR.	Y5 and Y6 teachers to work with SLT to analyse data and performance in writing so that identification of children requiring support to reach ARE or AAR is implemented. Use of NTP and AGr to do additional 1:1 and group tuition above usual interventions.  Reciprocal reading in KS2 is explicitly linked to broader curriculum areas and is clearly the main driver in the teaching of these subjects.	BHe  AGr  Class teachers  SLT  BHe & AGr  £7000	Spr 2	
<b>Priority 2:</b>  <b>SEND intervention is matched to need and has</b>	IEPs to be reviewed and targets updated to meet current needs of identified SEND individuals.	SENDCO to arrange and develop IEP's liaising with class teachers to match needs of identified individuals, setting smart targets to enable progress.	SENDCO All class teachers SLT SENDCo £1500	Spr 2	

Tier 2 – Targeted academic support					
Priority	Chosen action / approach	How will you ensure it is implemented well?	Staff lead & cost	When will you review implementation ?	Review Notes
<b>clear targets to close gaps in learning.</b>	Personalised and targeted learning plans to be put in place for identified SEND children in their area(s) of need.	SENCO to oversee and support specific additional learning plans in speech & language, phonics, reading and writing (and any additional need) to be implemented by class teachers and support staff.	SENDCO All class teachers SLT	Spr 2	
	Specialised professionals to carry out targeted support work with SEND individuals and support the school to meet individual needs and personalised programmes.	SENDCO to liaise with external agencies and professionals to ensure identified SEND children receive appropriate targeted additional learning support. These include EPS, SALT etc.	SENDCO SLT  SALT, HIT £2000	Spr 2	
<b>Priority 3: More able children are assessed, gaps identified and access a curriculum which accelerates learning.</b>	Children to be provided with sufficient challenge, high expectations and interesting ranges of opportunities to read and write across the curriculum, including producing extended pieces.	Teachers to be supported by SLT to develop a curriculum which gives ambitious, purposeful opportunities to read and write extensively across the curriculum subjects.	Class teachers  SLT	Spr 2	
	Children to be identified as showing the potential to achieve at a higher level in reading, writing, maths and to receive targeted teaching and challenging in order to support progress.	Teachers to be supported by SLT to use assessment to analyse and identify children to work on focussed challenges to accelerate progress above ARE. Additional tutored sessions to be in place for children using AGr and the NTP where required.	BH  AGr  Class teachers  SLT	Spr 2	



Tier 2 – Targeted academic support					
Priority	Chosen action / approach	How will you ensure it is implemented well?	Staff lead & cost	When will you review implementation ?	Review Notes
			AGr / NTP as cost above		
	Children to learn through talk but also learn 'to talk' with a focus on the more able children via the Oracy agenda.	Oracy lead to support teachers to embed learning through talk strategies in the classroom and identify children to begin a 'learn to talk' programme as part of the Oracy framework to support oral competency and confidence.	RT  Class teachers  SLT	Spr 2	
	Subscription to RoSIS basic package for extra services.	Use of RoSIS CPD and services to aid in-school and online learning.	Subscription cost  £2500	Ongoing	

Tier 3 - Wider strategies					
Priority	Chosen action / approach	How will you ensure it is implemented well?	Staff lead & cost	When will you review implementation ?	Review Notes
<b>Priority 1:</b> <b>ICT hardware and software to be enhanced to ensure curriculum provision.</b>	Initial purchase of one class set of iPads and trolley for movement around school. This links to Purple Mash (see section 1).	Coordinator to collate action plan, purchase iPads and in conjunction with new ICT Trust lead implement staff training. This would be an additional resource which is not currently used in school and would provide improved in-class support in learning, over and above the IT infrastructure money already allocated elsewhere. Dedicated staff meeting time given to train on software and use of iPad in the classroom.	RJo RPe  ICT £10000	End of Spr 2	
	ICT coordinator has action plan in place with allocation of funds for apps and selected software to enhance both intervention and whole class catch up curriculum.	Incorporated into the action plan will be a list of additional suitable catch-up resources tailored to reading (primarily) alongside other subjects. Subscription to Purple Mash and White Rose maths Premium are continued and deemed high priority for intervention and tailored class catch up curriculum. Subscription to parents evening software to be purchased.	RJo RPe  Cost included as above - plus £50 for suitable apps.	End of Spr 2	
	Purchase of 1 iPad per teacher to aid with quicker and more accurate assessment.	Use of OTrack for assessment and forthcoming Juniper reading technology requires an iPad per class for assessment and curriculum apps set up. These to be purchased and training given as above.	RJo RPe  Cost included as above	End of Spr 2	

Tier 3 - Wider strategies					
Priority	Chosen action / approach	How will you ensure it is implemented well?	Staff lead & cost	When will you review implementation ?	Review Notes
<b>Priority 2:</b>  <b>Pastoral provision to be tailored to those children who require it for effective reintegration into school.</b>	Assessment of children is completed swiftly on arrival using information gained over lockdown period and in first two weeks of term. Specialised pastoral time given to those children who are not coping with reintegration.	Children deemed at risk assessed by class teacher, pastoral lead and SENDCo in first two weeks of term. Assessments include (non-exhaustively) house of worries, Boxall profile, consultation with parents, testing and therapy sessions (timetabled with pastoral lead). Tailored risk assessments and transition plans drawn up for 'at risk' children and distributed to TAs and teachers to follow.	SENDCo Pastoral lead RPe Phase  Coordinating time £700	Spr 2  Ongoing to tweak provision according to need.	
	MAST sessions in place and offered to those children who are assessed to require these.	Communication between pastoral lead, SGr and NBa (MAST) to take place in first two weeks of term to determine children in need and tailor any additional sessions. From week three, sessions in place for children to access counselling. Regular weekly reports filed to Principal and pastoral lead acted upon to tailor need regularly.	NBr SGr LLa RPe	Ongoing	
	Dedicated time for high priority well-being sessions is given in the first three weeks of term (assessed and extended if required) in the classroom.	Teachers deliver age appropriate sessions at the start of term that allow children to talk freely about their experiences in lockdown and reintegrate with their peers through social activities within their bubble. Any children deemed at risk follow procedures outlined above.	Teachers Phase RPe	Spr 2	

Tier 3 - Wider strategies					
Priority	Chosen action / approach	How will you ensure it is implemented well?	Staff lead & cost	When will you review implementation ?	Review Notes
<b>Priority 3:</b> <b>Ensure attendance at school is high profile and encouraged through effective parental engagement.</b>	Clear risk assessment in place with communication to parents around expected safety measures for reassurance around their child re-attending school.	Robust and clear risk assessment posted on website in the week before the return to school alongside a clear premises tour. Clear communication around school's safety procedures promote reassurance and encourage attendance. Parents encouraged to talk to Principal around doubts and queries on returning children to school. Clear guidance on symptoms to watch for, when to get tested and which symptoms are not Covid-19 encourage attendance.	RPe	From the start of Spr 1	
	Parents of children who are absent to be identified and communicated with regularly to promote attendance in school.	Clear communication around government guidance and the offer of a short, phased return for those parents and children who remain anxious. Consistent, clear communication remains high profile.	CAs KHa RPe	Ongoing	
	Use of Trust attendance team to ensure attendance and work with parents to ease anxieties and promote sustained return to school.	Persistent non-attenders are visited to assess need and encouraged to ensure their child is returned to school. Updated attendance policy and government guidance is adhered to around families who do not return their child to school.	NKe JBr CAs RPe	Ongoing	