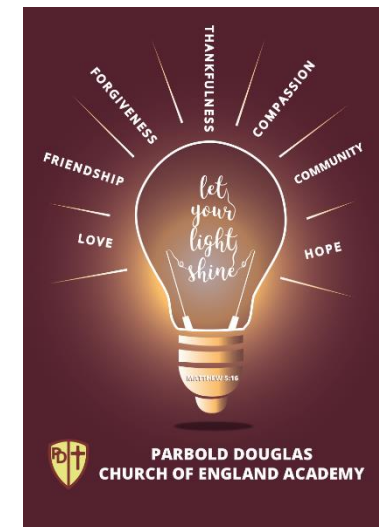


Parbold Douglas CE Academy

COVID-19 Learning Response Plan: Autumn 2020 & Catch-up Premium Expenditure Plan (2020-21)



Through sharing the life-giving message of Jesus Christ, we are committed to delivering *exciting and engaging learning opportunities* to enable our children to ***develop a love of learning and achieve their best.*** We aim to provide an environment for learning where ***all are loved and valued***, by themselves and each other and where all can *live out our Christian values, at school, at home and in the community.* We aim to help all ***recognise and appreciate their unique gifts and those of others so that they may let their light shine!***

Total number of pupils on roll:	192
Total Catch-up Premium funding (2020-21):	£15 440.00
Date of review:	September 2020

Whole school teaching

High quality teaching for all
Effective diagnostic assessment
Supporting remote learning
Focusing on professional development

Targeted academic support

Structured interventions
Small group work
One to one support
Effective deployment of teaching assistants
Reading interventions

Wider Strategies

Sustaining parental engagement
Social and emotional learning
Reinforcing behaviour and routines

Whole school support for teaching

Area of focus	Intended impact/outcome	Cost	Staff lead	Links to EEF Guidance or other information
Focus on high quality responsive teaching	<ul style="list-style-type: none"> Consistently high quality teaching results in good progress for pupils - SDP focus: responsive teaching; writing and managing well being Maintain consistently high quality teaching in all classrooms - review high quality teaching document; share with staff and maintain as focus Children receive good support to make progress and develop independence in learning - revisit role of support staff – scaffolding building on training during partial school closures and before 	CPD - potential Resources/training – CPD library additions Staff and INSET sessions	N Watts J Coxhead	EEF: Key strand in guidance
Use of tools and strategies (including technology) for effective diagnostic assessment	<ul style="list-style-type: none"> Teachers have clear information of children’s knowledge and understanding and have detailed assessment information for each child Teachers adapt and target teaching to respond to information gathered from assessment and responsive teaching Misconceptions and gaps in learning are identified and addressed Children make continued good progress including vulnerable pupils 	Current resources – TT Rockstars/Numbots AR Showbie (new user accounts needed) Additional resources purchased Spelling Shed Learning By Questions	C Lawson J Coxhead N Watts	EEF link: High quality assessment including targeted diagnostic assessments; explicit instruction
Ensure effective remote learning provision is in place – Showbie, resources and other technology	<ul style="list-style-type: none"> Children are well supported during any absences due to COVID-19 Teachers can provide teaching and learning easily, with feedback provided Curriculum is closely matched to school curriculum and supports progress in learning 	iPads and Jamf MDM system CPD – Staff Insets and meetings		EEF: Effective remote teaching
Total spend:		£5700		

Targeted academic support

Action	Intended outcome/ impact	Cost	Staff lead	Links to EEF Guidance or other information
Provide targeted support for identified groups in all KS1 and KS2 classes in the Autumn term to support learning, retrieval of knowledge and core skills	<ul style="list-style-type: none"> Identified pupils receive high quality support and interventions in response to diagnostic assessment and in identified areas in core learning Pupils reengage with learning and are prepared for next phases of curriculum 	£14000	N Watts	EEF – Targeted academic support: one to one or small group work
Purchase and use WellKom to support pupils in speech and language - EYFS/KS1 focus	<ul style="list-style-type: none"> Speech and language issues are identified early Targeted pupils are well supported and teachers can provide precision teaching as early intervention and support Barriers to learning are reduced/removed 	£850	Jo Eccles	EEF: Targeted academic support and high quality one to one or small group tuition
Phonics and reading interventions	<ul style="list-style-type: none"> Children read accurately and fluently High quality 1:1 interventions and phonics to fluency sessions impact positively on outcomes Reading aides access to wider curriculum 	In school costs – TA and teacher support	Jo Eccles/N Watts	EEF: Reading interventions cited
Total spend:		£14067.25 minimum		

Wider Strategies

Action	Intended outcome/ impact	Cost	Staff lead	Links to EEF Guidance or other information
<p>Extend and develop PSHE and RSE provision to support pupils in mental health and well-being</p>	<ul style="list-style-type: none"> • Provide whole school support for re-engagement with school and learning and support in managing well-being throughout the year. • Equip children with knowledge and skills to support them in managing emotions, responses and well being • Where appropriate, share information with parents to support family 	<p>£1000</p>	<p>Heather Wainwright</p>	<p>EEF Guidance Report: Improving Social and Emotional Learning in Primary Schools</p>
<p>Total spend:</p>		<p>£ 1000 – minimum</p>		

Summary report – July 2021

What is the overall impact of spending?

Our autumn 2020 COVID response plan, alongside [Shining Even Brighter](#) (our March 2021 return-to-school strategy), had a positive impact on the academic, spiritual, social and emotional development of our pupils.

Despite the challenges presented by school closures, the atmosphere in school has remained very positive. Parbold Douglas continues to be a very happy place to be for staff and children alike.

The following statements set out the impact of our 2020/21 COVID catch up funding. Further information specific to Shining Even Brighter (and its impact on progress and attainment between March and July 2021) can be found in the [July 2021 Shining Even Brighter Impact Report](#). This is included within the '2021 Return-to-school Strategy' section of the school website.

Area 1: Teaching

Maths:

- Use of diagnostic assessment has ensured that teaching is targeted directly at pupil needs.
- Teachers have reported that the adjustments to morning maths have had a significant positive impact; pupils are now better able to retain knowledge over time.
- Learning by Questions is being used across Key Stage 2 for retrieval practice and to provide teachers with instant feedback on pupils' success. Teachers report that this is enabling them to target support at those who need it.

English:

- Adjustments to teaching approach have secured good pupil progress in writing across all year groups.
- Phonics to Fluency has secured continued high levels of attainment in reading.

Wider curriculum:

- Attainment and coverage across the full curriculum continues to be excellent. [See class Twitter pages for evidence of learning](#).
- Subject leads have provided strong support in staff meetings and signpost resources.

Area 2: Targeted Academic Support

- Teachers are deploying TAs in different ways, based on recommendations within the EEF guidance. This has helped secure pupil progress across both maths and English.
- Extensive support has been provided by the SENCO to ensure ISPs are up-to-date / targeted at pupil needs. SEN pupils continue to be well supported.
- Parents seem better engaged in their child's learning journey: Sharing specific personal targets at parents' evenings really helped this.

Area 3: Wider Strategies

- The return to school has been very smooth thanks to the consistency of routines, etc.
- The impact of outdoor worship has been exceptional. Pupils (and adults) really look forward to meeting and worshipping together as a whole school. The atmosphere is electric and always puts smiles on faces.
- Staff workload has been manageable; the decision to host staff meetings once every two weeks has really helped with teacher wellbeing.
- The Y6 [campaign video](#) was enjoyed by all pupils.
- Teachers report that the Confident Me programme (part of PSHE) is helping pupils feel more secure and positive. Additional 'Confident Minds' sessions have supported a group of pupils identified as needing further support.

Final comments

Due to another lockdown and further school closures in spring 2021, this plan evolved into '[Shining Even Brighter](#)' (our comprehensive return-to-school strategy). The spending identified within this initial COVID response plan was also used to fund some of the actions identified in the Shining Even Brighter strategy, alongside additional investment from within our school budget.

In 2021/22, we will move into phase 2 of our Shining Even Brighter strategy, which will continue the excellent work started and will be at the heart of our School Development Plan. This will ensure efficient and effective use of the [Recovery Premium](#) in 2021/22.

Final spend: £20767.25