

# Landgate School Covid Catch Up Strategy Plan 2020-2021

## School Overview

Metric	Data
School name	Landgate School
Pupils in school	106
Proportion of learners eligible for Covid Catch up	100%
Covid Catch Up allocation this academic year	Covid Catch Up allocation 2020-2021 £24000 Instalments: Autumn 20 £7000 Spring 21 £7000 Summer 21 £10000
Academic year or years covered by statement	2020 - 2021
Publish date	October 2020
Review date	January 2021, April 2021, July 2021
Statement authorised by	Kathy Claxton - Head of School
Pupil premium lead	Heather Swift- Assistant Head
Governor lead	Chair of Governors

## What is the key barriers to learning due to Covid?

In school barriers	
A.	see attainment gap table for % of learners who have acquired an attainment gap in curriculum areas
B.	There are not enough ipads to meet the demand in classes. Therefore cross-curricular learning opportunities can be missed. <i>(informed by staff voice Autumn 1)</i>
C.	Secondary learners stay in form rooms to minimise movement around school, this can result in learners being more passive during lessons <i>(informed by staff voice Autumn 1)</i>
D.	Increased pastoral support, communicating with learners and their families to assess levels of engagement and barriers to attendance <i>(informed by attendance monitoring including first day absences)</i>
External barriers	
E.	Learners have not experienced cultural opportunities (e.g. cinema, zoo, museums, bowling) since lockdown due to restrictions in place <i>(informed by staff voice, learner voice autumn 1)</i>
F.	Some learners will have had limited opportunities to play with other children <i>(informed by learner voice autumn 1)</i>
G.	Some learners will have had less routine and structure than a school day provides <i>(informed by staff voice autumn 1)</i>
H.	Some learners will have missed 4 months of school due to Covid 19
I.	Some learners will miss interventions at school due to self-isolating
J.	Some learners have limited access to technology at home and sensory resources to complete home learning. Learners require parental support for accessing home learning. <i>(parent voice and staff voice autumn)</i>

## Learner attainment gap overview due to Covid (September baseline in comparison to Spring data input)

<i>Have any learners acquired an attainment gap due to Covid?</i>				
Autumn 1 following 2020 Covid Lockdown				
% of learners identified with Maths covid gap	Geometry	Number	Statistics	Measure
	38%	20%	20%	24%
% of learners identified with English covid gap	Spoken language	Writing	Reading	
	20%	24%	17%	

<i>Have any learners acquired an attainment gap due to Covid?</i>				
Spring 2 following 2021 Covid Lockdown				
% of learners identified with Maths covid gap	Geometry	Number	Statistics	Measure
	6%	13%	7%	6%
% of learners identified with English covid gap	Spoken language	Writing	Reading	
	13%	15%	13%	

## Learner attainment gap overview due to Covid (Autumn data input learner progress made)

<i>Have any learners acquired an attainment gap due to Covid?</i>				
Autumn 2 data input				
Average stage of progress made in Maths from covid recovery starting point	Geometry	Number	Statistics	Measure
	0.3 stages	0.1	0.0 100% on target	0.0 100% on target
Average stage of progress made in Maths from covid recovery starting point	Spoken language	Writing	Reading	
	0.0 100% on target	0.2	0.0 100% on target	

## Strategy aims

<i>What are the priorities of the Covid strategy plan?</i>		
Aim	Success Criteria/ Evidence of Impact	Review date
Priority 1	Staff voice indicates staff are confident knowing the covid barriers to learning, the strategy plan to target this and how it will be measured over time.	Jan 21 April 21 July 21
Priority 2	Learners make sustained progress due to having access to technology that supports their learning in school and, where required, at home. (parent voice, technology monitoring)	Jan 21 April 21 July 21
Priority 3	Data input highlights consistent, targeted teaching and learning strategies have closed gaps in learning. Learners are on target to meet their end of year target. (data input, teacher voice)	Jan 21 April 21 July 21

Priority 4	Learner voice indicates they have been provided with opportunities to have meaningful, enriching and diverse experiences in line with covid safety measures.	Jan 21 April 21 July 21
Priority 5	Intervention data indicates learners have had opportunities to access remote interventions when learning at home.	Jan 21 April 21 July 21

### Quality Teaching for All

Activity	Pedagogy informed	cost	Measure
<p>36 x ipads to be ordered (1 additional trolley per bubble)</p> <p>Identify learners who do not have access to technology and internet at home</p> <p>Provide parental support for accessing educational apps at home</p>	<p><i>When supporting learning, how technology is used matters more than the technology used. Clear elements of effective teaching must be present (clear explanations, scaffolding, practice and feedback).</i></p> <p><i>Support and guidance on how to use technology and educational apps is essential.</i></p>	<p>20 ipads and cases</p> <p>20 laptops</p> <p>£21173.24</p>	<p>Learner voice</p> <p>Parent voice</p> <p>Staff voice</p> <p>Technology monitoring</p>
<i>April Strategy Update</i>	<p><i>April- laptops and ipads arrived and are in use by learners to support the delivery of the curriculum. January Staff voice- Staff feel further technology would support learners accessing the curriculum and using technology cross-curricular.</i></p> <p><i>Parent voice- 8 learners do not have access to technology at home and 2 do not have access to internet. Parents feel they are supported by school. Parents feel that it can be difficult to engage their child in home learning as they see home and school separate; pastoral and blended learning offer is supporting this.</i></p> <p><i>Audit number of ipads in school and calculated number of tablets to be ordered to provide 1 per learner throughout school.</i></p>		
<p>Share Covid Strategy with all staff</p> <p>Create a 'forms' to gain staff voice and identify any gaps in staff knowledge and understanding regarding Covid Catch Up</p> <p>Email research and pedagogy with good Covid Catch Up practice</p>	<p><i>EEF- 'schools may prioritise a small number of approaches best suited to their context informed by evidence...it is essential schools continue to evaluate and monitor impact of different approaches. Ensuring every teacher is supported and prepared for the new year is essential to achieving the best outcomes for pupils. Providing opportunities for professional development—for example, to support curriculum planning or focused training on the effective use of technology—is likely to be valuable.</i></p>	<i>Cpd calendar</i>	Staff voice
<i>April Strategy Update</i>	<p><i>April- identified personal development CPD to share Covid Catch Up Strategy update.</i></p> <p><i>Autumn 1 staff voice regarding gaps in learning felt learners had gained gaps in social, cultural capital experiences, engagement for periods of time and felt they had come back positively with exemplary behaviour.</i></p> <p><i>Autumn 2 staff voice regarding appropriate technology identified staff feel further technology would support learners at home.</i></p>		
Learners have access to home learning packages when self-isolating	<p><i>The quality of content delivered is more important than how lessons are delivered, different approaches to learning should be used to meet different needs of learners and the content of the curriculum. Strategies should be used to promote independence in learning.</i></p>	<i>HLTA/teacher meetings</i>	<p>Staff voice</p> <p>Teacher/HLTA meeting minutes</p> <p>Home learning sampling</p>
<i>April Strategy Update</i>	<p><i>April- Class Dojo continues to be used to share learning achievements and information to parents. Learners self-isolating are provided with electronic equipment if needed and Class dojo class work. Learners have been provided with home learning when self-isolating, this is through the Class Dojo app. Identified parents who do not have access to Class Dojo, office send invites to identified</i></p>		

parents, Pastoral Managers and SLT support parents to access and engage with Class DoJo in a variety of ways including via telephone, letters, correspondence on Class Dojo

## Targeted Approaches

Activity	Pedagogy informed	cost	Measure
Identified learners receive additional, targeted support through interventions	<i>There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. To be most effective, creating a three-way relationship between tutor, teacher and pupils is essential, ensuring that tuition is guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback.</i>	pupil premium intervention timetable	Intervention progress data from starting point
Toolkits for classes to support Geometry cross-curricular,	<i>Learners require appropriate vocabulary, geometry cross-curricular and applied to real life situations to support the Covid gap.</i>	school supply of geometry items	Staff voice Data input
<i>April Strategy Update</i>	<i>Interventions are provided through Pathways to Success, data deep dive showed the most learners were reassessed in Geometry. The maths lead is developing CPD opportunities to raise Geometry profile including geometry kits in class.</i>		
Learners access interventions from home if required	<i>Interventions have the most impact where they meet specific need and are sustained over a period of time.</i>	Pupil Premium intervention timetable  Resources for interventions when learning from home due to covid- see sensory items cost	Intervention progress data from starting point  Parental evaluation regarding interventions at home
<i>April Strategy update:</i>	<i>Learners receive home learning through Class Dojo, interventions where appropriate, are sent home with individualised plans and purposeful activities for learners.</i>		

## Wider approaches

Activity	Pedagogy informed	cost	Measure
Learners access Tread UK for Forest Schools Learning Outside the Classroom	<i>Young minds- the pandemic this year has had a profound impact on young people whether it is due to traumatic events at home, family illness, financial concerns or the pressures of isolation</i>	14 weeks @ £1000	staff voice
Assess the feasibility of 'pen pals' so learners can write/ record a video message for a friend in another bubble	<i>Play is an essential part of children and young peoples' physical and social development. The closures of schools, parks and playgrounds combined with social distancing where children have difficulties meeting their friends to socialise may lead to more reliance on technology to stay connected and maintain social and emotional wellbeing for children. Loss of familiar spaces to play and playing with friends is especially important to children and adolescents (Barron 2019). This loss is accompanied by new dangers, such as contracting or transmitting</i>	In school resources	Learner voice

	<i>Covid 19, with the implication that outdoor play becomes hazardous. Schools have Covid safety measures in place including bubbles.</i>		
Attendance service to support school's attendance monitoring systems. Regular pastoral communication with families providing advice and support to overcome barriers to attendance.	<i>Schools have provided extensive pastoral support to pupils and families throughout the pandemic. Additional support in the new school year could focus on providing regular and supportive communications with parents, especially to increase attendance and engagement with learning. There is a risk that high levels of absence during covid, pose a particular risk for disadvantaged pupils.</i>	Attendance service team @£819	Attendance monitoring
Secondary bubbles have regular movement breaks at the end of lessons to reduce impact of staying in the same classroom	<i>Short breaks can help learner focus, increase productivity and reduce stress.</i>	No cost- send links to youtube movement break clips	Staff voice
Identified learners receive sensory packs to support home learning (e.g. flour for attention autism flour sieving, sensory fidget toys, squeeze toys, foam, therabands, material, paint playdough and a range of other sensory items as informed by learner profiles and with Occupational Therapist input)	<i>Hands on learning is important to help the learner engage with the subject matter to solve a problem and create something. They learn through immersive, hands on activities related to their</i>	£1628	Parent voice Home learning sampling
<i>April strategy update</i>	<i>April- Learners have been accessing Tread UK on a timetable. Tread offers Learning Outside the Classroom in a forest environment. Staff voice; 'Learners' loved the outdoors, engaging and fun activities. Brilliant opportunities to extend learning through outdoors activities'. Due to Covid restrictions, 'Wow' days are currently being researched with curriculum leads. Pastoral support has been outstanding regarding attendance and Covid specific advice to parents, as a result attendance improved Autumn 2. AHT attended network attendance meetings regarding recording monitoring attendance with covid related attendance codes. Landgate have signed up for Level 2 Attendance service support regarding monitoring processes, attendance meetings and school support.</i>		

<b>Total allocated</b>	<b>£23700</b>
<b>Remaining funding</b>	<b>£22992.24</b>