



Covid Catch Up Plan (CCU): Nightingale Infant and Nursery School

Following the 2020 lockdown due to the COVID-19 pandemic, schools have received an additional amount of money to provide catch-up support for those pupils that require it. Teachers and families across the country have provided extraordinary support to help children learn at home during the Covid-19 pandemic. However, for many children, the disruption caused by school closures will have had a negative impact on learning and wellbeing.

At Nightingale Infant & Nursery School, in order to utilise this additional funding in the best possible way, we have considered closely the research and advice put forward by the EEF and used timely assessments of both children's academic and personal development needs to inform our decisions. Our main academic focus will be on Early Reading, including phonics and the outcomes in reading, writing and mathematics for our Year 2 pupils.

1. Summary information

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| School | Nightingale Infant and Nursery School | | | | |
| Year | 2020/21 | Total Covid Catchup budget | £11,840 | Date of most recent CCU Review | October 2020 |
| Total number of pupils | 156 | Number of pupils eligible for CCU: | 134 | Date for next internal review of this strategy | January 2021 |
| Pupil break down No of children: YrR, Yr1, Yr2 | | | | | |

Key Priorities

1. Ensure all children attend school regularly
2. Ensure all children are emotionally supported and ready to return to learning in school
3. Ensure consistently high-quality teaching across the school leading to good outcomes for pupils
4. Ensure correctly identified children have access to high-quality interventions with measurable outcomes
5. Ensure all children can access high-quality learning at home in the event of isolation/closure of bubbles

Targeted Support- Attendance and Emotional Support

| Issues | Actions | Success Criteria | Budget |
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| <p>Parents, children and staff are anxious about returning to school after such a long break and about the continuing virus threat to their health.</p> | <ul style="list-style-type: none"> • First 2-3 weeks back, curriculum focussed around mental health and emotional wellbeing through PATHS. • Parent guidelines and children guidelines shared with parents ahead of reopening • Staff guidelines updated alongside Risk Assessment. • Staff briefings re Covid-19 and Risk Assessments each half term • Behaviour procedures amended and shared with children • Breakfast/early group offered to children struggling with separation | <ul style="list-style-type: none"> • Children, staff and parents feel supported and confident to attend work/school • Children attend well, in line with national Children fully aware of expectations of behaviour and changes from last term. • Children who are finding separation challenging, have a quiet and supportive start to the day, providing the chance to talk about their worries. | <p>Breakfast group staffing – 30minutes daily (caretaker)</p> <p>Breakfast club provisions - £10 per week</p> <p>30-minute overtime for all support staff each half term for Risk Assessment briefing -</p> |
| <p>Autumn Update</p> | <ul style="list-style-type: none"> • As of 27.11.2020 attendance was above the National % from last year and is 97.3% • All children returned to school in September and we continue to have all children attending well. • From the Parent Survey (October 2020) parents said they felt well supported through lockdown and were confident with the measure put into place re Covid-19. • Children have settled well and we have seen a significant improvement in behaviour. We feel this is due to smaller groups being outside together on the playground and clear consistent boundaries around bubbles which the children respect and understand. • Identified children struggling with mornings and separating from parents are supported well by the PSA in a breakfast group. Children are settling much more quickly and some days now being able to go to class without support. This will continue in the Spring term as we expect this need to continue after the Christmas break. • Staff and parent guidelines continue to be updated where needed and is a regular feature on the weekly newsletter and staff briefing agendas. | | |
| <p>Spring Update</p> | <ul style="list-style-type: none"> • Due to the second national lockdown, school was closed to the majority of children from January 4th 2021 to March 8th. • From parent survey, parents pleased with the level of support throughout lockdown. • There was a noticeable decline in parent and child’s mental health during this time. • Breakfast & nature group re-established on reopening to individual children • Curriculum adjusted on return to allow for mindful work, improving children’s confidence and settling back into routines • Behaviour inset held (4 twilights) to revisit school values and behaviour processes in school – this time has highlighted the need for greater consistency, transparency and adjusting to meet the needs of the children currently in school. • All pupils returned to school from 8th March with the exception of those who were shielding or required to isolate. | | |
| <p>Summer Update</p> | <ul style="list-style-type: none"> • Attendance was good (96.4%) for the academic year. • Support continued for families and children requiring additional support. • Updates in provided weekly in newsletters and website. | | |

| Targeted Support- Whole School Reading & Phonics (Including Speech & Language) | | | |
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| Issues | Actions | Success Criteria | Budget |
| <p>Children will have missed 6 months of Phonics teaching and all phases of Letters and Sounds will not have been taught, practiced and learnt. Gaps in knowledge will impact on future learning, on reading ability and writing standards as well as with accessing the wider curriculum.</p> <p>Due to the need to isolate books on return, the school does not have sufficient books for individual readers.</p> | <ul style="list-style-type: none"> • Additional phonics sessions daily in all classes • Additional phonics intervention by Year 2 teachers 1:1/small groups for the second part of the Autumn Term. 2x afternoons for 4 weeks for Year 2 • Additional phonics intervention by Year 2 teachers 1:1/small groups for the second part of the Spring Term. 2x afternoons for 6 weeks for Year 1 • Additional phonics intervention by Reception teachers 1:1/small groups for the second part of the Spring Term. • Purchase of Monster Phonics programme for the whole school • Training for all staff in Monster Phonics through staff meeting time • Purchase of Monster Phonics individual readers to compliment reading scheme • Promotion of online texts for parents to support reading at home • Parents online phonics sessions lead by teacher – weekly for 6 weeks. | <ul style="list-style-type: none"> • Pupils in Year 1 will have recapped and completed Phase 3 in early Autumn 1 and progressed to Phase 4 in a timely manner • Pupils in Y2 will be ready and prepared for Phonics Screening test in the Autumn term that was missed in June 2020. • Phonics knowledge will develop further and be used and applied in reading and written work across the curriculum. • Children will feel confident with familiar staff to help, not only with transition into new year group but also with assessing the children at the start of this unique term. • Baseline Phonics assessments in early September will establish individual pupil's knowledge and understanding and teaching will be able to plan, prepare and deliver interventions that are meaningful to individuals and small groups of children after school on a rota basis so that they still have access to a broad and balanced curriculum. • Parents will be well informed and feel more confident in supporting their children with phonics. • Teaching of phonics | <p>5 hours x 4 weeks overtime for Year 2 teachers Autumn</p> <p>5 hours x 6 weeks overtime for Year 2 teachers Spring</p> <p>1-day overtime for reception teacher x12 weeks Spring</p> <p>2-day supply per term for planning, preparation and assessment for teachers completing catch up sessions/parent workshops Total 6 days</p> <p>Monster Phonics whole reading scheme £994</p> <p>Monster Phonics Full subscription £329</p> <p>½ day overtime for reception teacher x6 weeks for online workshops</p> |
| Autumn Update | <ul style="list-style-type: none"> • 47% of children were on track to pass the phonics screening in Year 2 when they returned in September 2020, compared with 82% from the Spring term. • Weekly intervention from the class teacher (2 additional sessions weekly) have taken place with targeted children. • 82% of children met the phonics standard when completing the phonics screening in December 2020. • The school has purchased the Monster Phonics programme and books which will be rolled out in school from January 2020. • Phonics sessions continue to be a priority in all year groups. | | |
| Spring Update | <ul style="list-style-type: none"> • The dedicated covid-catch up phonic sessions with Year 2 saw 47% of children on track to meet the standard, rise to 84% at the point of assessment at the end of the autumn term. | | |

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| | <ul style="list-style-type: none"> • Due to lockdown, interventions could not go ahead as planned - interventions to be realigned for the summer term following the next data harvest. • All staff were in school during the lockdown. Where spaces were available, these were offered to Year 1 and Year 2 children who would benefit from small group work in school. Additional phonics sessions and personalised maths and English work were planned showing significant progress for individuals/reduced the likelihood of regressing. • Whole school training for Monster Phonics took place in February 2021 for all teaching staff. This is currently being used and adapted to personalise the programme to the school. • Additional books are now in the system ensuring a wider selection, more regular changing and supporting those who require more phonetically decodable books. |
| Summer Update | <ul style="list-style-type: none"> • Additional books purchased and in place – further planned for purchase in Autumn Term. • Monster Phonics being taught across the school. increased confidence in staff. • In school screening showed 82% of Year 1 pupils achieved the phonics standard at the end of the summer term. This was confirmed in the Autumn Screening Check. |

| Targeted Support- Outcomes in Reading, Writing and Mathematics for Year 2 | | | |
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| Issues | Actions | Success Criteria | Budget |
| <p>Pupils have fallen behind with their writing over the lockdown period and not been exposed to quality teaching of the different purpose for writing. They will need to opportunity to build up their stamina.</p> <p>Presentation is not at the expected standard.</p> <p>Number and place value understanding is not at age related levels due to missed teaching during lockdown.</p> | <ul style="list-style-type: none"> • Year 2 Teachers to attending online training – Securing Success in Year 2 (Maths) and Getting back on Track in English Year 2 • Increased Pupil Progress meetings to track interventions and impact - teachers to work with HoS in analysis of data to identify key children • Online parent workshops for maths to support home learning and investigative approaches • Daily handwriting practice across the school • Writing and maths intervention lead by class teacher for individual children and groups • Purchase of whole school handwriting Scheme (Nelson) | <ul style="list-style-type: none"> • % of Year 2 children achieving ARE in reading, writing and mathematics is in line with or exceeds national • Year 2 staff feel more confident in planning and teaching a recovery curriculum in English and Mathematics. • Core subject leaders are able to attend Pupil Progress meetings, allowing for tailored intervention support. • Interventions for groups and individuals are planned based on consistent and accurate assessments. • Improved presentation across the school and consistency in teaching. | <p>Training £100 x2</p> <p>Supply cover for training x 2 days</p> <p>Pupil Progress - Supply 2 days termly</p> <p>1-day supply x6 weeks for Year 2 teacher to provide online workshops</p> <p>1-day supply x6 weeks for Year 2 teacher to be released for targeted maths and writing workshops</p> <p>Nelson handwriting online resources - £120</p> <p>Nelson starter resources & assessment pack - £30</p> <p>Nelson Teacher books, starter, book 1 and book 2 - £30</p> |
| Autumn Update | <ul style="list-style-type: none"> • Year 2 teachers have completed the English and Maths sessions this term – plan to feed back to all KS1 teachers in January. | | |

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| | <ul style="list-style-type: none"> • Pupil progress meetings have taken place in year group teams to ensure whole cohort understanding. Teachers have identified children of focus and interventions and strategies they can implement together. • Purchase of handwriting and implementations to be extended to Spring Term. • Autumn Term data shows results at the end of KS1 will be in line with national at both expected and greater depth for reading, writing and mathematics. • Autumn Term data shows 71% of pupils currently on track to meet the GLD is in line with national. • Autumn Term data shows 65% of pupils currently on track to meet the expected standard in reading, writing and mathematics is in line with national. |
| Spring Update | <ul style="list-style-type: none"> • Due to lockdown, interventions could not go ahead as planned - interventions to be realigned for the summer term following the next data harvest. • All staff were in school during the lockdown. Where spaces were available, these were offered to Year 1 and Year 2 children who would benefit from small group work in school. Additional phonics sessions and personalised maths and English work were planned showing significant progress for individuals/reduced the likelihood of regressing. • Due to lockdown, no further assessments were made at February half term. Assessments will be completed at the end of the spring term with pupil progress meetings taking place at the beginning of the summer term. We are expecting % of children on track to have dipped so interventions will need to be realigned. • Staff meeting re handwriting has taken place. Subject leaders will monitor in the spring term. • Year 2 teachers (who are also maths and English leads) have attended training with Director of Achievement to support understanding and use of whole school data. A further session is booked for the summer term. All are more confident in understanding strengths and areas of development in their subjects to lead improvement. |
| Summer Update | <ul style="list-style-type: none"> • Outcomes in reading, writing and mathematics at the end of KS1 were in line with or above previous national expectations • Reading 75% ARE, writing 73% ARE, Maths 80% ARE • Reading 33% GD, Writing 22% GD, Maths 22% GD • Outcomes for EYFS were lower than previous years (64%). Children were low in social and emotional development. • Following implementation of a consistent handwriting scheme, significant improvement is seen in books across KS1, both for handwriting and presentation. |

| Targeted Support – Supporting Home Learning | | | |
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| Issues | Actions | Success Criteria | Budget |
| To allow home learning to be affective, the school requires an online platform for communication between home and school. | <ul style="list-style-type: none"> • Purchase of Seesaw for KS1 • Consultation with website provider to allow for more effective home page and links for parents • Online parent workshops for phonics – see above • Online parent workshops for maths – see above | <ul style="list-style-type: none"> • Communication between home and school is effective in supporting children’s learning • Parents feel well informed regarding learning taking place in school • Children receive a high-quality curriculum in the event of needing to | <p>Seesaw</p> <p>Website update</p> <p>½ day overtime for reception teacher</p> <p>x6 weeks for online workshops – see above</p> |

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| There is a likelihood of individuals and bubbles needing to isolate | <ul style="list-style-type: none"> • Purchase of additional reading books for individual reads – see above • Purchase of My Maths for all year groups | <p>isolate which is in line with what is being taught in the classroom.</p> <ul style="list-style-type: none"> • Children have access to a broad range of suitable books to read at home which can be changed regularly. | <p>Monster Phonics whole reading scheme – see above</p> <p>My Maths subscription - £339</p> |
| Autumn Update | <ul style="list-style-type: none"> • Seesaw purchased and implemented for KS1. We have not had to close a bubble in KS1 so this has not been used for remote learning to date. Class teachers have now posted half termly homework on the platform so children can respond in this way. Notices and supportive videos have also been posted to support parents and children with general home learning. The introduction of Seesaw has been welcomed by parents. • Website updated with a more informative homepage and additional buttons for ease of use when looking for Covid information in particular. • Purchase of additional reading books through Monster Phonics have been purchased and we are awaiting delivery. • My Maths has been purchased with classes set up. Staff are using the remainder of the term to become familiar with it before rolling out to parents in the Spring Term. | | |
| Spring Update | <ul style="list-style-type: none"> • Due to the second lockdown, remote learning taking place across the school from January 4th to March 8th. • KS1 teachers attended training for use of Seesaw which improved confidence and enabled a greater understanding of creative use. • Parent survey completed by 80 parents at the end of January. Very positive regarding work set and feedback provided. • Whole school training for Monster Phonics took place in February 2021 for all teaching staff. This is currently being used and adapted to personalise the programme to the school. • My Maths training for all staff completed March 2021. Currently being used in school to roll out to parents in the summer term. | | |
| Summer Update | <ul style="list-style-type: none"> • Seesaw and Tapestry continuing to be used for home learning and communication between home and school. • Website updated • My Maths being used in school as feedback from staff and parents felt there were enough platforms/resources being used at present. | | |

| Timetable of Additional Interventions/Actions | | | | | |
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| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Breakfast/morning nurture group established – continue through the year when needed | Year 2 phonics additional intervention – 6 weeks | Year 1 phonics additional intervention – 6 weeks | Year 2 focussed writing & maths interventions – 6 weeks | Reception phonics additional intervention – 6 weeks | |
| Year 2 Maths & English Training through VNET | Purchase, training and implementation of Monster Phonics Purchase of My Maths | Parent phonics workshops online Implementation of Nelson Handwriting across the school | Parent maths workshops online | | |

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| | Focussed Pupil Progress Meetings | Focussed Pupil Progress Meetings | Focussed Pupil Progress Meetings | Focussed Pupil Progress Meetings | Focussed Pupil Progress Meetings |
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