



## **Covid 'catch-up' Ignite plan updated March 2021**

The government announced £1 billion of funding to support children and young people to catch up lost time after school closure. This is especially important for the most vulnerable and disadvantaged backgrounds. This funding includes:

- a one-off universal £650 million catch up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time
- a £350 million National Tutoring Programme to provide additional, targeted support for those children and young people who need the most help, which includes:
- a schools programme for 5 to 16-year-olds
- an oral language intervention programme for reception aged children (NELI Nuffield language programme)

The catch-up premium is funded on a per pupil basis at £80 per pupil. This will be based on the previous year's census, meaning Marish Primary School will be receipt of £64,160 and Willow Primary School will be receipt of £32,880.

At Marish Academy Trust, we acknowledge that children need to 'catch up' following the global pandemic. However, whilst we agree that a tiered approach is necessary, we have decided to implement the wider strategies first as a priority because of our local knowledge of the needs of our community. Habitually, Marish Academy Trust has focused on the whole child and during the pandemic this has been extended to the whole family. Our experience has taught us that meeting basic needs such as food, shelter, safety and transport must come first before any child or adult is in a position to make the most of their educational opportunities. Therefore, our approach is to address these needs first and once the child is in school then assess them for gaps in learning and wellbeing issues. Once this initial assessment is complete, we then develop customized catch up programmes for each child.

Specific Aims for 2020-22 within target area	Steps/actions or other plans in place to achieve this aim (what it will look like)	Success criteria/Impact of improvement actions - how we will know that we have achieved this aim
<p><b>1.To ensure each child on roll is able to attend school on a regular basis in a fit state to make the most of their educational opportunities.</b></p>	<p>Work with the families in our community to establish what constitutes barriers to learning or wellbeing for them. The starting point for this is the enhanced communication and partnership that we have developed with all families since the beginning of the pandemic.</p> <p>Engage via outreach with any families reluctant to return to school or who are unable to return to school because of illness or vulnerability. Ensure their basic needs around food and shelter are met and they stay in communication with us during any period of absence. Practically, this may mean daily phone calls, food parcels, visits and sign posting for mental health and medical services.</p>	<p>95% + attendance in school and all those attending are able to access learning opportunities at their own level which have been developed in response to an initial assessment of their needs.</p> <p>Provide transport, free at the point of need, for those children who would not be able to attend otherwise. 100% of families will engage in partnership with us.</p> <p>Any pupils unable to attend school regularly access remote learning or hard copy resources provided by the school and their progress and engagement is tracked with regular feedback. Devices and internet access will be provided as necessary by the school.</p>
<p><b>2.Expand our community offer to respond to the evolving needs of the post pandemic world so ensuring that personal development of all pupils recovers quickly and is sustained at an outstanding level overall.</b></p>	<p>Following the initial assessments mentioned above which will be carried out by all staff working with the families they have good relationships with, provision will be made to use COVID catch up premium for extra play therapists, social skills provision, learning mentoring, supervision for parents and children, extra resilience building days and a new Trustwide mentoring approach based on attachment theory.</p>	<p>The vast majority of children will recoup their customary resilience quickly and make accelerated progress in school so that by the end of 2021/22 academic year, their outcomes both hard and soft are at least as good as they would have been prior to the pandemic.</p> <p>A very small minority of pupils/staff/parents may exhibit ongoing mental health issues related to the pandemic but these individuals will be well supported by the trust and although their recovery is slower, they will make progress towards this.</p>
<p><b>3. Sustain the already outstanding wellbeing provision that the Trust had in place prior to 2020.</b></p>	<p>Ensure R-Time, daily mile, talk time, quality PE and outdoor learning, extra curriculum provision, trips and experiences such as visitors and workshops are maintained and enhanced particularly during summer term 2021. If necessary, some covid catch up premium can be used to provide these experiences to families who can not afford this otherwise.</p>	<p>The bespoke curriculum and extra curriculum opportunities will enable the vast majority of children to return to full mental and physical health by the end of summer term 2021.</p>
<p><b>4. Ensure that all pupils are able to catch up any English and mathematics skills they have missed that are necessary to function as an economically active member of British society.</b></p>	<p>Focus on consolidation of basic skills. The core skills which enable successful learning will require increased curriculum time across all year groups in the very short term following initial assessments.</p> <p>Additional lesson time on core teaching maybe needed following our initial baseline assessments in 2021. However, differentiation is key here and a blanket approach will meet individual needs. The</p>	<p>Improved handwriting, spelling of high frequency words, basic sentence punctuation, times tables recall, basic addition &amp; subtraction fact recall and reading skills relevant to age from our baseline assessments in March 2021.</p> <p>Assessments in 2022 will show progress across all cohorts which is at least of the level of the 2019 results. Attainment will be for the</p>

<p><b>4A. Ensure that EYFS children, those new to English or those with an SEN need are enabled to catch up on the skills they have missed at a crucial stage of their education.</b></p>	<p>curriculum ignite plan will be updated with specifics at regular intervals and year team leaders will make provision for the needs of their cohorts.</p> <p>Train all teachers and support staff in early years to implement an oral language programme for early years pupils In Spring term 2021, we have commenced delivery of the Nuffield Neli programme. SEE EYFS ignite plan. (See EYFS Ignite plan)</p> <p>Continue to embed high quality early Mathematics and literacy provision which prioritises the acquisition of language enabling pupils to communicate well and develop into fluent readers and confident mathematicians. (See Maths and Literacy Ignite plans)</p> <p>Prioritise the teaching of reading through phonics and storytelling to ensure that children develop a passion for reading which prepares our pupils effectively for key stage one.</p> <p>Employ reading recovery consultant for extra day a week during 2021 to ensure children who missed out on vital reception or year 1 in school time are enabled to catch up and learn to read quickly without any long term damage to their self-esteem.</p>	<p>vast majority of pupils, in line with what they would have achieved before the impact of the pandemic.</p> <p>Targeted support to focus on and practice basic skills. This will be supported by additional staffing utilising catch up premium – dependent on need as identified from the baseline assessment in March 2021.</p> <p>Children communication skills and spoken English is of a good standard enabling them to access the whole curriculum as they move through the schools as well as communicating with their peers and adults.</p> <p>Children listen and comprehend familiar stories, songs, rhymes, and texts, through exposure to these and other speaking and listening activities and modelling from adults.</p> <p>Reading recovery impacts the lowest 20% of readers across the schools so that their attainment it at least as good as it would have been before the pandemic and their progress since returning to school is better. The impact on their self esteem, confidence and their ability to make the most of their educational opportunities is enhanced.</p>
<p><b>5. The intent, implementation and impact of our evolving curriculum continues to develop to meet the needs of all of our pupils alongside a programme of enhanced enrichment activities and extra curriculum provision.</b></p>	<p>We will continue to deliver our intended curriculum through well sequenced, purposeful learning schemes. We will fill gaps or start at an earlier point if content has been missed and we will identify this through initial assessments at the beginning of any new topic through questioning pupils.</p> <p>Our quality first teaching will include the use of adult support, pre-teaching, scaffolding, re-modelling, ongoing retrieval practice and targeted intervention.</p>	<p>The curriculum continues to evolve in response to the needs of the community. The pandemic is just one other such need and is actually relatively easy to manage because it has impacted across the whole of the community and is a common experience. Barriers to learning will continue to be identified, addressed and removed by quality first teaching, interventions and specific individualised support for the few pupils who need this over a longer period of time. In consequence, both the curriculum and pupil outcomes are maintained at an outstanding level.</p>