



**Cookridge Primary School**  
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## Cookridge Primary School's COVID Catch-Up Plan 2020/21

### I. Summary information

<b>School</b>	Cookridge Primary School				
<b>Academic Year</b>	2020/21	<b>Total budget</b>	£24,000	<b>Total number of pupils</b>	315
<b>Lead staff member:</b>	Ben Kerr (Deputy Headteacher)			<b>Lead Governor:</b>	Scott Hoath

### Guidance

*Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.*

*Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11.*

*As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.*

### Use of Funds

Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year. Schools have the flexibility to spend their funding in the best way for their cohort and circumstances. To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a coronavirus (COVID-19) support guide for schools with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way

### EEF

- Teaching and whole school strategies
  - Supporting great teaching
  - Pupil assessment and feedback
  - Supporting remote learning
- Targeted approaches
  - One to one and small group tuition
  - Intervention programmes
  - Planning for pupils with Special Educational Needs and Disabilities (SEND)
- Wider strategies
  - Supporting pupils' social, emotional and behavioural needs
  - Supporting parent and carers
  - Access to technology



## Identified Impact of Lockdown

	Reduce the gap in KS1 writing, between PPG and Non-PPG, by securing basic skills.
	Reduce the gap in KS2 reading, between PPG and Non-PPG, by securing basic comprehension skills.
	Parents and other adults are less likely to engage in extended talk or take part in 'sustained shared thinking'.
	Parents are less likely to teach children the alphabet, counting and numbers.
	Parents are less likely to be actively involved in games and activities and therefore children miss opportunities for development.

## Outcomes

	<i>Desired outcomes</i>	<i>Success criteria and how they will be measured</i>
	Key Stage 1 children secure the basic fluency skills in writing and reading needed to learn all other facets (handwriting, reading fluency).	PPG children's progress is in line with national and the gap between PPG and Non-PPG is ever decreasing.
	KS2 children are diminishing the difference in Reading.	PPG children's progress and attainment is in line with national.
	Parents are more informed as to the pedagogical approaches we use and able to support their children better at home, especially with the use of home learning platforms. Ultimately, improving % of PPG children achieving ARE and narrowing the gap in attainment between PPG and Non-PPG by the end of KS2.	The home learning platform helps support all families during bubbles isolating. The school provides opportunities for PPG families to receive extra support, funding for enrichment, nurture and advice on their children's education.





<p>➤ <b>Pupil assessment and feedback</b></p>	<p>Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.</p>	<ul style="list-style-type: none"> <li>➤ Feedback on tasks given via phase email addresses or a daily Teams/Zoom check in meeting.</li> <li>➤ Staff responded to concerns promptly, even if this was outside of the working school day. Concerns were logged via phase email addresses. Staff replied via email or telephone.</li> </ul>	<p>Within the duties of the Teachers and Attendance officer therefore percentages of salaries can be attributed to the catch-up funding plan</p>	<ul style="list-style-type: none"> <li>➤ PPG children’s progress is in line with national and the gap between PPG and Non-PPG is ever decreasing.</li> <li>➤ PPG children’s progress and attainment are in line with national.</li> </ul>
<p>➤ <b>Supporting remote learning</b></p>	<p>Focusing on high-quality remote learning will always be valuable for pupils. Planning for a well implemented remote learning strategy can be effectively combined with revisiting homework policies and related approaches to fostering independent learning. EEF suggests that when implementing strategies to support pupils’ remote learning, or supporting parents to do so, the key things to consider include: Teaching quality is more important than how lessons are delivered Ensuring access to technology is key, particularly for disadvantaged pupils Peer interactions can provide motivation and improve learning outcomes Supporting pupils to work independently can improve learning outcomes Different approaches to remote learning</p>	<ul style="list-style-type: none"> <li>➤ Home Learning Platform took the form of a weekly timetable using our school website and App, in order to set time guidance of activities as well as expectations of how much work was expected on a daily and weekly basis.</li> <li>➤ Provide a suite of home learning options. Families select the most appropriate for both parents and child: daily online learning tasks, downloadable packs, printed packs that are collected from school.</li> </ul>	<p>Within the duties of the Teachers and Attendance officer therefore percentages of salaries can be attributed to the catch-up funding plan</p>	<ul style="list-style-type: none"> <li>➤ The home learning platform helps support all families during bubbles isolating. The school provides opportunities for PPG families to receive extra support, funding for enrichment, nurture and advice on their children’s education.</li> </ul>
<p><b>Total budgeted cost for tiered action i</b></p>				<p><b>£31,000</b></p>



ii. Targeted approaches				
EEF recommended strategy	EEF Rationale	Specific implementation at Cookridge Primary School	Cost	Expected Impact
<p>➤ <b>One to one and small group tuition</b></p>	<p>High quality teaching is supported by, and inextricably bound to, targeted academic support. Good assessment will reveal that some pupils have lost learning, misunderstood content, or made gains in their knowledge, during the extended period of Covid-19 partial school closures. This may require targeted one to one or small group tuition to address gaps. There is extensive evidence supporting the impact of high-quality 1:1 and small group tuition as a catch-up strategy.'</p> <p>Providing additional out-of-class support after lessons can help to close gaps and/or deepen understanding. It may again be useful to look back at previous years' steps to support this</p>	<p>➤ Face-to-face teaching (Sometimes 1:1) for our most vulnerable. Focusing on key ideas and setting up the home learning with modelling, explanations and immediate feedback—sharing the metacognitive steps needed to complete a task.</p>	<p>£22,000</p>	<p>➤ PPG children's progress is in line with national and the gap between PPG and Non-PPG is ever decreasing.</p> <p>➤ PPG children's progress and attainment are in line with national.</p>
<p>➤ <b>Intervention programmes</b></p>	<p>Generally, the use of TAs to deliver high quality interventions, which complement the work of the teacher, is a 'best bet' and could be a powerful way of mitigating any impacts of time away from school and see positive gains for pupils. We suggest schools should adopt one or two well-chosen, and well implemented, TA-led interventions, judiciously used to complement and extend class-based teaching and learning.</p> <p>In order to support pupils who have fallen the behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary.</p> <p>Sessions are often brief (15-45 mins), occur regularly (e.g. 3-5 times per week) and are maintained over a sustained period of time (e.g. 8-20 weeks). Staff receive extensive training from experienced trainers or teachers.</p>	<p>➤ Vulnerable learners not in school receive graded support as indicated by monitoring system e.g. accessibility to a device, paper copies, extra phone calls to support learning and well-being, bespoke feedback.</p>	<p>Within the duties of the Teachers and Attendance officer therefore percentages of salaries can be attributed to the catch-up funding plan</p>	<p>➤ PPG children's progress is in line with national and the gap between PPG and Non-PPG is ever decreasing.</p> <p>➤ PPG children's progress and attainment are in line with national.</p>



<p>➤ <b>Planning for pupils with Special Educational Needs and Disabilities (SEND)</b></p>	<p>Creating a positive and supportive environment that promotes high standards and positive relationships can help ensure pupils can access the best possible teaching. Consistent routines are important for behaviour in school and this proactive approach to behaviour will support all pupils, including those with SEND.</p> <p>An important principle for teachers in managing behaviour is to get to know and understand each pupil, supporting them in the self-regulation of their behaviour. Self-regulated learners can see larger tasks as a series of smaller more manageable steps. Pupils will need teachers, teaching assistants or tutors to scaffold self-regulation to support them in organising equipment, their time and remembering routines.</p>	<p>➤ Expectation that all vulnerable learners in school full-time, experiencing quality first teaching and support with follow-up.</p>	<p>Within the duties of the Teachers and Attendance officer therefore percentages of salaries can be attributed to the catch-up funding plan</p>	<p>➤ PPG children’s progress is in line with national and the gap between PPG and Non-PPG is ever decreasing.</p> <p>➤ PPG children’s progress and attainment are in line with national.</p>
<p><b>Total budgeted cost for tiered action ii</b></p>				<p><b>£22,000</b></p>

iii. Wider approaches				
EEF recommended strategy	EEF Rationale	Specific implementation at Cookridge Primary School	Cost	Expected Impact
<p>➤ <b>Supporting pupils’ social, emotional and behavioural needs</b></p>	<p>A large and often unrecognised part of teachers’ work has always involved providing support for pupils’ social, emotional and behavioural needs. Understandably, the impact of Covid-19 closures means many schools are revisiting their approach, to secure support in readiness for this new school year.</p> <p>As most children will change teachers in September, valuable transition information will need to be supplemented with a sustained focus on supporting and monitoring pupils’ social, emotional and behavioural needs. Once more, meaningful and manageable assessment will be crucial.</p>	<p>➤ Well-being Wednesday tried to establish fun activities away from electronic screens.</p>	<p>Within the duties of the Teachers and Attendance officer therefore percentages of salaries can be attributed to the catch-up funding plan</p>	<p>➤ The home learning platform helps support all families during bubbles isolating. The school provides opportunities for PPG families to receive extra support, funding for enrichment, nurture and advice on their children’s education.</p>



<p>➤ <b>Supporting parent and carers</b></p>	<p>'Pupil's access to technology has been an important factor affecting whether they can learn at home. As pupils return to schools, technology could also be valuable; for example, by facilitating access to online tuition or support.'</p>	<p>➤ <b>Tiered contact</b> — work sent to phase email addresses, attendance at daily check in Zoom/Teams calls. If no contact within two days phone calls were made. If still no contact passed onto Attendance Officer who would conduct a home visit if unable to contact children.</p>	<p>£100</p>	<p>➤ The home learning platform helps support all families during bubbles isolating. The school provides opportunities for PPG families to receive extra support, funding for enrichment, nurture and advice on their children's education.</p>
<p>➤ <b>Access to technology</b></p>	<p>Parents have played a key role in supporting children to learn at home and it is essential that schools and families continue to work together as pupils return to school. Providing additional books and educational resources to families, with support and guidance, may also be helpful – for example, offering advice about effective strategies for reading with children</p>	<p>➤ Technological support – Spending on extra computers and i-pads to help support those in accessing online resources at home and in school.</p>	<p>£10,000</p>	<p>➤ The home learning platform helps support all families during bubbles isolating. The school provides opportunities for PPG families to receive extra support, funding for enrichment, nurture and advice on their children's education.</p>
<b>Total budgeted cost for tiered action iii</b>				<b>£10,100</b>
<b>Total spending</b>				<b>£63,100</b>
<b>Total funding</b>				<b>£24,000</b>
<b>Schools main budget contribution</b>				<b>£39,100</b>