



**The Covid-19 Gap
And DfE Grant
Action Plan**

July 2020

School Name: Sacred Heart Catholic Academy





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Completed by: Karen Taylor					
Success Criteria	Actions	Financial costs	Evaluation & Impact November 2020	Evaluation & Impact February 2021	Final Evaluation & Impact June/July 2021
1.1 Children have classroom access to technology to support their learning and the increased completion of electronic diagnostic assessments.	Purchase 30 I-Pads for lower KS2 (15 FROM OLoL funding & a further 15 to be purchased through Gov catch up funding)	£4800 (15 units) (approx quote obtained from Will)	November 2020 IPads in each class in KS2 has enabled all children access to IT for learning and assessment purposes.	February 2021 Utilising IPads with children in school for learning and assessment opportunities. Will assess home learners on return to school 8.3.2021	
	License (annual) for i-Pads	£120 (£8 per unit)			
1.2 Implement a diagnostic assessment tool in Reading and maths to swiftly identify gaps in children's Reading and maths development. (STAR assessments) https://www.renaissance.com/products/star-assessments/	a. Book a demo from STAR assessment to see if this is a suitable diagnostic tool.	FREE	HT & Dep HT considered this would support class teachers in quickly assessing gaps in learning to be addressed in Advent term 2020. Staff CPD in Star Assessment July 2020. November 2020 Star Assessments taken place across KS2 and Yr2	February 2021 2 nd round of Star assessments to take place before Easter to support planning for interventions required post COVID Lockdown January 2021.	
	b. Use STAR Reading assessment as a multiple choice question diagnostic assessment tool for identifying children's gaps in Reading upon their return in September. (Year 2 – 6 KS2)	£5247.06 152 pupils 3 yrs sub Reading 182 pupils in maths 3 Yrs subscription			
	c. Use STAR Maths assessment as a multiple choice question diagnostic assessment tool for identifying children's gaps in Maths upon				

	<p>their return in September.</p> <p>a. (Year 1 – 6)</p>				
<p>1.3 Children’s mental health and well-being to be supported by an ELSA trained member of staff.</p> <p>http://www.em-edsupport.org.uk/Event/71543</p>	<p>a. ELSA trained member of staff to join a OLOL Trust network group.</p>	£150 per year.	<p>Advent term 2020 - ELSA catch up support for all children in need. Supported by SENCO and ELSA.</p>	<p>Lent term Children allocated to ELSA programme and further children to a weekly catch-up to alleviate anxieties.</p>	
	<p>b. The ELSA and Mental Health First Aider will work together with the SENco to identify and support individual children’s well-being needs.</p>	Allocated time in school			
	<p>c. ELSA TA to provide 2 afternoons per week support to children identified in need of 1 to 1 or small group support. (ELSA & SENco to allocate and monitor)</p>	Costings allocated in main budget.			
<p>1.4 Plan additional teaching assistant hours to be able to implement and deliver some of the targeted interventions listed above.</p>	<p>a. Ensure every class has a TA in class to support English and Maths teaching</p> <p>b. Create a timetable for additional intervention; phonics, number, reading, inference etc highlighted through teacher and Star assessments.</p> <p>c. Deputy HT & SENco – Intervention leads to monitor impact of</p>	<p>4 x 3.25 hours per day</p> <p>Per week = £208</p> <p>Per 39 weeks = £8112 (13 hours a week)</p>	<p>November 2020 TA/LSA support in each class bubble. Providing support in class and interventions to address gaps in learning due to school closures March – July 2020.</p>	<p>February 2021 From 5.1.2021 school closures resumed. COVID catch up was temporarily suspended for children working at home. Children in school continue to be supported. Live teaching provides direct teaching and connection between the class teacher and home learners.</p>	

	<p>interventions & lead regular strategy meetings with SLT to plan for next steps.</p> <p>d. HT to support phonic intervention</p> <p>e. Deputy HT to support RQT</p> <p>f. Double teaching available during music teaching. Yr4 & 5 will be released to support where need is assessed (MC & JO)</p>	<p>None</p> <p>None</p> <p>None</p>		<p>IT devises sources via the DfE (6 laptops) Via pleas to the parish, local community and Trust (6 laptops and 1 tablet) (3 further devices which were too old to utilise) TA provision reallocated to support intervention work following 2nd round of Star assessment completion.</p>	
<p>1.5 To ensure phonetically decodable books are available for all children in all book band colours across KS1.</p>	<p>a. Audit the KS1 individual home reading books to ensure there are enough phonetically decodable books. This is due to greater numbers of children needing access to these books following 6 months home-schooling. Order phonetically decodable books to fill low levels of book bands in KS1.</p> <p>a.</p>	<p>£500</p>	<p>November 2020 Books and resources purchased to support Yr1,2 and Yr3 Phonic intervention in the Advent term. Phonetic reading books topped up to ensure each year group in FSU and KS1 can fully support their children's needs.</p> <p>Year 2 Phonic check at 80%</p>	<p>February 2021 NCC Phonic intervention training attended by 3 TA's and will be carried out post Lent Phonic check. EYFS TA trained in NELI Nuffield Early Language Intervention recommended by the DfE. Start up in Feb 2021</p>	

	b.				
<p>1.7 To support pupils who have lower attainment due to school closures. Catch-up utilising in-house interventions; NELI speech and language in EYFS, Phonics in F2-Yr3, Maths and reading across the school.</p>	a. Target children, following analysis of Star Assessment who would benefit from small group/ 1to1 tutoring	£2550	November 2020 TA provision in each class to support PP children and children highlighted by the Star assessments as in need of intervention to get them back to the standards they were achieving prior to school closures in 2020. Additional teacher (NQT) to provide release time across the school in supporting teachers providing in-class interventions	February 2021 School closures has suspended some of the intervention work planned. During the Lent term the NQT provided support in Yr5 alongside the DHT. From February 2021 a very experienced TA (former teacher) is providing intervention support in KS2, following re-assessment of the children in school using Star Assessments. This will include the children returning to school once school reopens to all children.	
	b.				