



Lyndhurst Infant School Post Covid Learning Plan 2021 (Covid 19 Catch-up Premium)

This plan is the amended plan following the second Lockdown in January 2021. Children who have been identified for specific interventions and support after our data capture and assessment. These children have shown poor or (2 or less than 2 steps) no progress. There is a focus on reading, writing and maths.

Responsibility for children making accelerated progress lies with the class teacher. This should be done through planning and provision of high quality, systematic teaching.

All children have been disadvantaged during the pandemic and will benefit from outdoor work in the forest school area. Benefits of this provision include:

- Our belief in an holistic approach to behaviour and learning
- An opportunity to reconnect as a community
- Relieving stress and anxieties so that minds and brains can refocus on academic learning
- Replacing fear with fun!

Summer TERM

EYFS (incl SSC)					
Teaching	Targeted Academic Support	Wider Strategies	Who Budget/Cost	Evaluation	Impact
Maths Quality First teaching	<ul style="list-style-type: none"> • EY Support Maths training for staff - Pathway 1 from Jade Clifford. • Number, Pattern and Shape 	Training to take place and team leader to monitor planning and implementation. Impact that teachers and children confident and fluent	Supply to attend course	Has practice and provision improved?	
Fine /gross Motor skills	<ul style="list-style-type: none"> • Teachers to plan fine and gross motor skill development opportunities each morning 	Learning at Home – Teachers to send home ideas and resources for children to practice at home. Team Leader to include on Newsletter	Teachers Resources ie the Dry wipe	Planning shows a sequence of fine and gross motor skills being taught – transferring into writing patterns and handwriting. Gross	



Lyndhurst Infant School Post Covid Learning Plan 2021 (Covid 19 Catch-up Premium)

	<ul style="list-style-type: none"> • Children are taught skills in the outside area and identified children are taught and monitored ie throwing, catching, balancing, riding a bike • Use Wallets of Wonder so learners can be supported to write accurately (muscle memory) • Handwriting and letter joins being taught systematically through outstanding modelling by practitioners on a daily basis linked to phonics and high expectations for all • Finger gym being taught as part of a good handwriting routine • All teaching staff to refer to EEF guidance for strategies 	<p>Letter formation mats sent home so that parent/carers know how to correctly form letters</p> <p>Ideas and provision shared by practitioners on FB site Outdoor provision supports the development of handwriting through a creative approach</p>	<p>wallets (Wallets of Wonder) £60 Pens and paints</p>	<p>motor games being taught ie standing on one leg etc</p> <p>Children enjoy practising their writing and building up their strength and fluency</p> <p>Displays show a high quality of expectation</p> <p>Writing/writing patterns in books show that there are plenty opportunities to practice and staff are modelling and correcting using multimedia with a multi-sensory approach ie music etc</p>	
--	--	---	--	--	--



Lyndhurst Infant School Post Covid Learning Plan 2021 (Covid 19 Catch-up Premium)

Phonics	<ul style="list-style-type: none"> Phonics to be taught daily - systematically and efficiently 	Children who need more support are to receive extra phonics	Class teachers	Children can use phonics to read and write Link reading books to phonic stages	
Writing	<ul style="list-style-type: none"> Teachers model writing and support learners to mirror correct word and sentence structure Adults rehearse and model the key elements of sentence writing – Capitals, spaces and full stops. Children to practice skills both in the classroom and outdoor areas Adults plan that children learn to write key words and practice their phonic knowledge and begin to add onto sentences (build) and write sentences independently HLTA works with small groups on writing simple sentences and Phonic catch up 	<p>Children read and share books that excite and ignite their love of reading and writing and can see/use the link between the two</p> <p>Children have opportunities to rehearse phrases and speech so that they can attempt to write independently (inside and outside) Use role play and small world/drama to rehearse key language/phrases</p> <p>Children are encouraged to steal and borrow vocabulary from rich texts</p> <p>Parent/carers are encouraged to record words that their children have found so that they can be shared</p>	<p>Class teachers</p> <p>HLTA</p> <p>TAs to model rich vocabulary and extend letter formation and phonic knowledge through play – games, role play etc</p>	<p>Children using Key words independently</p> <p>Children using phonic knowledge to attempt plausible spellings</p> <p>Children are confidently writing key sentences through supported activities or independently</p>	



Lyndhurst Infant School Post Covid Learning Plan 2021 (Covid 19 Catch-up Premium)

Quality teaching	<ul style="list-style-type: none"> LH to support writing in EYFS through modelling the teaching of supported sentence writing LH working with groups of children within the writing sessions as part of their daily work Individual reading/phonics for some children who may need sessions of reinforcement 	LH to meet/phone parent/carers to explain how they can support their child at home	LH 1 day per week	Identified children are making progress from their starting points – see Data collection/evidence	
Skills teaching	<ul style="list-style-type: none"> Children taught skills/knowledge systematically both outside and inside 	<p>Each week to use assessments to inform planning. All adults responsible for teaching groups of children the skills needed – both inside and outside</p> <p>All adults to use teaching time efficiently and effectively with targeted children. Teachers to direct TAs to specific tasks and children.</p>	All teachers and TAs	Accelerated progress of all learners	
Language and Vocabulary	<ul style="list-style-type: none"> Rich Language and Vocabulary to be part of all teaching and supported by the learning environment 	NELI TAs to receive training. Course is free but may need cover to complete training	Team Leader TAs Course is free Resources to support the course	S & L is improving and there is a focus for the children who need it. Ethos and culture of improving spoken language and	



Lyndhurst Infant School Post Covid Learning Plan 2021 (Covid 19 Catch-up Premium)

	<ul style="list-style-type: none"> • NELI programme from T2 for identified children 	<p>Parent/carers will be expected to reinforce the work completed in class</p> <p>Topics and books promote language and focus on Key Skills ie past and present, seasons etc</p>	Training supply costs	excitement of learning new and challenging vocabulary	
Year 1 (incl SSC)					
Teaching	Targeted Academic Support	Wider Strategies	Who Budget/Cost	Evaluation	Impact
Writing	<ul style="list-style-type: none"> • All children are exposed to high quality teaching and expectations within the classroom, this includes vocabulary extension work • Children will continue with their programme of correct letter formation and handwriting, linked to phonic acquisition • Children are taught phonics systematically and are expected to use their phonic and Key word knowledge to write words fluently 	<p>Parent/carers of identified children will support their learning by practicing at home.</p> <p style="background-color: yellow;">Intervention leads will liaise regularly with parents</p> <p>Class teachers and intervention leads to share useful resources and online resources with P/Cs</p>	<p>All staff</p> <p>SB 1 day per week – enhanced provision of the planning</p>	<p>Evidence and Data exemplifies progress and narrowing of gaps for identified children</p> <p>Children on track to pass phonic screener</p> <p>Children are confident writers and have good strategies to write creatively and with fluency</p>	



Lyndhurst Infant School Post Covid Learning Plan 2021 (Covid 19 Catch-up Premium)

	<ul style="list-style-type: none">• Children are supported to write simple sentences through modelling and copying, building on their independent skills.• Children are taught to build simple sentences and extend these sentences with confidence• Children are supported to write creatively collecting new and exciting words• Identified children will work with SB on improving fluency (key words and phonics) in writing, simple/extended sentences – within the classroom and in small groups• DS to read with identified group to extend vocabulary, fluency and comprehension – transfer skills into writing				
--	---	--	--	--	--



Lyndhurst Infant School Post Covid Learning Plan 2021 (Covid 19 Catch-up Premium)

Maths	<ul style="list-style-type: none"> Number formation is corrected and embedded by all staff. Children are encouraged to identify and write numbers correctly within their environment (use Wonder Wallets) Mathematical concepts are planned and taught systematically by teaching staff. Data/teachers to identify children who have gaps in their learning. These children to be supported through a catch up programme – ECC and through personalised learning both within the classroom and in small group work 	<p>Parent/carers of identified children will support their learning by practicing at home.</p> <p>Intervention leads will liaise regularly with parents</p> <p>Class teachers and intervention leads to share useful resources and online resources with p/cs</p>	Zena Sturgess – ECC 9 hours & Cost of Y1 course	Evidence of progress and narrowing of gaps through work and data	
Year 2 (incl SSC)					
Teaching	Targeted Academic Support	Wider Strategies	Who Budget/Cost	Evaluation	Impact
Writing and Reading	<ul style="list-style-type: none"> All children are exposed to high quality teaching 	Team Leader to support reading and comprehension –	HEL 1 X day per week	Identified children are making progress and	



Lyndhurst Infant School Post Covid Learning Plan 2021 (Covid 19 Catch-up Premium)

	<p>and expectations within the classroom</p> <ul style="list-style-type: none"> • Children will continue with their programme of handwriting and presentation skills • Children are taught phonics systematically and are expected to use their phonic and Key word knowledge to write and spell words building up fluency • Children are supported to write simple and extended sentences through modelling and copying, becoming more independent and fluent. • Children are supported to write creatively collecting new and exciting words to use in their writing. • Identified children will work with HE on improving fluency (key words and phonics) in writing, simple/extended 	<p>vocabulary extension for children below expectation JS to support acquisition of language skills and reading strategies</p> <p>Consistent approach to Learning phonics and Key Words – parent/carers to support</p> <p>Confidence building – certificates and work displayed</p> <p style="background-color: yellow;">Intervention leads to liaise with parent/carers</p>	<p>JH 1 X half day per week JS 3 X 30 min per week - after school sessions</p>	<p>are on track to meet ARE</p> <p>Children are more confident and writing is more fluent</p> <p>Children see themselves as writers and readers and can see the link between the two</p>	
--	---	--	--	--	--



Lyndhurst Infant School Post Covid Learning Plan 2021 (Covid 19 Catch-up Premium)

	<p>sentences and meeting the end of Key Stage criteria</p> <ul style="list-style-type: none"> • Jo S to run a phonics/writing group after school for 30 mins X 3 sessions each week 				
Maths	<ul style="list-style-type: none"> • Mathematical concepts are planned and taught systematically by teaching staff. • Data/teachers to identify children who have gaps in their learning. These children to be supported through a catch up programme – ECC and through personalised learning both within the classroom and in small group work • KH to support small group maths groups. Place Value has been identified as an area for development and then moving onto calculations 	<p>Home Learning challenges children to learn quick recall facts that will help their fluency in number calculations</p> <p>Certificates in assembly to reward</p>	<p>KH 1 X day per week</p>	<p>Identified children are making progress and are on track to meet ARE</p> <p>Children are more confident and are more fluent during problem solving and calculation activities</p> <p>Children see themselves as mathematicians</p>	
Social and Emotional Developmental Gaps					
Teaching	Targeted Academic Support	Wider Strategies	Who Budget/Cost	Evaluation	Impact



Lyndhurst Infant School Post Covid Learning Plan 2021 (Covid 19 Catch-up Premium)

<p>PSHE/Recovery Curriculum and NME project</p> <p>Therapeutic Thinking</p>	<ul style="list-style-type: none"> Teachers to assess each child's development through the NME Mini Maps to identify any gaps, caused by trauma that will hinder/create a barrier to learning Complete the Mini Maps and compare to previous maps completed. Group children together to design activities which will support the closing of emotional gaps so that they are able to access the curriculum more confidently and barriers removed 	<p>Teachers to have non-contact time to analyse and complete the Mini Maps</p> <p>Teachers to identify areas of stress that are causing barriers to learning</p> <p>Class teachers to work with parent/carers if appropriate</p>	<p>T1</p> <p>3X supply Cover</p>	<p>Mini Maps completed and gaps identified</p> <p>Activities set up to support children</p>	
<p>Outdoor Learning</p> <p>Mental health education (MHE)</p>	<ul style="list-style-type: none"> Children to be given the opportunity to learn outside following our Beach and Forest School philosophy 	<ul style="list-style-type: none"> Each year group has trained Forest/Beach school practitioners and all teachers have worked alongside CE to gain experience in this area 	<p>Whole School</p> <p>CE</p> <p>All staff</p>	<p>Children are connected to outdoors learning</p> <p>Sense of self- worth, community and an understanding of the environment.</p> <p>Children are able to explore their own mental health and use the appropriate language and</p>	



Lyndhurst Infant School Post Covid Learning Plan 2021 (Covid 19 Catch-up Premium)

				vocabulary associated with feelings.	
--	--	--	--	--------------------------------------	--