



COVID CATCH UP PLAN 2020 2021 – this plan is to address and support the areas for development identified from assessment undertaken following school closure due to COVID 19. It is expected that significant progress will be made throughout the year.

Catch up Funding Allocation	£17,600
ACTUAL EXPENDITURE COVID CATCH UP FUNDING 2020-21	
Additional TA Hours to support Y1, 4 mornings/week full year	£5470.92
Additional hours for Supply TA (£2745) + teaching (£3945) to support all staff and classes Autumn term	£6690.00
Additional hours for Supply to provide continuity and support Y3 recovery as both class teachers had to self-isolate for long periods	£8680.00
Mind Matters “Meet Jack” well-being resource	£250.00
Jigsaw Resilience and Engagement Scale Toolkit	£120.00
Jigsaw PSHE Programme	Contribution £2000
TOTAL	£23,210.92

How we intended to spend the grant	
Additional member of support staff (4 days a week) to provide timetabled small group/1:1 support as well as radio support Additional member of support staff to support emotional well-being in Y1 (12 hours a week)	£5577 (until December 2020)
Jigsaw PSHE Programme	£2000 (contribution)
Jigsaw Resilience and Engagement Scale Toolkit	£100
PSHE Resources – Zones of Regulation book and games bundle,	£117.75
Big Talk ‘Growing Up Safe’ Sessions	£700 (elsewhere in budget)
Year 6 Catch Up Club	£25 per hour? Six-week blocks? Maths £150 Reading £150 Writing £150

Area: Teaching (Tier 1)

Problem	Desired Overall Outcomes	Intervention Description What?	Implementation Activities How?	Implementation Outcomes
<p>Pupils</p> <p>School closure due to COVID 19 has meant some pupils have fallen behind.</p> <p>Some children have gaps in their learning, particularly in Reading, writing (including phonics) and Maths.</p> <p>Teachers/staff</p>	<p>Pupils</p> <p>Standards of attainment are improved, with all children making expected progress or better by the end of the year</p> <p>Children are engaged, motivated and enthusiastic in their learning.</p> <p>Learning behaviours are increasingly positive and</p>	<p>Assess pupils using phonic resources, maths tests and reading assessments using previous year group summer 2020 assessments/phonics screening</p> <p>Use summative assessment knowledge to further support formal assessment data.</p>	<p>Resources</p> <p>Past STA papers (Y3 and Y6)</p> <p>Phonics Screening</p> <p>NFER Assessments</p> <p>Rising Stars SPAG Assessments</p> <p>White Rose Resources</p> <p>What other resources are being used routinely for teaching???</p> <p>Training</p>	<p>Autumn</p> <p>Class action plans completed.</p> <p>Catch-up activities implemented in classes and by the SEND leader.</p> <p>Support staff are confident and able to deliver intervention activities, under the direction of the class teacher.</p>

<p>Teachers need to allow for flexibility in curriculum delivery over the first half term.</p> <p>Teachers need to timetable in more phonics, maths and literacy lessons for all pupils. This should allow for pupils to make good or accelerated progress and also to close the gaps in identified areas of learning.</p> <p>Teachers need to use consistent approaches and resources agreed at whole school level to support children.</p> <p>All teachers and staff need to have high expectations of all children.</p> <p>Attainment</p> <p>Children at risk of not achieving age related expectations or expected progress at the end of the year.</p>	<p>children are re connected with learning in school.</p> <p>Additional 1:1 and small group teaching for most vulnerable pupils.</p> <p>Teachers/staff</p> <p>Teachers have full awareness of the gaps in learning of the children in their class.</p> <p>Teachers and TAs plan appropriate lessons that support and challenge pupils, enabling them to catch-up and make accelerated progress.</p> <p>TAs are used effectively to deliver high quality, measurable interventions and classroom support.</p> <p>Attainment</p> <p>Children make at least expected progress.</p>	<p>SENCO to identify and work with children on SEND register to raise their love of learning through reading, raise their stamina for writing, praise them and also monitor progress.</p> <p>Teachers/staff</p> <p>Attend network meetings, access relevant CPD and disseminate to staff through staff meetings.</p> <p>Reading, writing and phonics are included and embedded across the curriculum in every lesson.</p> <p>Phase and subject leaders monitor the Q of E in their subject, analyse data and produce relevant feedback, offer support and ways to improve.</p> <p>TAs are supported to deliver appropriate, targeted interventions and additional activities as directed by the class teacher in core curriculum areas.</p>	<p>Networks, CPD, staff meetings.</p> <p>Utilise support from SYMAT colleagues.</p> <p>Teachers to support and train TAs where applicable.</p> <p>HT, SENCO and Subject Leaders to support staff.</p> <p>Monitoring</p> <p>Marking and feedback</p> <p>Pupil Voice</p> <p>Subject monitoring</p> <p>Link governor meetings</p> <p>Pupil progress meetings</p>	<p>Baseline data is collated and evaluated.</p> <p>White Rose maths is fully embedded across school.</p> <p>All staff have full knowledge of resources available and these are used.</p> <p>Spring</p> <p>Interventions show children progress/catch-up.</p> <p>Range of assessments continue to inform T&L opportunities for all children.</p> <p>Pupil Progress meetings held – identify vulnerable children and support as necessary.</p> <p>Phase leader reports evidence the positive impact of interventions and children making good or better progress.</p> <p>Summer</p>
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	<p>Outcomes at end of year improve and are in line with past years.</p>	<p>Appropriate books are selected for children at KS2 to read independently</p> <p>Class books are shared on a daily basis so children are listening to adults read.</p> <p>Timetabled slots to hear those reluctant readers are prioritised.</p> <p>Phonic, spelling, and vocabulary displays are in all classrooms to support the pupils to learn and access this independently.</p> <p>Daily phonic sessions at KS1.</p> <p>Phonic sessions at KS2 as appropriate.</p> <p>Follow white rose planning, incorporating regular problem solving and reasoning activities.</p> <p>Autumn 2</p> <p>Homework suitably planned to meet individual needs</p>		<p>Pupil voice indicates children are confident and enthusiastic with their learning and know they have made progress.</p> <p>Governors have an informed overview of school.</p> <p>Pupil attainment rises and progress is at least good.</p> <p>All Subject leaders have carried out monitoring activities and reported to FGB.</p>
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		<p>whilst supporting and extending learning and progress.</p> <p>Use of Ashley Booth free reading scheme in KS2 to expose children to a greater variety of texts and encourage a love of reading. Also exposes children to harder texts as it will be discussed whole class and allows weaker children to access texts they would not be able to read independently. Children to read aloud during sessions so class teacher hears all children read. Teacher picking up on any reluctant readers (TE)</p>		
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Area: Targeted Academic Support (Tier 2)

Problem	Desired Overall Outcomes	Intervention Description What?	Implementation Activities How?	Implementation Outcomes
<p>Pupils</p> <p>School closure due to COVID 19 has meant some children have fallen behind.</p>	<p>Pupils</p> <p>Gaps in learning are addressed, enabling the</p>	<p>Assess pupils and analyse the data.</p> <p><u>Training Day October 2020</u></p>	<p>Training</p> <p>Class teachers/ subject leaders support/ TAs to</p>	<p>Autumn</p> <p>Focus on phonics and reading??</p>

<p>Some children have gaps in their learning, particularly in Reading, writing (including phonics) and Maths.</p> <p>Some groups and individual children require additional, precise and timely support.</p> <p>Teachers/staff</p> <p>Teachers have limited classroom time to deliver specific support for targeted children.</p> <p>Support staff need some training and time to deliver interventions effectively.</p> <p>Attainment</p> <p>Children at risk of falling further behind and not making expected progress.</p>	<p>children to make at least expected progress.</p> <p>Same-day in-class intervention. Action/Impact</p> <p>Teachers/ staff</p> <p>Identify those children in need of targeted support.</p> <p>Support staff have the correct skills, knowledge and confidence to deliver specific programmes.</p> <p>Attainment</p> <p>Children make appropriate progress to catch up with their peers.</p>	<p>Individual class action plans: identify those who need urgent intervention and support.</p> <p>Prioritise those children and timetable their sessions of support</p> <p>Inform and share the support plans with parents, November 2020.</p> <p>Implement all intervention programmes as well as ensuring challenge is evident for the more able.</p> <p>Low ability readers have opportunities to read daily with an adult.</p> <p>(Inform SLT of shortfalls in resource to do this)</p> <p>Provide timely and regular updates regarding these support plans to parents. Ensure open, clear lines of communication.</p> <p>Year 6 catch up club???</p>	<p>deliver intervention programmes.</p> <p>Resources</p> <p>TA class allocations</p> <p>Allocate time and staff meetings for staff training.</p> <p>LIST Various resources we are using – Rapid Phonics, Rapid Maths, precision teaching?</p>	<p>Assess and prioritise children and their specific needs.</p> <p>Implement catch up programmes – effectively deploy TAs.</p> <p>Exit date evidences progress being made and children work within age related expectations.</p> <p>Spring</p> <p>Focus on maths??</p> <p>Assess and prioritise children and their specific needs.</p> <p>Implement catch up programmes – effectively deploy TAs</p> <p>Exit date evidences progress being made and children work within age related expectations.</p> <p>Summer</p> <p>Focus on writing??</p>
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				<p>Assess and prioritise children and their specific needs.</p> <p>Implement catch up programmes – effectively deploy TAs</p> <p>Exit date evidences progress being made and children work within age related expectations.</p>
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Area: Wider Strategies (Tier 3)

Problem	Desired Overall Outcomes	Intervention Description What?	Implementation Activities How?	Implementation Outcomes
<p>Pupils</p> <p>Some children are experiencing existing and emerging difficulties and anxieties in relation to Covid 19 and their return to school, impacting on their emotional health and wellbeing.</p> <p>PSHE and Well-being needs to be monitored to ensure that children feel safe and secure being back in school.</p>	<p>Pupils</p> <p>Pupils are given the necessary tools, skills and strategies to understand, explore and regulate their feelings and emotions.</p> <p>Pupils are given opportunities to ask questions and be listened to.</p>	<p>Support communication strategies for the children to share their worries and build on their mental health and well-being through weekly PSHCE and circle time activities/ Picture News resources/Go Givers Resources//Big Talk 'Growing Up Safe Sessions</p> <p>Use of stories to create opportunities to discuss</p>	<p>Training</p> <p>Use of Jigsaw resources Government Education Return Programme. PSHE network meetings and course.</p> <p>Zones of Regulation Growing Up Safe- Big Talk Education Staff meetings.</p> <p>Resources</p> <p>Jigsaw scheme of work Zones of Regulation</p>	<p>Autumn</p> <p>Pastoral needs identified.</p> <p>Intervention programmes implemented.</p> <p>Start Jigsaw training – aim to complete December 2020.</p> <p>Classes use outdoor learning opportunities on a regular basis.</p>

<p>Build on resilience and strategies to communicate clearly if they have any worries.</p> <p>Some children do not have access to digital technologies.</p> <p>Attainment</p> <p>At risk of negative impact on attainment and progress and future life chances.</p>	<p>Pupils feel less/no anxiety as their emotional health and wellbeing improves.</p> <p>Children have high aspirations.</p> <p>Teachers/staff</p> <p>Have the skills and knowledge to address and support emotional health and well-being.</p> <p>All staff promote emotional health and well-being.</p> <p>Staff have high expectations for all.</p> <p>Create opportunities for and support children to participate in activities and experiences.</p> <p>Intervention activities are fully implemented.</p> <p>Attainment</p> <p>Pupils have good mental and physical health and well-being.</p>	<p>feelings/worries/opinions etc</p> <p>E.g. Meerkats (resilience workshops)/No Outsiders (various themes)</p> <p>Nurture groups and well-being activities are promoted both in and out of class.</p> <p>ELSA referral (where capacity allows) and ELSA support programmes</p> <p>Wellbeing worker support where thresholds are met</p> <p>Well-being champions</p> <p>Introduce Jigsaw Resilience and Engagement ??..... and PSHCE programme???</p> <p>Introduce Zones of Regulation into Y5 and potentially Y4</p>	<p>Big Talk Education 'Growing Up Safe'</p> <p>Use of 'Supporting your child's emotional resilience during Covid-19' – workbook provided by Brightsparks following training over lockdown (TE)</p> <p>Monitoring</p> <p>Jigsaw REST</p> <p>Teacher assessment and tracking system</p> <p>Pupil voice</p>	<p>Tracking shows positive improvements.</p> <p>Spring</p> <p>Jigsaw introduced across the school.</p> <p>Positive impact of activities shown through assessment and analysis.</p> <p>Summer</p> <p>Pupils have good mental health.</p>
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	All pupils have equality of opportunity to succeed.			
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