



# Forefield Junior School Catch-Up Plan

School Name:	Forefield Junior School, Crosby
Academic Year :	2020-21
Total Number of Pupils on Roll:	358
Total Catch-Up Budget:	The funding is based on Pupil Numbers and is paid over 2 financial years (Sept-March & April- Aug 21). The school's funding is £28,880 – paid in instalments.
Date of Review:	Termly - updated during Lockdown 3

## Changes to 'pre-lockdown provision' made to address 'catch-up' – strategic changes to deployment of staff from September'20

Action:	Intended Outcome:	Estimated Impact:	Staff Lead:	Costing/Comments:
Deployment of ELSAs (Emotional Literacy Support Assistants) to survey pupils and RAG rate need for well-being support. Then provide weekly sessions for identified pupils.	To quickly identify any pupil with anxiety as a barrier to learning	To alleviate worries and concerns that may be a barrier to learning for specific pupils across the school – where they may not meet the threshold for outside agency support.	Mrs Elston/Mrs Rainford	
Inclusion Consultant to focus support on new Y3 pupils – (Autumn Term) bespoke weekly sessions for those pupils identified as needing most support.	To provide additional support to Y3 pupils who have been identified as needing 'catch-up' sessions in Reading/Writing/Spelling.	Weekly sessions will provide additional support and strategies for pupils – narrowing the gap through specialist support.	Mrs Thompson (Select Education)	
Maths Specialist Teacher to focus support on Y6 pupils. Mrs Russell will teach 3 groups (1 per class) to reduce overall class size and ensure specific support for targeted groups.	All ability groups will benefit from smaller group support – enabling each class to focus on the specific teaching & learning needed to close gaps in mathematics.	Accelerated progress for each group.	Mrs Russell – Maths Lead Working alongside teachers and TAs in Y6.	

SEN(D)Co to be available 5 mornings per week to oversee TA support and provide additional group support	Mrs Barton will be able to offer advice/support regarding appropriate interventions for pupils.	Interventions to support pupils and close gaps will be quickly in place.	Mrs Barton – SEN(D)Co	
Adjusted Timetables to include 30 minute daily 'catch up' sessions for key skills.	Identified gaps will be plugged by teachers - based on missed learning objectives and analysis of baseline testing.	Identified gaps and misconceptions will be taught daily to close gaps	Year Group Teams	

**Whole School Support** – actions we wish to implement to support the whole school, along with the intended outcome, estimated impact, cost and any additional comments required. Specific staff who will be leading on a project are identified.

Action:	Intended Outcome:	Estimated Impact:	Staff Lead:	Comments:
To take part in the National Well-being pilot, from Feb '21, working with an 'achievement coach' to accelerate progress by improving the well-being of staff and pupils.	Achieving Wellbeing is designed to have a positive and sustained impact on critical cohorts of children and young people that may have lost significant ground because of Covid-19 disruption, supporting improvements in culture, climate and ethos that will enable achievement to thrive	Address the climate and culture of the classroom. Develop professional understanding of the impact of attachment, childhood trauma and neglect. Build core strength and resilience within cohorts of identified learners.	HT and LC (School Champion) + Lead Governor	£5,000

**Targeted Support** – actions we wish to implement to support individuals or small groups, along with the intended outcome, estimated impact, cost and any additional comments required. Specific staff leading on a project are identified.

Action:	Intended Outcome:	Estimated Impact:	Staff Lead:	Comments:
<p><b>STAFFING:</b> To deploy an additional teacher in Year 6 to work alongside staff to reduce group sizes and tutor individuals/small groups.</p>	To offer intensive support to those pupils in most need.	Identified gaps and misconceptions will be taught daily to close gaps for specific individuals/groups – but all pupils will benefit from smaller groupings.	Year 6 Team	£9,486
Employ 2 x TAs (30 hours) to replace part-time TAs from Jan '21	The additional hours will allow us to support more pupils.	Additional bespoke interventions will be set up for pupils.	SEN(D)Co	£574 per week + £420 per week
Targeted support for identified Y4 pupils from MT (Select Education)	An inclusion specialist will be able to provide precision teaching for individuals/groups within Year 4.	Identified gaps and misconceptions will be taught to specific pupils.	SEN(D)Co	
Maths Lead to provide daily maths sessions for Y6 (Spring) and Y5 (Summer)	Each class will be supported by a maths specialist and all pupils in UKS2 will benefit from smaller classes.	More pupils will reach expected levels to be 'high school ready' or prepared for Y6.	DHT/Maths Lead	
SEN(D)Co to support Y4 classes 1 morning per week.	Y4 SEN children will be given additional support by specialist.	SEN pupils will have targeted support from SEN(D)Co who will then support TAs to provide further interventions.	SEN(D)Co	
Existing teaching staff to provide before/after school or lunchtime sessions targeted to specific groups.	Identified pupils will be given additional support beyond the school day to close gaps.	Identified gaps and misconceptions will be taught to specific pupils, by their own teacher, in addition to daily lessons.	Class Teachers	£3,000

Work with FFT to provide 'Lightning Reading' programme For 40 Y3 pupils.	Y3 pupils identified as needing additional reading support will access daily 30 min. sessions with a reading tutor.	The gaps will narrow and Y3 reading will be boosted.	The Y3 Team	£2,200
<b>RESOURCES/TRAINING/CPD:</b> 15 places will be allocated to Year 5 pupils on the 'Third Space Learning' online maths tuition programme.	1:1 maths tuition for an hour per week (in addition to maths lessons) will identify and close gaps in pupil knowledge.	Identified gaps and misconceptions will be addressed weekly to build up confidence/self-esteem & mathematical knowledge.	Maths Lead (DHT)	£962
Lexia places will be re-allocated to identified Year 3 pupils.	Year 3 pupils will be able to access support in school and at home using Lexia software to build phonetic knowledge and reading fluency.	Pupils with disfluency in reading will be helped to close gaps and build confidence.	DHT	£2,800
Additional reading books will be purchased for class/school libraries.	Promote a love of reading and ensure there is a greater variety of reading material available.	Pupils will have a greater choice of authors and genres.	HT	£300
Purchase a phonics 'catch-up' programme	Additional materials will support pupils – especially those who missed Y2 sounds.	LKS2 staff will have additional resources to support pupils and narrow gaps in phonological awareness.	HT	£60

<p>Continue to access Subject Leader Training with School Improvement Liverpool.</p>	<p>Subject Leaders will be supported to identify key elements of the curriculum and strategies to ensure that their subject isn't narrowed.</p>	<p>FJS continues to teach a broad, balanced, sequential curriculum.</p>	<p>HT</p>	<p>£300</p>
<p>Purchase White Rose Maths resources for KS2.</p>	<p>All staff will be able to utilise video content and teaching resources to support their CPD.</p>	<p>Consistency of mathematical language and use of concrete materials will support sequential learning from Y3-6.</p>	<p>DHT/Maths Lead</p>	<p>£160</p>