

| FCAT RAIS Catch up plan Section 1 Leadership | | | | | | |
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| Actions | Who/ When | Cost | Success Criteria | RAG 1 | RAG 2 | RAG 3 |
| Leaders to plan for and provide the capacity within school to identify and fill the gaps of all learners, ensuring equality of opportunity. | HW / AK SLT meeting weekly | No cost | The timetable will allow for all children to access the interventions they need without missing vital parts of the curriculum. The staffing structure will be rearranged to provide capacity. All learners will have the opportunity to fill the gaps in their learning regardless of need. TA appointed and a clear timetable in place for all learners.(Dec 2020) | | | |
| To have a strategic overview of the interventions planned and track the progress made to ensure impact and rapid gains. | HW / AK / HT Weekly meetings | No cost | Staff will have identified the needs of the learners in their classes clearly highlighting the interventions they need. HT to create an overview to work alongside the SEND overview with a clear timetable. Review dates will be set and impact and progress measured on a half termly basis. LO to feedback verbally on a weekly basis to staff and HT. LO is meeting regularly with HT and the timetable has already been readjusted in order to meet the needs of our children more specifically. (Dec 2020) Interventions are being delivered in a different way with LO working in the class with the most need. (Jan 2021) | | | |
| To ensure leaders quickly identify pupils needs to support SEMH / SEND and if needed referrals are made. | HT/ AK / LOM SEND time on a weekly basis or as and when needed. | No cost | Key Stage meetings to highlight the need to track the children accessing interventions and those taking pace in class time. Children not making rapid progress to be reviewed quickly and interventions reassessed. HT/LO to refer children when needed. 2 children have already been referred and seen by the Ed Psych. 5 children have been seen, assessed and plans put in place by specialist teacher. Children across school have been referred to communicate and are working with them weekly. Work with children being completed online with support for parents when needed. (Jan 2021) | | | |

| FCAT RAIS Catch up plan Section 2 Curriculum | | | | | | |
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| Actions | Who/ When | Cost | Success Criteria | RAG 1 | RAG 2 | RAG 3 |
| <p>To deliver planned interventions which underpin key skills and knowledge required to access full curriculum and support individual children in making rapid gains in all subjects.</p> <p>HT to prepare and resource all interventions training staff and LO where necessary.</p> | <p>LOM (Intervention lead) Weekly timetable line managed by Harriet</p> | <p>£18,160 (227 x £80) (catch up money)</p> | <p>LO has enough resources and a clear timetable to be able to deliver interventions effectively. Children will be seen to be making progress in the areas where there are gaps. Lack of progress will have been quickly identified and adapted. LO has all the resources she needs to deliver the specific interventions. She is meeting regularly with HT for CPD and feedback sessions. Since lockdown packs have been sent home for the children on the intervention register or work is still being completed in school if they are in (Jan 2021)</p> | | | |
| <p>To adapt plans/topics to address gaps in skills and knowledge in all subjects by creating a bespoke curriculum for Autumn term.</p> <p>Key Stage leaders to monitor lessons being taught and ability to combine dual learning. Whole staff meetings to monitor impact.</p> | <p>All Curriculum leaders Staff training sessions every Monday night in September</p> | <p>No cost</p> | <p>Plans for all year groups will have been adapted to combine skills missed alongside those they need to learn this term. Children will have accessed the new plans from September.</p> <p>There will be a high quality of T&L across school encompassing the 5 key components. (explicit instructions, scaffolding, flexible grouping, cognitive and meta-cognitive strategies). All children across school from Nursery to Year 6 have completed the catch-up unit in the first half term, Children are now accessing the curriculum and are on track for the end of the year. The same curriculum that has been planned for is being delivered online and in school. (Jan 2021).</p> | | | |
| <p>To develop effective formative assessment and understanding of the needs of the pupils to ensure responsive teaching.</p> <p>AK to explore and implement the most effective tests.</p> | <p>Whole staff Staff training sessions every Monday night in September</p> | <p>No cost</p> | <p>Accurate reading age tests. Whole school approach formalised for testing so year groups can be compared and moderated. All children have been assessed with various tests. They have all done the toe by toe reading assessments to assess their reading age. AK planning assessments for the rest of the year. (Dec 2020) To be reviewed in the Summer Term when we have more</p> | | | |

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| | | | information from the Government (Jan 2021) | | | |
| To ensure that all children have access to the technology they need on a daily basis and in preparation for hybrid learning | HW / MG September 2020 | £7,000 (Reserves) | All children have a 1:1 device in school and a way of completing work at home. All children and parents from Year 1 to Year 6 understand how to access our hybrid offer of teaching and learning. Support will be reviews termly for children struggling to access the online learning through iPads. Parents are also clear on the channels of support if there are concerns. All children in school have access to a 1:1 device 100% of learners have access to devices from Y1 to Y6 and are accessing Google Classroom remotely. (Jan 2021) | | | |

| FCAT RAIS Catch up plan Section 3 Behaviour | | | | | | |
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| Actions | Who/ When | Cost | Success Criteria | RAG 1 | RAG 2 | RAG 3 |
| To ensure that children still have the opportunity to be responsible for their own learning and that behaviour for learning is still an integral part of everything they do. | SLT – HW, AK, HT, MG Monitored in weekly key stage meetings by Andrew and Harriet | No cost | Children are clear on our ‘new rules’ post Covid and are demonstrating social distancing and good hygiene. We could consider a small quiz for children to complete just gaining an ‘insight; of their awareness of new rules. Links to children clearly understanding their learning on a daily basis through self-assessment on objectives. Also ensuring children take ownership of their homework and can show independence and resilience completing any home learning/google classroom tasks given. Children all focussed, engaged and following new school rules brilliantly. (Dec 2020) Children have adapted to the new remote learning school rules and have followed them consistently. (Jan 2021) | | | |
| To continue to focus on the school ‘Drivers’ making sure that they are a fundamental part of the whole school curriculum despite the current situation. | SLT – AK as Curriculum lead Supported in terms of time Holly. Review on Wednesdays during PPA | No cost | All children will be aware of the school drivers and what they mean to us. They will be able to identify what they are through different subjects and lessons. Children will be able to demonstrate how they have become a part of our whole school curriculum and the way in which we learn. Drivers are currently being explored through whole school assemblies but more work needs to be done in class. (Dec 2020) Staff are planning lessons to include the Drivers with a focus on the Environment. (Jan 2021) | | | |

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| <p>To ensure that all identified children receive support through counselling to enable them to settle into class and the new school routine.</p> | <p>Trinity</p> <p>As and when needed as this is a service already paid for</p> | <p>Budgeted for 8 children for 6 sessions each cost £220 = £1760</p> <p>Service available for more if needed. (Reserves)</p> | <p>All children who are struggling to settle into the school routine whether that is covid related or not will have received the support they need to access the curriculum appropriately.</p> <p>Children identified and accessing support.</p> <p>All children accessing support however we will continue to monitor this and access more support when and if needed.</p> | | | |
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| FCAT RAIS Catch up plan Section 4 Personal Development | | | | | | |
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| <p>To use outside agencies to support children affected by Covid-19.</p> | <p>School Nurse, CFWS, Primary Mental Health Service (Joanne Collins)</p> <p>Weekly by Harriet in designated time</p> | <p>No cost</p> | <p>Links will have been made with all agencies. Children will have received the support they need if necessary</p> <p>All links made. All services are working with the children remotely with permission from parents. (Jan 2021)</p> | | | |
| <p>To utilise our new Primary Mental Health worker to arrange anxiety workshops for parents and children.</p> <p>To utilise Primary Mental Health (PMHW) worker to advise and deliver support packages for those children with SEMH needs</p> <p>To utilise the PMH offer to deliver training to staff regarding SEMH issues</p> | <p>HT JC</p> <p>Weekly by HT in designated time</p> | <p>No cost</p> | <p>Training accessed for all staff and children where necessary. CPD enables staff to support children in school</p> <p>CPD has been delivered and completed for all staff. JC is there for support should we need it. (Jan 2021)</p> | | | |
| <p>To embed the recovery PSHE curriculum across the school from Nursery to Year 6.</p> | <p>KF – PSHE lead</p> | <p>No cost</p> | <p>Floor books and lesson plans will demonstrate the support the children have received and how any</p> | | | |

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| | Half-termly see monitoring cycle | | issue have been dealt with. Monitoring shows children accessing the new curriculum. Staff continue to develop this. The curriculum is being delivered remotely and in school. Evidence is provided on the ipads/ Google Classroom and floorbooks. | | | |
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