

Whole School Catch Up Plan. Working Document.

Autumn 2020



Purpose - to ensure:

- Children make accelerated progress in Reading, Writing and Maths to meet FFT cohort targets
- Children are not disadvantaged long term by school absence related to Covid 19 & Lock down
- Appropriate use of the Catch Up Premium
- The most effective deployment of resources
- Staff wellbeing and manage their workload
- The school has an effective remote learning offer in case of pupil's self-isolation or partial school closure

Phase 1 ~ A positive return to school		
Desired outcomes	Actions	Evaluation and impact
All children returned to school and attendance 100%	<p>Teachers to contact parents on INSET days if parents or children are known to be anxious about returning</p> <p>Communication about arrangements clear and sent repeatedly</p> <p>All staff on gates to welcome children</p> <p>LS to follow up with any children not attending</p>	
Children have opportunity to discuss any worries or concerns regarding return to school / virus / lockdown	<p>Use of age appropriate texts for week 1 as a stimulus for discussion about lockdown experiences.</p> <p>Teachers plan opportunities for children to discuss concerns</p> <p>All classes set up Worry Boxes for classrooms</p> <p>Ensure children know who they can talk to if they have concerns</p> <p>AP and SLT to agree the ELSA children</p> <p>LS nurture sessions to recommence</p> <p>SD to plan Lockdown artwork for whole school displays</p>	

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<p>Children are on appropriate phonics stage in Yrs R-3 and children who have 'slipped' are identified</p> <p>Ensure children have revisited areas of maths planned for summer term to ensure no gaps / identify those to be filled</p> <p>Teachers to have time to reflect on needs of cohort and adaptations needed to curriculum</p> <p>Children continue to attend school regularly and attendance remains at 96% or above</p>	<p>Frequent, low stake assessment (quizzes, multiple choice, small tests) to assess understanding and retention</p> <p>All children in Yrs R-3 are benchmarked. Children placed in appropriate groups to enable focussed, appropriate accelerated progress.</p> <p>Maths lead (GT) and assessment lead (CB) to undertake a review of children's levels compared to Spring 2 and identify children for additional support.</p> <p>Teachers follow adapted planning framework from White Rose Maths which has revisions and revisits built in</p> <p>Staff meeting time and phase meeting time used for these reflections as a phase</p> <p>Class teachers and year groups maintain a focus on attendance through displays, attendance plans and rewards</p> <p>AL to feedback attendance data to Phase Leaders who monitor attendance in their phase and undertake actions to impact positively.</p> <p>LS/ BH to contact families where children not attending and work with them to ensure good attendance</p> <p>LS and BH to undertake monthly monitoring of absence and send appropriate letters / hold meetings as necessary</p> <p>LS and BH to attend COVID attendance meetings via Zoom</p> <p>Correct coding to be used for isolating pupils (AL/SC)</p> <p>Set up Microsoft Teams (SW)</p>	
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<p>Children not attending school due to isolation have learning provided for them and they are able to access all materials and demonstrate effective learning remotely</p> <p>Manage a teacher's workload whilst providing remote learning and in class learning</p>	<p>Train staff to use Microsoft Teams (SW) – Not for remote learning Ensure staff all set for Seesaw (SW) and isolation planning routines (BH, AL/SC and phase leaders) Send home letter to parents explaining remote learning plan (BH)</p> <p>All staff to have a PM target related to remote learning Remote Learning / Continuity Plan written to detail processes needed. (BH and SLT)</p> <p>Teachers provide a mixture of online resources (website plans, SeeSaw videos and links to Oak Academy lessons and other online programmes such as Purple Mash and TTRS)</p> <p>Teachers provided additional time (staff meeting time) to prepare timetable / resources for potential online learning for pupils having to isolate or a bubble closure.</p> <p>BH to consider additional PPA for teachers to enable joining remote and real-life teaching if and when necessary. This is provided via TA cover and can be arranged by teachers to suit best time to avoid disruption to learning</p> <p>Staff training on expectations for what is provided for remote learning</p>	
<p>Phase 3 ~ Identification and implementation of interventions</p>		
<p>Desired outcomes</p>	<p>Actions</p>	<p>Evaluation and impact</p>
<p>To ensure children and staff recognise key knowledge to be retained</p>	<p>BH to discuss with SLT potential creation of Knowledge Organisers for class texts and topics each half term</p>	

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<p>Children have appropriate vocabulary for their age and can access age appropriate texts with understanding In class, same day interventions are used effectively to plug gaps</p> <p>To improve the spoken language ability of Reception children</p> <p>Children who have slipped in phonics/ reading to make accelerated progress</p> <p>Programme of interventions to meet current needs of cohorts</p> <p>Individual children of concern identified early and a robust plan made to help them catch up</p>	<p>Vocabulary progression documents used in class and new vocabulary is explicitly taught through PWP as per previous year. BH to monitor and remind teachers in staff meetings. Whole class feedback sheets identify children / groups of children needing intervention</p> <p>TAs deployed effectively by class teachers to assist in interventions</p> <p>Implementation of Sp and Lang intervention in YR. BFG leading and supporting YR pupils with S+L</p> <p>Implementation of Tapestry in YR. AB to lead and feedback to BH on successes and pitfalls.</p> <p>Small group and 1:1 phonics, reading and maths interventions to be led by ML and KW.</p> <p>Key leadership staff to create programme of afternoon interventions with measurable outcomes. The plan to include deployment of staff to lead these. (CB, AB, GT, SW)</p> <p>Interventions to be reviewed and evaluated by leadership staff after 6 weeks and adaptations made where necessary. (AB/SW to lead)</p> <p>Pupil progress meetings held in PPA times of week 6 of term to discuss any child who has slipped from previous assessment point and any child a teacher is concerned about in prep for parent consultations after half term (BH and appropriate SLT with class teachers)</p>	
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<p>Targetted support set up for small groups or individuals where more in depth or sustained support is needed</p> <p>1:1 conferencing for all children to allow in depth support for key areas</p> <p>Children become fluent readers who show an understanding of the text – FFT targets for cohorts are achieved</p> <p>To meet the social and emotional needs of all pupils and to offer intervention when a child has a gap at a developmental stage</p> <p>To ensure regular attendance is maintained by all children and attendance remains at 96%+</p>	<p>Follow up staff meeting time to support teachers in completing actions and adapting planning / groupings to support the identified children</p> <p>Follow up pupil progress meetings to evaluate the success of the interventions and any next steps for the children</p> <p>Tutoring programme set up (CB) to be led by either teachers after school for small groups of children (max of 3) or a newly employed tutor where teachers do not wish to tutor.</p> <p>Teachers to be paid additional money from Catch Up Premium to lead tutoring groups</p> <p>Tutoring plan has clear measurable outcomes and is reviewed after a block of support</p> <p>Catch Up Premium used to pay supply staff to release teachers to run 1:1 conferencing in class at least once a half term</p> <p>Catch Up Premium used to pay TAs to lead additional reading sessions before or after school with individual children</p> <p>Action plans created for children who need support at a particular developmental stage</p> <p>TAs and HLTA's to lead interventions for children who have an action plan (SW and AB)</p> <p>Interventions set up by LS / BH and Attendance Team if any child is a persistent absentee</p> <p>Attendance of all children reviewed at the end of each half term</p>	
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