

WHOLE SCHOOL COVID 19 CATCH UP PLAN-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

1. Teaching				
Desired Outcome	Chosen action/approach	What is evidence or rationale for this choice?	Expenditure from Catch up Premium (if applicable)	Evaluation/Impact
Pupils able to pass phonics test in Autumn 2020 in line with national.	Extra small-group sessions in addition to daily sessions for those children who need more support to pass phonics screening.	Pupils unable to complete phonics screening. Gaps in learning and lack of practice at home leading to pupils regressing in their phonic knowledge. Pupils have not retained prior phonics learning.	N/A	Pass 35/40 WT 4/40 Absent 1/40
To identify and fill gaps in children's learning through quality first teaching.	Opportunity for over learning and repetition – TTRS, phonics sessions, Guided reading sessions, 1:1 reading with a teacher for focus children. Benchmarking to track progress in reading.	Prolonged time away from normal teaching routines. Flexibility in approaches needed in order to meet the needs of all pupils who may not be year group ready.	N/A	

WHOLE SCHOOL COVID 19 CATCH UP PLAN-AUTUMN 2020

	<p>September 2020 Inset highlighted Government and County advice to utilise low stakes assessment and the importance of utilising formative assessment on children’s return to learning in school.</p> <p>Methods identified: cold and hot tasks, spaced tasks, low stake assessment such as quizzes to assess starting points, understanding and retention. Beginning of discussion on retrieval practice as a key element of leaning.</p> <p>Inset in September with staff with focus on Non-Statutory Guidance for Mathematics. Training included how to navigate the guidance and how to utilise the guidance to aid with catch up planning in maths by utilising ‘Previous experience’ and ‘Ready to progress criteria’.</p>	<p>The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years’ worth of learning with very effective teachers compared with 0.5 years with poorly performing teachers. (Sutton Trust finding)</p> <p>High Quality first wave teaching – Research from the EEF shows that what happens in the classroom makes the biggest difference and that improving teaching quality leads to the greatest improvements (EEF Closing the Attainment Gap, 2018)</p> <p>Link to EEF research https://eef.li/toolkit/</p>		
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WHOLE SCHOOL COVID 19 CATCH UP PLAN-AUTUMN 2020



	<p>Use team meetings to discuss progress of children in individual year groups and aid early identification of children who require extra support.</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> <p>Teachers to have time in staff meetings and team meetings to reflect on needs of cohort and adaptations needed to curriculum.</p>			
<p>To ensure teachers and other classroom staff are fully equipped to ensure quality first teaching in every classroom.</p>	<p>High quality CPD through National College. Regular staff meetings Feedback of findings from book look and pupil voice in</p>	<p>New teaching staff to benefit from high quality CPD.</p>	<p>£1000 for subscription to National College.</p>	

WHOLE SCHOOL COVID 19 CATCH UP PLAN-AUTUMN 2020



	<p>Maths presented to teachers Dec 2020.</p> <p>Inset January 2021 included Rosenshine’s principles to follow up on importance of retrieval practice for learning discussed in September 2020. Unit from National College.</p>	<p>Teachers will have the opportunity to improve their subject knowledge.</p> <p>EEF-providing opportunities for professional development-for example to support curriculum planning or focused training on the effective use of technology- is likely to be valuable.</p>		
<p>Children have appropriate vocabulary for their age and can access age appropriate texts with understanding.</p>	<p>Vocabulary progression documents used in class and new vocabulary is explicitly taught through PWP as per previous year.</p>	<p>Data collected via:</p> <ul style="list-style-type: none"> • NGRT tests; • Comparative judgement writing samples; • In school moderation/ Diamond 9 activities; • Mrs Wordsmith vocabulary tests <p>all suggest that vocabulary learnt is being retained and used by the pupils at Rackham.</p> <p>Anecdotal evidence such as:</p> <ul style="list-style-type: none"> • informal and formal lesson observations; 	N/A	

WHOLE SCHOOL COVID 19 CATCH UP PLAN-AUTUMN 2020

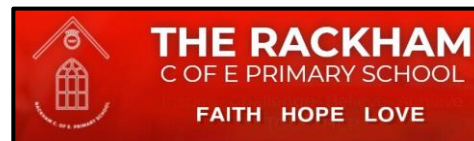
		<ul style="list-style-type: none"> • discussions with staff, pupils and parents; • displays of work; • samples of writing <p>further confirm that for Rackham, the ring-fenced time of 15 minutes per day explicit vocabulary teaching and a further 15 minutes ring fenced time of reading aloud to the children is working to create and sustain a word rich environment.</p>		
Children have access to high quality age-appropriate texts in the classroom, school library and for whole class guided reading.	Liaise with LG to purchase new books for each year group.	Children will be more engaged with reading. Reading has benefits and improves attainment across the curriculum.	£6000 for new texts.	
To provide learning for children not attending school due to isolation. To ensure they are able to access all materials and demonstrate effective learning remotely.	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)	EEF evidence indicates that where remote education is used, the elements of effective teaching-such as clear explanations, scaffolding and feedback-are more important than how lessons are delivered. Supporting pupils to work independently can improve learning outcomes. Teachers	N/A	

WHOLE SCHOOL COVID 19 CATCH UP PLAN-AUTUMN 2020



	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	should be supported to consider which approaches are best suited to the content they are teaching. EEF-providing opportunities for professional development-for example to support curriculum planning or focused training on the effective use of technology- is likely to be valuable.		
To manage a teacher's workload whilst providing remote learning and in class learning	<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 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>	Workload for teachers has increased due to teaching both in class and providing remote learning. Using TAs to cover teachers ensures that there is sufficient time for teachers to do both efficiently.	N/A	

WHOLE SCHOOL COVID 19 CATCH UP PLAN-AUTUMN 2020



2. Targeted Academic Support and Interventions				
Desired Outcome	Chosen action/approach	What is evidence or rationale for this choice?	Expenditure from Catch up Premium (if applicable)	Evaluation/Impact
To improve the spoken language ability of Reception children	<p>Implement Sp and Lang intervention in YR. BFG leading and supporting YR pupils with S+L</p> <p>Implement Tapestry in YR. AB to lead and feedback to BH on successes and pitfalls.</p>	<p>25% of the children that have entered the Reception Class in September 2020 have moderate to severe speech problems.</p> <p>16% of these children have an individual speech care plan written by the school's linked Speech and language therapist.</p>	N/A	
To plan a programme of interventions to meet current needs of cohorts.	<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) Interventions to be reviewed and evaluated by leadership staff after 6 weeks and adaptations made where necessary. (AB/SW to lead)</p>	<p>In their 2018 'Closing the Attainment Gap' report, the EEF stated that 'Targeted small group and one - to one interventions have the potential for the largest immediate impact on attainment.'</p> <p>EEF Toolkit states that "evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average."</p>	Funding from these interventions to come from PP funding as usual.	

WHOLE SCHOOL COVID 19 CATCH UP PLAN-AUTUMN 2020



<p>To set up National Tutoring Programme to be led by external tutors</p>	<p>CB to arrange with Randstad for external tutors for each year group required. Children to be identified by teachers in team meetings.</p>	<p>In their 2018 'Closing the Attainment Gap' report, the EEF stated that 'Targeted small group and one - to one interventions have the potential for the largest immediate impact on attainment.' EEF Toolkit states that "evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average."</p>	<p>75% of costs to be covered by DFE. Remaining costs (approximately £4000 per term) to come from Catch Up Premium.</p>	
<p>To deploy TAs to assist in interventions.</p>	<p>Teachers to identify children in team meetings and discuss best use of TAs in assisting in interventions (eg, pre-teaching, same day reinforcing/overlearning, small group phonics/reading etc)</p>	<p>In their 2018 'Closing the Attainment Gap' report, the EEF stated that 'Targeted small group and one - to one interventions have the potential for the largest immediate impact on attainment.' EEF Toolkit states that "evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average."</p>	<p>N/A</p>	

WHOLE SCHOOL COVID 19 CATCH UP PLAN-AUTUMN 2020

3. Wider Strategies				
Desired Outcome	Chosen action/approach	What is evidence or rationale for this choice?	Expenditure from Catch up Premium (if applicable)	Evaluation/Impact
To ensure all children return to school and attendance is 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>	<p>Improved/regular attendance improves attainment and helps to further close any gaps in learning.</p> <p>The Department for Education (DfE) published research in 2016 which found that:</p> <ul style="list-style-type: none"> ➤ The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4 ➤ Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions 	N/A	
To ensure that children continue to attend school	AL to feedback attendance data to Phase Leaders who monitor attendance in their	Improved/regular attendance improves attainment and helps to	N/A	

WHOLE SCHOOL COVID 19 CATCH UP PLAN-AUTUMN 2020

<p>regularly and attendance remains at 96% or above.</p>	<p>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>	<p>further close any gaps in learning.</p> <p>The Department for Education (DfE) published research in 2016 which found that:</p> <ul style="list-style-type: none"> ➤ The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4 ➤ Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions 		
<p>To give children the opportunity to discuss any worries or concerns regarding return to school / virus / lockdown</p>	<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>Covid 19 and school closure will have had a negative effect on children’s mental health and well-being. Children will be worried about returning to school and this will impact on their learning.</p>	<p>N/A</p>	

WHOLE SCHOOL COVID 19 CATCH UP PLAN-AUTUMN 2020



	<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>			
<p>To fully support children with additional social and emotional needs in new school life.</p>	<p>Risk assessments written for key children – AB/SW/SH/LS</p> <p>Review of Behaviour Policy with all staff – BH to purchase STEPS reading for all teachers in prep for January roll out.</p> <p>LS to support teachers with key children</p> <p>Class teachers implement strategies to support children such as visual</p>	<p>Children will need help in adjusting back into school life, particularly as it will be different to how it was before lockdown/Covid 19. A large and often unrecognised part of teachers' work has always involved providing support for pupils' social, emotional and behavioural needs. Understandably, the impact of Covid-19 closures means many schools are revisiting their approach, to secure</p>	N/A	

WHOLE SCHOOL COVID 19 CATCH UP PLAN-AUTUMN 2020



	timetables, How we can help sheets, placement in classroom etc	support in readiness for this new school year. As most children will change teachers in September, valuable transition information will need to be supplemented with a sustained focus on supporting and monitoring pupils' social, emotional and behavioural needs.		
To welcome new children and their families and ensure that they settle in smoothly at the school.	<p>New children arrive at 10.00 on Day 1 to be welcomed and complete admin (SLT and admin staff on hand to answer questions)</p> <p>Children given a 'buddy' in the class to support them in the first few days</p> <p>LS to link with previous schools re safeguarding, attendance or other concerns. If relevant, make links with allocated social worker.</p>		N/A	
"Homework" club run by TA.	When all children are in school, identify TA who would be able/willing to run an after- school homework club.	Many vulnerable children do not complete/have the opportunity to complete homework as their home lives are often chaotic.	Overtime for TA x usual hourly rate.	

WHOLE SCHOOL COVID 19 CATCH UP PLAN-AUTUMN 2020



	<p>Identify those children who would most benefit and invite.</p>	<p>In their 2018 'Closing the Attainment Gap' report, the EEF stated that 'Targeted small group and one - to one interventions have the potential for the largest immediate impact on attainment.' EEF Toolkit states that "evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average."</p>		