

SAINT PETER'S CATHOLIC VOLUNTARY ACADEMY, EARL SHILTON

CATCH UP PLAN 2020-21

Catch up Focus	To make adaptations to ensure that pupils make accelerated progress in order to close gaps created in Maths, Reading and Writing which appeared due to lockdown March 2020- September 2020
<p style="text-align: center;"><u>EEF Rationale for Spending COVID funding in these areas.</u></p> <p>One to one and small group tuition - ‘There is extensive evidence supporting the impact of high-quality 1:1 and small group tuition as a catch-up strategy.’</p> <p>Intervention programmes - ‘In order to support pupils who have fallen the behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary’.</p> <p>Access to technology- ‘Pupil’s access to technology has been an important factor affecting whether they can learn at home. As pupils return to schools, technology could also be valuable; for example, by facilitating access to online tuition or support.’</p> <p>Supporting parents and carers- - ‘Parents have played a key role in supporting children to learn at home and it is essential that schools and families continue to work together as pupils return to school. Providing additional books and educational resources to families, with support and guidance, may also be helpful – for example, offering advice about effective strategies for reading with children.’</p>	

Target	Actions	Monitoring & Evaluation	Resources £4,000 per term	Dates/milestones
To focus on specific pupils who need additional support to ensure that they make accelerated progress throughout this academic year in order to reach the twelve Target Tracker jumps from 2019-2021	Set a Performance Management Target for all classroom staff linked to raising standards for the children. This will provide measurable targets for teachers' annual performance objectives so that leaders and governors know readily whether or not the objectives have been met	Target Tracker - progress will be assessed using Key stage data. Children should be on track to achieve projected post lockdown levels at the end of their current Key Stage SLT will look for evidence of accelerated progress during book scrutinies. SLT will monitor the effective use of support staff (linked to Objective 2 in Performance Management 2020-21)		Performance management targets set in October 2020
	All teachers use their recently (2019-20 training) skills acquired in questioning to probe pupils' understanding and extend their learning	SLT will find evidence of this during weekly book scrutinies, although there is an expectation that most of this work will be verbal and happening during the direct teaching part of each lesson.		ongoing
	Use new materials introduced to improve maths, writing and spelling resulting in pupils' increased rates of progress, including for the most capable pupils.		Yr 4 times table booklets: £30	By providing maths and reading catch-up interventions for identified children in the afternoons, we expect to close the gaps in maths and reading.
Use the information and data generated by the PIRA, Phonics Assessment in yrs 1 & 2 and Maths Assessment to identify gaps in the children's knowledge and understanding.	Tasks are consistently matched to pupils' abilities Pupils are aware of their targets (what they need to improve) and that these are addressed rigorously in the teaching R.W.Inc Assisted blending and reading practise – p.m. catch-up White Rose Maths – catch-up programme p.m.	Evidence of regular testing to measure progress. Use information from Puma Assessments and Maths Assessment to identify gaps in pupils' knowledge. Planning is based on effective baselining and gap analysis, this will be evident in weekly book scrutinies carried out by SLT	WR Premium - £189 TTRock - £200 pa Numbots - £90 pa Spelling shed - £180pa PIRA - approx £1100pa (£17.50 per pack 10 x 6 classes x 3 terms) EYFS - £17.50 per pack 10 x 2 terms)	Baseline testing during the first two weeks in Sept. (this gives the children time to settle into their new classes). These will be the End of Lent term Puma and Maths tests from 2020 (previous years' work). End of Pentecost term 2020 test (previous years' work) to be given to the children in the week before the October break, to ascertain whether the children are making accelerated progress.

				At the end of the Advent Term 2020 the children will access The Advent Term tests for their current year group 2020
Effectively communicate with parents to make them aware of how their children are progressing and work with parents to ensure the home school agreement is in place to support the children with their homework. This will be done during telephone parent's appointments.	Ensure that Parents' Evenings/communication happens in the usual timescales for this academic year. This will happen via telephone conversations/ virtually during periods in this school year while we are still in the bubble scenarios.			By ensuring that all children are able to access a wide range of phonetically matched reading books at both home and school simultaneously, and by providing parents with the resources to continue to practise phonic awareness at home, we expect the impact to be accelerated improvement in the children's reading and phonics ability.
	By ensuring that children have access to quality maths and spelling practise at home, supplementing the learning they are doing in school, with challenges and tasks set by the teacher at their level	Teachers and class LSAs will monitor homework		We are expecting the impact to be accelerated progress in maths and spelling.
Relevant Covid funded intervention is in place where necessary - evidence that targeted children have made accelerated progress	Booster classes are set up for literacy and Maths for children in years 5 and 6 at the end of the school day. These children are identified using the Pira and Maths assessment and through teacher assessment of the children's understanding of work being covered in the classes.	SLT to look at work produced in booster sessions and possibly learning walk from the doorway.	£200 per month for Instructors and teachers salaries for booster classes in yrs 5 and 6	These targeted children should make accelerated progress measured by them meeting or even exceeding their end of KS targets.

	<p>According to the baseline assessments carried out as the children returned to school in September, it is the children in years 1 & 2 who have fallen furthest behind in their learning. This is most likely because the time away from school contributed to a larger percentage of their school attendance and because they were less capable of accessing virtual work independently, hence relying more on the availability of parental supervision in order to succeed during lockdown.</p> <p>Some LSAs are redeployed to work with specific children in KS1 who will benefit from interventions to boost their learning. (yr 2)</p> <p>Some of the COVID catchup funding is used to employ additional LSA support for yr 1 children.</p>	<p>SLT will monitor the effective use of support staff (linked to Objective 2 in Performance Management 2020-21)</p>	<p>£530 per month for additional LSA support</p>	<p>By increasing targeted children's time spent reading 1:1 to an adult, we expect to close gaps in reading progress. By prioritising the development of fine and gross motor skills in identified children, we expect to close any gaps in this area of development that may have occurred during the lockdown period.</p>
<p>Effective remote learning is in place for isolating children</p>	<p>Staff to plan two weeks' work which must be part of their classes curriculum for this academic year. Choosing areas of the curriculum which can be stand alone curriculum areas eg poetry or aspects of grammar in literacy. This is to be placed on google drive to be accessed in the event of a bubble closing and in case a class teacher contracting COVID and being too ill to work.</p> <p>If individual children from a bubble are isolating at home, the class teacher will provide work for those individuals based on the current work being planned and delivered in the classroom.</p>	<p>This work will be posted on Class Dojo for the children to access, one week at a time. SLT will be involved in the monitoring of children's work as it is posted onto Dojo (as in the Spring lockdown scenario).</p>		<p>All two week planning filed on Google drive by the October half term.</p> <p>Done. Checked by HW</p>

<p>Wellbeing</p> <p>To ensure that staff are aware of children's Health and well-being matters which may impact on their ability to learn.</p> <p>The Health and well-being of children may have been impacted by:</p> <p>Anxiety about Covid-19 and direct family experience of Covid-19, including bereavement</p> <p>Reduction in physical exercise and opportunities for physical development</p> <p>Poverty, including lack of access to a healthy diet.</p>	<p>linked to partnership work with families. Building on the communication we have with parents. Make sure we specifically ask parents about their child's wellbeing during the Parents' Evening telephone calls</p>	<p>List of responses collated on Google drive</p>		<p>Add discussion to weekly safeguarding meetings.</p>
	<p>Sign-post families to additional support in the community.</p> <p>If necessary, support families with applications for support such as free school meals.</p> <p>Target pastoral and family support.</p>	<p>Individual cases will be discussed and evidenced on a weekly basis by Family Support Worker and SLT at weekly meetings and any actions recorded in that document. Any children identified added to the 'vulnerable list' (V List)</p>		<p>As part of the weekly safeguarding meeting</p>
	<p>Fundraise and food distribution in order to support hungry children and their families. Distribution of FSM if bubble closed.</p>			<p>Recorded on V List</p>
<p>Safeguarding</p> <p>To continue to ensure that the children are safe both as routine safeguarding practice in school. Also in addition to revert to the safeguarding practices adhered to during lockdown in the case of bubble closures.</p>	<p>To continue with routine safeguarding reporting and follow up matters.</p> <p>DSL's to make phone contact with children (families) identified as vulnerable who are absent from school due to bubble closures and liaise with other agencies such as social care where necessary.</p>	<p>As recorded on relevant documents, currently Google documents with a move to CPOMs</p> <p>DSL'S/SLT to review safeguarding concerns at least weekly during safeguarding meetings.</p>		<p>Recorded weekly</p>

Success Criteria

- The curriculum delivery within each specific subject areas continues to follow the mapped subject pathways, contributing to the overall sequenced curriculum experience within the school. Should blended learning/home learning be necessary then plans are in place for this to happen.
- The development of early reading is consistently applied across EYFS, KSI and beyond. Phonics outcomes for Y1 are maintained compared to 2019 and are above national average.
- Close analysis of gaps in learning by school leaders is in place so that staff across the range of school leadership roles are able to adapt strategy and approaches to teaching and learning so that students can 'catch back up' effectively. As a consequence, almost all pupils in Year groups 3-5 make at least expected progress from their previous key stage baseline in English and maths as indicated by Target Tracker progress scores.
- The end of KS2 progress score for disadvantaged and non-disadvantaged pupils narrows when compared to that achieved in reading, writing and maths in 2018-19.
- That Children are safe and their emotional well being is catered for during these unprecedented times.

DfE resource list for mental well being

<https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources/online-science-pe-wellbeing-and-send-resources-for-home-education#mental-wellbeing>