

**North Duffield Community Primary School
COVID CATCH-UP Plan 2020-2021**

This plan is to address and support the areas for development identified from assessment undertaken following School closure due to COVID 19. It is expected that significant progress will be made throughout the year.

Catch-Up Premium Allocation	
Total Allocation	£10,640
Autumn	£2899
Spring	
Summer	

School Expenditure	
On Track Interventions	£7,700
National Tutoring Programme	£1320
Literacy Shed +	£97.50
White Rose Premium	£99
Assertive Spelling	£750
TOTAL	£9966.50

Vision- For all children to be working to their potential and achieving at least age expectations and good progress

Strategic Lead: A Russell

Outcomes

Pupils:

- Standards of attainment are improved, with all pupils making expected progress or better by the end of the year
- Gaps in learning are addressed, enabling them to make at least expected progress
- Children are engaged, motivated and enthusiastic in their learning
- Pupils are given the necessary tools, skills and strategies to understand, explore and regulate their feelings and emotions
- Pupils are given the opportunity to ask questions
- Pupils feel less/no anxiety as their emotional health and wellbeing improves
- Children have high aspirations

Teachers/staff

- Have full awareness of the gaps in learning of pupils in their class
- Plan appropriate lessons that support and challenge pupils, enabling them to catch-up and make accelerated progress
- Identify those in need of targeted support
- Fully utilise new and existing resources
- Use and support TA's effectively to deliver high quality, measurable interventions and classroom support
- Support staff have the skills and knowledge to deliver activities effectively
- TA's to take part in any training activity/reading to deliver effectively
- Have skills and knowledge to address and support emotional health and wellbeing
- All staff promote emotional health and wellbeing
- Staff have high expectations for all
- Create opportunities for and support children to participate in activities and experiences
- Intervention activities fully implemented

Attainment

- All Children make at least expected progress
- Identified Children make appropriate progress to catch-up with their peers.
- Outcomes at end of year improve
- Pupils have good mental and physical health and wellbeing
- All pupils have equality of opportunity to succeed

Issue	Action	Monitoring	Cost	Milestone 1- End of Autumn Term	Milestone 2- End of Spring Term	Milestone 3- End of Summer Term
<p>Tier 1 (Teaching) Pupils</p> <p>School closure due to COVID19 has meant some pupils have fallen behind, having gaps in learning, particularly in Reading, Writing (including phonics) and Maths</p> <p>Teachers/staff</p> <p>Need the confidence to know they can narrow the curriculum to focus on and dedicate greater time to the core areas of Phonics, reading, writing and maths in order to enable pupils to make accelerated progress and address gaps in learning</p> <p>Teachers need to use consistent approaches and resources agreed at whole school level to support pupils</p> <p>All teachers need to have high expectations of all pupils</p> <p>Attainment</p> <p>Pupils at risk of not achieving age related expectations or expected progress at the end of the year</p>	<ul style="list-style-type: none"> Assess identified pupils using reading assessment and WRM unit assessment and phonic resources Attend network meetings, access relevant CPD and disseminate to staff through staff meetings Subject leaders monitor the Q of E in their subject, analyse data and produce subject summary Subject leaders to offer formal and informal support High expectations of all pupils in all subjects TA's to deliver appropriate, targeted interventions and additional activities as directed by class teacher in core areas Reading, writing and phonics embedded across the curriculum in every lesson Homework suitably planned to meet individual needs whilst supporting and extending learning Whole school understanding of metacognition Appropriate books selected for children at KS2 Regular opportunity for pupils to read aloud and listening to adults read across the school Phonic, spelling, and vocabulary displays in all classrooms Daily phonic sessions at KS1 Phonic sessions at KS2 as appropriate Follow white rose planning, incorporating regular problem solving and reasoning activities 	<ul style="list-style-type: none"> Marking and feedback White Rose Maths Assessments Pupil Voice Subject monitoring/Summaries Governor challenge <p>Training</p> <ul style="list-style-type: none"> Networks, CPD, staff meetings Teachers to support and train TA's Metacognition Subject Leader support <p>Resources</p> <ul style="list-style-type: none"> EEF WRM Assessments White Rose Premium Resources Literacy Shed + Depth of Learning Maths/English TT Rockstars Benchmark Reading Assessment (PP and SEND) Metacognition 	<p>£99 WRM</p>	<ul style="list-style-type: none"> Catch-up activities implemented in classes TA's confident and able to deliver intervention activities Impact reports from Tutor for catch up sessions. White Rose fully embedded across school All staff have full knowledge of resources available and these are used Depth of Learning updated Subject Summaries complete Metacognition display in all classrooms 	<ul style="list-style-type: none"> Interventions show pupil progress/catch-up Reduction in use of power points Range of assessments continue to inform T&L D of L updated Subject summaries complete Pupils identified for in class interventions Gaps in learning planned for summer term. Writing assessment completed and areas to develop included in daily grammar sessions and planning for writing across the curriculum. 	<ul style="list-style-type: none"> Interventions show pupil progress/catch-up Pupil voice indicates pupils are confident and enthusiastic Governors have informed overview of school catch up program. All Subject leaders have attended and reported to FGB Pupil attainment rises and progress is at least good All Subject leaders have carried out monitoring activities D of L updated by May and July to show impact of teaching and any on class interventions. Subject summaries complete- including weekly book scrutiny, observations and moderations of work.

<p>Tier 2 (Targeted Academic Support) Pupils</p> <p>School closure due to COVID 19 has meant some pupils have fallen behind, having gaps in learning, particularly in Reading, Writing (including phonics) and Maths</p> <p>Some of these children require additional, precise, small group/individual support</p> <p>Teachers/staff</p> <p>Do not have sufficient time within classroom to deliver appropriate, targeted support for all children</p> <p>Support staff need support and training to deliver interventions effectively</p> <p>Attainment</p> <p>Children at risk of falling further behind their peers and not achieving expected progress</p>	<ul style="list-style-type: none"> Assess pupils and analyse data Identify those in need of targeted support in Reading, Writing and Maths. Structured interventions implemented from Teachers in Literacy Pupils are challenged with high, aspirational expectations Low ability readers have opportunities to read daily with an adult Communicate with parents, providing additional support materials. Techer to work with small groups of identified pupils to improve basic skills and application in maths. Pastoral support/resources for disadvantaged pupils 	<p>Monitoring</p> <ul style="list-style-type: none"> D of L data Subject leaders-moderation, book scrutiny, observing interventions, planning and data. SLT and SENDCo to monitor sessions from tutor and staff. <p>Training</p> <ul style="list-style-type: none"> Class teacher/subject leaders support TA's to deliver specific interventions <p>Resources</p> <ul style="list-style-type: none"> Employ Tutor 3 half days a week. Time allocated for staff training HLTA- extra hours EEF White Rose Premium Resources Literacy Shed + Depth of Learning. Maths/English Benchmark Reading Assessment. NTP for maths provided for identified vulnerable children <p>Coaching</p> <ul style="list-style-type: none"> Leaders support staff in implementation activities 		<ul style="list-style-type: none"> Focus on maths and basic skills Employ Tutor Identify specific needs Tutor deployed effectively Catch-up activities implemented Exit data shows good progress More Pupils working within age related expectations 	<ul style="list-style-type: none"> Focus on identified gaps Employ Tutor Identify specific need Staff effectively deployed Catch-up activities implemented Exit data shows good progress Pupils apply skills and knowledge in reasoning and problem solving activities Pupils working within age related expectations 	<ul style="list-style-type: none"> Focus on writing Employ Tutor RAG rate pupils/identify specific need TA's effectively deployed Catch-up activities implemented Exit data shows good progress Pupils apply skills and knowledge within writing activities D of L updated by May and July to show impact of teaching and any on class interventions. Pupils working within age related expectations Teachers to have identified pupils and gaps and demonstrate impact on pupils writing and reading. Yr 2 and 6 moderations show progress towards age expectations.
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<p>Tier 3 (Wider Strategies)</p> <p>Pupils</p> <p>Some pupils are experiencing existing and emerging difficulties and anxieties in relation to COVID and their return to school, impacting on emotional health and wellbeing.</p> <p>Some pupils have poor language skills on entry</p> <p>Some children to not have access to digital technologies</p> <p>Attainment</p> <p>At risk of negative impact on attainment and progress and future life chances</p>	<ul style="list-style-type: none"> • Nurture and wellbeing activities in and out of class • House point system • Outdoor learning opportunities • Update PSHE curriculum • After school clubs (when possible) • Whole school theme days • Employ sports coach to develop pupils mental and physical wellbeing. 	<p>Monitoring</p> <ul style="list-style-type: none"> • Track and analyse data • Pupil/parent voice • Club uptake • Rolling programme for pupil participation <p>Training</p> <ul style="list-style-type: none"> • Government Education Return Programme • PSHE networks/courses • Staff meetings <p>Resources</p> <ul style="list-style-type: none"> • Weekly Picture News Assembly • Children’s guide to COVID • Wellbeing for Education return • Outdoor learning equipment • ND house points • Home resources <p>Coaching</p> <ul style="list-style-type: none"> • Staff support each other in delivery of activities 	<ul style="list-style-type: none"> • Pastoral needs identified • Intervention activities implemented • After school clubs begin • Provision for home learning • Forest Schools (COVID permitting) • Outdoor learning in every class • Monitoring shows positive impact of activities • Reinstating Picture News Assemblies • Certificates for learning behaviours in place. 	<ul style="list-style-type: none"> • Forest Schools (COVID permitting) • PSHE in place across school • Positive impact of activities shown through monitoring and analysis • Good engagement with reward system. • Weekly outdoor learning in every class 	<ul style="list-style-type: none"> • Forest Schools (COVID permitting) • PSHE in place across school • Positive impact of activities shown through monitoring and analysis • Good engagement with reward system. • Weekly outdoor learning in every class • After school activities restart and are well attended. • PSO report to SLT & Gobs on impact of work with pupils (PP, disadvantaged and identified). • Reinstating Picture News Assemblies • Certificates for learning behaviours in place. • Pupils wellbeing is seen through observations, questionnaires and behaviours.
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