

Whole School Pupil Catch Up Plan – Somerford Primary School

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
<p>All children returned to school and attendance 100%</p> <p>Children have opportunity to discuss any worries or concerns regarding return to school / virus / lockdown</p>	<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 in the mornings and end of the day</p> <p>CW to follow up with any children not attending</p> <p>Use of 'Rain before Rainbows' text for week 1 as a stimulus for discussion as the content of the book relates well to mental health and anxieties about changes and things that are out of our control.</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>LT and MM to agree the ELSA children</p>	

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Phase 2 ~ Identification of gaps in learning and priority areas for curriculum		
Desired outcomes	Actions	Evaluation and impact
Assessment for Learning via 'marking' and feedback is effective	Effective use of whole class Feedback Sheets to identify misconceptions, gaps in learning and individual children who may need support	
Children secure basic skills and have foundations for more complex learning	Phase Leaders to monitor use of these sheets to ensure they are being used as effectively as possible – feedback at ELT meetings. Agreement trialling with phase teams.	
Children are on appropriate RWI stage in Yrs R-3 and children who have 'slipped' are identified	Opportunity for over learning and repetition – TTRS, phonics sessions, Ashley Booth reading sessions etc Frequent, low stake assessment (quizzes, multiple choice, small tests) to assess understanding and retention	
Ensure children have revisited areas of maths planned for summer term to ensure no gaps / identify those to be filled	All children in Yrs R-3 are assessed on RWI assessment sheets. Children placed in appropriate groups. RWI lead (MS) to undertake a review of children's levels compared to Spring 2 and identify children for additional support	
To ensure children are spelling at appropriate level for year group	Teachers follow adapted planning framework from White Rose Maths which has revisions and revisits built in Purchase of a spelling app / programme to assist with consolidation and practise at home (English Lead to choose most appropriate)	
Teachers to have time to reflect on needs of cohort and adaptations needed to curriculum	Staff meeting time used for these reflections as a phase	
Children continue to attend school regularly and attendance remains at 96% or above	Class teachers and year groups maintain a focus on attendance through displays, attendance plans and rewards	

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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>Phase Leaders monitor attendance in their phase and undertake actions to impact positively. Phase Leaders feedback at ELT meetings on attendance in their phase</p> <p>CW to contact families where children not attending and work with them to ensure good attendance</p> <p>CW and HF to undertake monthly monitoring of absence and send appropriate letters / hold meetings as necessary</p> <p>CW and JH to attend BCP COVID attendance meetings via Zoom</p> <p>Correct coding to be used for isolating pupils</p> <p>Set up Microsoft Teams via DfE grant</p> <p>Train staff to use Microsoft Teams</p> <p>Additional digital devices available in school to support vulnerable families with access to digital resources.</p> <p>All staff to have a PM target related to remote learning Remote Learning / Continuity Plan written to detail processes needed</p> <p>Whilst MST being launched, teachers provide a mixture of paper resources and links to Oak Academy lessons and other online programmes such as Study Ladder, White Rose Maths and TTRS</p> <p>Teachers provided additional 30 mins PPA a week to prepare timetable / resources for potential online learning the following week</p>	
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	<p>Focus on providing additional time for tasks within normal weekly staff meetings to reduce overall workload.</p> <p>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>	
Phase 3 ~ Identification and implementation of interventions		
Desired outcomes	Actions	Evaluation and impact
<p>To ensure children and staff recognise key knowledge to be retained</p> <p>Children have appropriate vocabulary for their age and can access age appropriate texts with understanding</p> <p>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 RWI stages to make accelerated progress – the 14 children who had slipped in levels have caught up.</p>	<p>Creation of Knowledge Organisers for class texts and topics each half term</p> <p>Vocabulary progression documents used in class and new vocabulary is explicitly taught</p> <p>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 the NELI project in YR – DfE approved and funded intervention. LT leading and supporting YR staff</p> <p>Implementation of WELLCOME project – LA approved and funded intervention. LT leading and supporting YR staff</p> <p>1:1 RWI interventions to be led by TAs in pm sessions</p>	

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<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>Targeted 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>Key leadership staff to create programme of afternoon interventions with measurable outcomes. The plan to include deployment of staff to lead these.</p> <p>Interventions to be reviewed and evaluated by leadership staff after 6 weeks and adaptations made where necessary</p> <p>Pupil progress meetings held in week 4 of term to discuss any child who has slipped from previous assessment point and any child a teacher is concerned about</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>Specific children identified by SENCo for a CAT test to assist in identifying areas of strength and areas for focus</p> <p>Tutoring programme set up to be led by teachers after school for small groups of children (max of 3)</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>Third Space maths online tutoring purchased for key children not making expected catch up</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>	
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<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>Catch Up Premium used to pay TAs to lead additional reading sessions before or after school with individual children</p> <p>Thrive online screening carried out by all class teachers in September</p> <p>Children who need more in depth assessment identified by class teacher and LT</p> <p>Bespoke programmes of support in place to support children with additional needs with clear expectations of work to be completed during any time out of school.</p> <p>LT to lead in depth assessments with teacher and parent</p> <p>Action plans created for children who need support at a particular developmental stage</p> <p>TAs to lead interventions for children who have an action plan</p> <p>Breakfast to be provided to all children (Magic Breakfast support)</p> <p>Interventions set up by CW / HF and BCP Attendance Team if any child is a persistent absentee</p> <p>Attendance of all children reviewed at the end of each month</p>	
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