

Development Area 1B: Catch Up Premium Strategy

Ensuring that every child will overcome any barriers created due to the Coronavirus pandemic, emotionally, physically and academically

PERIOD COVERED BY PLAN: ACADEMIC YEAR 2020/21

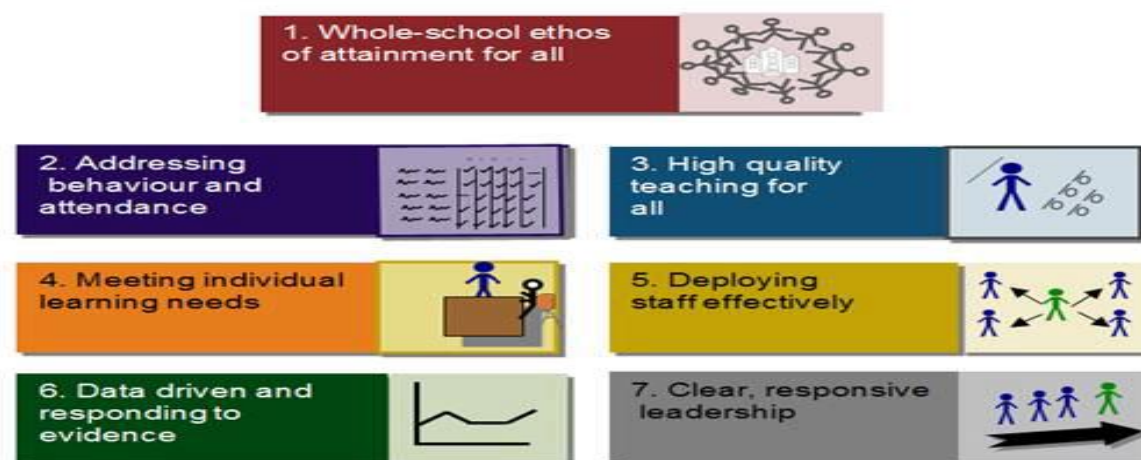
PLAN WRITTEN BY: Head teacher, Governors and staff

INITIAL DATE: September 2020

MOST RECENT REVIEW:

NEXT REVIEW:

We are determined that every child will overcome any barriers created due to the Coronavirus pandemic, emotionally, physically and academically. By focusing on attendance and behaviour, high quality teaching, metacognition and by knowing our children as individuals with individual needs, we believe that we have a culture embedded within the school where we are determined that every child will achieve well. Positive, caring relationships with our children and their families is a strength here and this will form a central part of our recovery and catch up curriculums. Various research and educational papers will be used to help determine which programmes will be followed and how we will evaluate our successes. Regular CPD for staff will ensure that all teachers and teaching assistants are well equipped to meet the needs of all of our children. By working together as a community, we will find creative solutions to remove the barriers of the 'new' normal.



Our Priorities and Aims – 2020/2021

- ✓ Use additional funding (£15,760) to ensure any gaps in learning due to COVID-19 closed within the academic year.
- ✓ For all pupils to be taught an ambitious and broad curriculum in all subjects.
- ✓ Staff to prioritise teaching to address significant gaps in pupils' knowledge with the aim of returning to each year groups' correct chronological content by September 2021.
- ✓ To develop and further enhance strategies to support memory and metacognition (the understanding of how we learn) for children in all year groups.
- ✓ To teach high quality remote learning so that it is integrated into the school curriculum planning during lockdown or when children are self-isolating.
- ✓ All planning to be based on the educational needs of pupil based on highly effective assessment.
- ✓ To address any mental health or well-being concerns for pupils, families and staff.
- ✓ To continue to employ a teacher (three days a week) to work with individual pupils on recovery programmes identified by class teachers and SLT.
- ✓ To provide emotional support and development for families through Early Help Hub or local charity support.

The Catch Up / Recovery Curriculum	Commentary	Impact / Evaluation
<p><u>Quality First Teaching</u></p> <p>All pupils to meet at least expected standard for their chronological year group by the end of the academic year.</p>	<ul style="list-style-type: none"> ✓ Providing opportunities for professional development (e.g. DfE Maths catch up materials shared at INSET day) to support curriculum planning or focused training on the effective use of technology e.g. Seesaw ✓ Ensuring teachers have training and support to adjust to changes as the national picture changes. Early career teachers to receive additional support as they have had their training curtailed will benefit from additional mentoring and support. ✓ Review of all pupils' progress and attainment every term during pupil progress meetings and report to Standards Governors ✓ Review selected 'catch up' pupils' progress and attainment every half term or as needed ✓ Supporting children to build and maintain links between learning will enable them to close any gaps that have been created. Further enhance the work on developing memory through a range of techniques at the start, during and at the end of lessons ✓ Ensuring that staff continue to have access to high quality CPD via online webinars and virtual training for all subjects, where applicable ✓ Further enhance the breadth and depth of the curriculum using a range of alternative approaches such as virtual trips, galleries and the use on online expert lessons/sessions 	
<p><u>Pupil assessment and feedback</u></p> <p>Additional information about this is included in the EEF's guidance on Assessing and Monitoring Pupil Progress.</p>	<ul style="list-style-type: none"> ✓ Effective and timely ongoing assessment is key to determine how to effectively support every child. Standardised assessments in reading and Maths will be used to identify pupils who would benefit from additional catch-up support. ✓ Subject-specific assessments will be used to identify particular areas where pupils have forgotten or misunderstood key concepts, to ensure that new material being covered builds on secure foundations. ✓ Providing pupils with high-quality feedback, building on accurate assessment, at the point of learning within class will provide pupils with the best way to make progress. ✓ Daily in class assessment through revised marking and feedback 	

<p><u>Transition Support (for families and pupils)</u></p>	<ul style="list-style-type: none"> ✓ All pupils will need support to transition back to school. This will vary depending upon the experiences in lockdown. ✓ Additional planning for transition support during the first two weeks will ensure pupils start the new term feeling confident and ready to learn. ✓ Provide individual phone calls to vulnerable children and families to support the transition process and to build relationships between home and school ✓ Provide social stories if needed to support the transition to their new year group, class and teaching staff ✓ Additional transition will include using assessment to identify areas where pupils are likely to require additional support or creating opportunities for teachers to share information about pupils' strengths and areas for development with colleagues, including with parents and carers at an early parents evening 	
<p><u>Intervention Programmes</u></p>	<ul style="list-style-type: none"> ✓ In order to support pupils who have fallen behind furthest, structured interventions, will be delivered -one to one and in small groups. These will be delivered by LSAs within year groups or by a specialist teacher. These will be monitored by SLT ✓ Interventions may focus on other aspects of learning, such as behaviour or pupils' social and emotional needs, or focus on particular groups of pupils with identified special educational needs or disabilities. Effective intervention will follow assessment, which can be used to ensure that support is well-targeted and to monitor pupil progress. ✓ An application has been made to be part of Nuffield Early Language intervention (NELI) for current YR 	
<p>Other notes:</p>		