



CATCH UP PLAN 2020-2021

Key aims:

- **To provide structured support for pupils whose learning has been impacted by missed lessons**
- **To ensure our most vulnerable groups are not disadvantaged further and have the opportunity to catch up on learning**
- **To make effective use of the Catch-Up Premium in narrowing the gaps for pupils most affected by school closures**

Rationale:

- We will avoid putting pupils under pressure to 'catch up' as consolidation of fundamental knowledge through focused teaching and prioritising and reinforcing content will increase pupil confidence and ensure new learning can be built on firm foundations
- Schools have been allocated £80 per pupil, which equates to approximately £16080 of Catch Up Premium for our school. We will prioritise support for pupils according to their needs
- Research suggests that school closures are likely to reverse progress made to narrow the gap between disadvantaged pupils and their peers. Estimates range from the gap widening from 11% to 75% (EEF)
- There is extensive evidence supporting the impact of high-quality one to one and small group tuition as a catch-up strategy (EEF)
- We know and understand that it is not possible to reteach every lesson that pupils missed as a result of school closure or future closures
- Smartly planned curriculum coverage and high-quality teaching will have a profound impact on catch up outcomes and pupil progress
- CPD and training will ensure every teacher is prepared and focused on how to achieve the best outcomes for pupils
- Targeted assessment and feedback will aid teachers to determine how to most effectively support their pupils
- In order to support pupils who have fallen behind furthest, structured interventions are likely to be necessary
- There is extensive evidence showing the long-term negative impact of beginning secondary school without secure English and Maths skills. Intervention programmes are likely to have the greatest impact where they meet a specific need, such as oral language skills or aspects of reading (EEF)
- Our curriculum is designed so that pupils are constantly revisiting and revising concepts
- We recognise pupils are entitled to a broad and balanced curriculum and teaching all subjects will have a positive impact on learning so foundation subjects will not be sacrificed to prioritise core ones
- We recognise that parents have a key role to play in supporting children's learning and it will be essential that we work together and communicate effectively with parents

Phase 1 – Identification

The identification phase recognises that all children will have some gaps and many pupils will get back on track after a period of consolidation. Effective curriculum planning, high quality teaching, CPD and training and incisive feedback are active steps we can take to accelerate learning. Incisive, 'low-stake' assessment will be used to identify subject specific areas where pupils have forgotten or misunderstood key concepts and ensure new material being covered builds on secure foundations. During this phase, we will identify our most vulnerable pupils who, as a result of classroom monitoring and informal assessments, are deemed to be significantly behind their peers at this stage and unlikely to catch up with the consolidation lessons planned for all pupils. We will also look at pupils who may not have actively engaged in remote learning and/or have experienced significant difficulty, such as bereavement, that may be a barrier to learning.

Objective	Actions	Lead staff	Success Outcomes	Cost Implications	Time scale	Impact
To assess significant gaps in learning	To use formative and summative assessment to identify gaps (Star maths, Phonics Check and NFER)	CT's/DH	Teachers make accurate judgements on pupils who have gaps, based on their assessments and what these gaps are		Before Oct half term	
To carry out initial baseline assessments for pupils	Use classroom observation of pupils and assessments to identify where children are in their learning now Use scores from reading and Comprehension age tests and NFER Test	CT'S/DH	Baseline assessments are used as evidence to inform pupil outcomes and those in need of catch up		Before Oct half term	
To identify which content should be covered in English and Maths	Dialogue with Maths, Phonics and SEN leaders regarding key content needed for catch up Maths lead to identify non-negotiable missed content and 'light touch' content Use of Third Space Learning		Most essential curriculum content, necessary for pupils to catch up, is in place ready for delivery		Before Oct half term	
To identify the most vulnerable children	Who does/does not benefit from additional catch up Work with ELSA, Mrs Meagher or Maths Tutor to identify our most vulnerable groups.		identification of pupils who will be part of intense catch up and understand the rationale for choosing these pupils		Before Oct half term	

Phase 2 – Planning

The planning phase is based on education research (e.g. through the EEF) in order to inform best practice. During this phase, we will consider which parts of the curriculum are non-negotiable (concepts, knowledge and skills that all pupils need to understand), which parts are 'deeper concepts' that we'd like pupils to learn and which ones will have a 'light touch', as they do not impact pupils' level of understanding of a concept. Our curriculum is regularly evaluated and tailored to meet the needs of our pupils. Staff will continue to receive regular CPD on planning a smart curriculum, for all, as we know this will have a positive impact on progress. We will make decisions about how to deliver catch up interventions.

Objective	Actions	Lead staff	Success Outcomes	Cost Implications	Time scale	Impact
To research effective and relevant interventions	Staff to investigate interventions which have the best impacts for the needs of our children	DH/MC	We make effective use of the interventions that have the greatest impact	% of Catch Up premium to be confirmed	Oct 2020	
To decide which knowledge needs covering	Identify the essential concepts in Maths and English Work with class teachers on the gaps they have identified in Phase 1	CT's	The most essential curriculum knowledge in English and Maths is planned for when delivering catch up work		Oct 2020	
To continuously revisit the features of high-quality teaching	INSET and CPD tailored around high-quality teaching, learning and feedback Revisit what makes effective differentiation	CT's	Quality first teaching has the greatest impact on outcomes for all pupils	INSET time	On-going	
To ensure curriculum planning meets the needs of pupils	Continuously review the school's curriculum Teachers plan smartly to ensure coverage of key content	CT's DH	Curriculum design matches the needs of all pupils		On-going	
To decide how a catch up programme will be delivered	Research to be conducted about how interventions are delivered Headteacher to work with teachers to place children into small groups or	DH/MC	Research and planning informs best practice for how to deliver catch up programme		Oct 2020	

	where pupils would benefit from 1:1 tutoring Staff to be trained on how to deliver catch up programmes and/or interventions					
To finalise a list of children and adults	Use information gathered during Phase 1 and 2 to produce groups and individuals who will undertake additional interventions or catch up	All staff	Children are placed in relevant groups or are correctly matched to a 1:1 adult		Oct 2020	

Phase 3 – Delivery

Delivery of catch up should be intense and time limited because we want to fill gaps as quickly as possible so that pupils who have fallen behind can start doing the same work as their peers. Teaching should be targeted in order to fill pupils' specific gaps and staff delivering the catch up should be well-trained as high-quality teaching and modelling is key. Effective high-quality teaching involves: clear explanations, scaffolding and feedback. The use of knowledge organisers will allow staff and pupils to see exactly what they need to know.

Objective	Actions	Lead staff	Success Outcomes	Cost Implications	Time scale	Impact
To ensure teacher explanations are clear	Revisit high quality teaching in INSET sessions Monitoring of teaching in classrooms		High quality teaching always involves clear explanations, scaffolding and feedback and has high impact of gap filling	INSET time	On Going	
To ensure teachers have the correct resources to support catch up	Audit of resources needed in curriculum lessons, where relevant		Resources used in catch up sessions are relevant and used to support learning		On-going	
To support parents and carers of children in receipt of additional support	Communication with parents of children receiving extra support Guidance for parents on how to support their children at home		Parental engagement increases and has a positive impact on outcomes		On-going	

Phase 4 – Review

This phase ensures constant review of the interventions and catch up taking place. We must endeavour to make sure pupils experience success and know that what they are doing is making a difference as this will motivate them to continue and improve outcomes. Pupils need to be given the opportunity to practise and apply what they have learnt. The review phase should monitor teacher workload and well-being.

Objective	Actions	Lead staff	Success Outcomes	Cost Implications	Time scale	Impact
To ensure strategic planning of interventions for greatest impact	Review the effectiveness of pupil progress meetings Intervention reflects classroom practice		Intervention positively impacts progress		Autumn 2020	
To continuously monitor catch up delivery	Assessments made and data collected at the end of sessions Observations of pupils Work scrutiny Monitor to ensure interventions are time limited		Monitoring procedures identify that catch up programme is having significant impact on progress		On-going	

Phase 5 – Assessment and Impact

When pupils have finished catch up, they will be provided with pre-teaching and post-teaching to ensure they are ready to re-enter the classroom and support understand afterwards.

School leaders will need to use monitoring systems and assessment data to measure the impact of catch up on pupil progress and outcomes.

Objective	Actions	Lead staff	Success Outcomes	Cost Implications	Time scale	Impact
To measure the impact of catch up provided	Assessments made and data collected Observations of pupils Monitoring of interventions and catch up groups	CT	Outcome data shows improvements Gaps in learning narrowed for our most vulnerable groups		Termly	

Spending – Total available: £ 10480 -Allocation for Spring 2021 TBC

Actions	Cost Implications	Time scale	Impact
Additional 2 hours per week for Intervention Teacher – (4 x 30 minute before school sessions). JC Yr 1	£680	Until March 2021	
Additional 2 hours per week (2 x 1 hours) for a Teaching Assistant to deliver 1:1 / small group phonics with targeted pupils. Yr 4	£303	Until March 2021	
Focused daily interventions Yr. 1,2 & 3 SM	£6800	Until March 2021	
NTP Third Space Learning 16 children per term KS 2	£2700	Whole Year	Dec 2020 -Identified group have all made Standardised score gains and as well as increased confidence in Maths. 12/16 good progress or better