

**Barlby 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	£27,280 approx
Autumn	£6880
Spring	£9040
Summer	£11,399

School Expenditure	
Wellbeing action plan	£ 500
Additional TA hours	£ 33,600
Purple Mash	£ 2024
Literacy Scheme	£ 124.99
Topic days	£ 1200.00
Subject Monitoring Release	£ 1235
Year 6 Catch up club (additional teacher pay)	£ 3725
TOTAL	£ 42,408.99

Area: Teaching (Tier 1)

Problem	Desired Overall Outcomes	Intervention Description What?	Implementation Activities How?	Review notes
<p>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>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</p>	<p>Pupils</p> <p>Standards of attainment are improved, with all pupils making expected progress or better by the end of the year</p> <p>Children are engaged, motivated and enthusiastic in their learning</p> <p>Teachers/staff</p> <p>Have full awareness of the gaps in learning of pupils in their class</p> <p>Plan appropriate lessons that support and challenge pupils, enabling them to catch-up and make accelerated progress</p> <p>Fully utilise new and existing resources</p> <p>Use and support TA's effectively to deliver high</p>	<ul style="list-style-type: none"> Assess pupils at week 3 of term 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 	<p>Training</p> <ul style="list-style-type: none"> Networks, CPD, staff meetings Utilise support from NYCC SLA Teachers to support and train TA's Subject Leader support <p>Resources</p> <ul style="list-style-type: none"> White Rose Rockstars <p>Monitoring</p> <ul style="list-style-type: none"> Marking and feedback Assessment weeks Pupil Voice Subject monitoring/Summaries Governor challenge <p>Coaching</p> <ul style="list-style-type: none"> Support TA's in resource delivery Subject Leaders support staff in 	<p>Daily online sessions led by class teacher to deliver lessons to learners at home which were equivalent to what would have been taught in school.</p> <p>Parents of pupils who were not engaged were contacted regularly by staff.</p> <p>Specific sessions delivered for low level pupils and those with additional needs.</p> <p>Review of attainment in Spring data has revealed the gap in learning to be even more pronounced in writing.</p>

<p>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>	<p>quality, measurable interventions and classroom support</p> <p>TA's to take part in any training activity/reading to deliver effectively</p> <p>Plan creative, engaging lessons, reducing use of power points</p> <p>Attainment</p> <p>Children make at least expected progress</p> <p>Outcomes at end of year improve</p>	<ul style="list-style-type: none"> • Reading, writing and phonics embedded across the curriculum in every lesson • Homework suitably planned to meet individual needs whilst supporting and extending learning • 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 Reception and KS1 • Phonic sessions at KS2 as appropriate • Follow white rose planning, incorporating regular problem solving and reasoning activities • Additional core subject teaching (writing) will take place in the afternoon sessions – limiting foundation subject time. 	<p>implementation activities</p>	
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Area: Targeted Academic Support (Tier 2)

Problem	Desired Overall Outcomes	Intervention Description What?	Implementation Activities How?	Review notes
<p>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>Pupils</p> <p>Gaps in learning are addressed, enabling them to make at least expected progress</p> <p>Teachers/staff</p> <p>Identify those in need of targeted support</p> <p>Support staff have the skills and knowledge to deliver activities effectively</p> <p>Attainment</p> <p>Children make appropriate progress to catch-up with their peers</p>	<ul style="list-style-type: none"> Assess pupils and analyse data Identify and RAG rate those in need of targeted support Use Assertive Mentoring to identify individual gaps and class gaps Structured interventions implemented 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 Y6 Catch-up club- from January 2021. Extended school 	<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 additional TA Time allocated for staff training White Rose Forest schools <p>Monitoring</p> <ul style="list-style-type: none"> Class teacher monitoring Subject reports Data analysis <p>Coaching</p> <ul style="list-style-type: none"> Leaders support staff in implementation activities 	<p>Year 6 catch-up not able to take place. Due to cancellation of SATs and the fact the vast majority of the Y6 curriculum is almost covered in interventions will now take place in class.</p>

<p>Children at risk of falling further behind their peers and not achieving expected progress</p>		<p>day for boarder line pupils catch up twice weekly per group from 11th January 2021-19th March 2021.</p> <ul style="list-style-type: none"> • Additional core subject teaching (writing) will take place in the afternoon sessions – limiting foundation subject time. • Year 5 and Year 2 highlighted as low achieving: • One Year 5 class delivering 1:1 maths boosting. • Year 2 topic focused around literacy. • Year 2 require additional TA. • Year 3 using TA support to focus on question types. • Class teachers electively re-identifying gaps in learning through additional assessments. • Year 2 maths homework adapted to fill gaps. • Selective Year 2 and 5 after school catch-up programme for 		
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		maths – once a week for 5 week – 28 th April onwards until 4:15pm.		
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Area: Wider Strategies (Tier 3)

Problem	Desired Overall Outcomes	Intervention Description What?	Implementation Activities How?	Review notes
<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 do not have access to digital technologies</p>	<p>Pupils</p> <p>Pupils are given the necessary tools, skills and strategies to understand, explore and regulate their feelings and emotions</p> <p>Pupils are given the opportunity to ask questions</p> <p>Pupils feel less/no anxiety as their emotional health and wellbeing improves</p> <p>Children have high aspirations</p>	<ul style="list-style-type: none"> • Possible involvement in NELI • Pastoral support/resources for disadvantaged pupils • Nurture and wellbeing activities in and out of class • Outdoor learning opportunities • Topic theme days • Parent evening phone calls • Regular contact with families in need 	<p>Training</p> <ul style="list-style-type: none"> • PSHE networks/courses • Staff meetings • Wellbeing meetings • Compass Buzz training <p>Resources</p> <ul style="list-style-type: none"> • Children’s guide to COVID • Wellbeing for Education return • Outdoor Ted / Forest schools • Outdoor learning equipment 	<p>Organised involvement in NELI.</p> <p>THRIVE newsletter sent to parents.</p> <p>Some classes have worry interventions as needed.</p>

<p>Attainment</p> <p>At risk of negative impact on attainment and progress and future life chances</p>	<p>Teachers/staff</p> <p>Have skills and knowledge to address and support emotional health and wellbeing</p> <p>All staff promote emotional health and wellbeing</p> <p>Staff have high expectations for all</p> <p>Create opportunities for and support children to participate in activities and experiences</p> <p>Intervention activities fully implemented</p> <p>Attainment</p> <p>Pupils have good mental and physical health and wellbeing</p> <p>All pupils have equality of opportunity to succeed</p>	<p>through phone calls and emails</p> <ul style="list-style-type: none"> • Staff meetings from weekly to 'needed' • Whole class THRIVE profiling and action planning • Class wellbeing resource boxes • Weekly Picture News sessions to discuss current issues. • Parent well being ambassador to support families <ul style="list-style-type: none"> • Continuation of THRIVE newsletter • Forest schools session for vulnerable children in Year 4/5 	<ul style="list-style-type: none"> • Home resources <p>Monitoring</p> <ul style="list-style-type: none"> • Track and analyse data • Pupil/parent voice <p>Coaching</p> <ul style="list-style-type: none"> • Staff support each other in delivery of activities 	
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