

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>	<p>99.6% attendance on first day in September. 95.6% attendance for the Autumn Term.</p> <p>99.6% attendance on first day after lockdown (8/3/21)</p> <p>95.9% attendance overall for the year to date.</p> <p>Children transitioning well in to school and key children grown in independence and resilience.</p> <p>Parent survey on remote learning suggested children were well supported by staff during lockdown.</p> <p>Worry boxes in place.</p> <p>Children who teachers are concerned about are referred to SENCo for discussion with Mental Health in Schools team</p> <p>Annual Pupil Survey sent to ask if children know who to speak to and to gauge their feelings in school</p>

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<p>Children with additional social and emotional needs are well supported in new school life</p>	<p>Play Therapy to recommence</p> <p>Risk assessments written for key children</p> <p>Review of Behaviour Policy with all staff CPD for Behaviour Support on INSET – 9th October 2020</p> <p>LT to support teachers with key children – Thrive analysis completed 29th September by class teachers.</p> <p>Class teachers implement strategies to support children such as visual timetables, How we can help sheets, placement in classroom etc</p> <p>1-1 Zoom meetings and/or phone calls for any children who feel particularly anxious about returning to school</p> <p>Bespoke programmes of support set up for children with particular difficulties. Reviewed and stepped up as and when appropriate.</p>	<p>3 children causing concern in school. BOOST accessed for support. Individual plans in place to support the children</p> <p>Thrive analysis showed 18 children needing full assessments across school before Christmas. These children have action plans in place. This needs reviewing now after lockdown.</p> <p>Only one child not returned and they are being supported via BOOST and SEN team</p>
<p>New children and their families are welcomed and settled in to SPS smoothly</p>	<p>New children arrive at 10.00 on Day 1 to be welcomed and complete admin (SLT and admin staff on hand to answer questions)</p> <p>New children added to Marvellous Me promptly to aid communication</p> <p>Children given a 'buddy' in the class to support them in the first few days</p> <p>CW to link with previous schools re safeguarding, attendance or other concerns. If relevant, make links with allocated social worker.</p>	<p>6 new children have joined the school and all integrated well</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	<p>Effective use of whole class Feedback Sheets to identify misconceptions, gaps in learning and individual children who may need support</p> <p>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.</p>	Autumn Term ELT meetings had Feedback sheets as a standing agenda item. Support for new staff provided. Sheets being used to identify same day intervention needs.
Children secure basic skills and have foundations for more complex learning	<p>Opportunity for over learning and repetition – TTRS, phonics sessions, Ashley Booth reading sessions etc</p> <p>Frequent, low stake assessment (quizzes, multiple choice, small tests) to assess understanding and retention</p>	AB reading lessons introduced throughout school. Pupil voice shows they are helpful for children. Need end of term data to confirm impact.
Children are on appropriate RWI stage in Yrs R-3 and children who have 'slipped' are identified	<p>All children in Yrs R-3 are assessed on RWI assessment sheets. Children placed in appropriate groups.</p> <p>RWI lead (MS) to undertake a review of children's levels compared to Spring 2 and identify children for additional support</p>	<p>RWI has been a challenge this year as unable to teach in mixed groupings. Also could not continue in lockdown.</p> <p>Assessments redone in March as soon as children returned and children identified for RWI interventions.</p>
Ensure children have revisited areas of maths planned for summer term to ensure no gaps / identify those to be filled	<p>Teachers follow adapted planning framework from White Rose Maths which has revisions and revisits built in</p>	
To ensure children are spelling at appropriate level for year group	<p>Purchase of a spelling app / programme to assist with consolidation and practise at home (English Lead to choose most appropriate)</p>	<p>Spellzone introduced across school. Children in top ten in country.</p>
Teachers to have time to reflect on needs of cohort and adaptations needed to curriculum	<p>Staff meeting time used for these reflections as a phase</p>	<p>Release time provided in Spring Term to support curriculum adaptation to needs of cohort</p>
Children continue to attend school regularly and attendance remains at 96% or above	<p>Class teachers and year groups maintain a focus on attendance through displays, attendance plans and rewards</p>	<p>Attendance currently 95.9%</p>

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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>	<p>Fortnightly DSL meetings focus on children’s attendance. Expectations shared with parents and reinforced regularly</p> <p>Completed in Autumn term each month. End of term attendance sheet also sent home.</p> <p>Zoom meetings attended and correct coding being used.</p> <p>Microsoft Teams introduced and embedded across school and used throughout lockdown Jan-March. Ongoing training for staff provided and staff skilled in using programme 89 children supported with 61 devices from school</p> <p>Mid term reviews showed this was successful. Engagement levels across school reached 90% and at least 3 classes had 100% engagement. Parent survey on remote learning showed Teams was effective and DfE remote learning review demonstrated we were meeting DfE expectations</p> <p>Screen free afternoons included in response to parent and staff feedback</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>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>	<p>These were created and shared with parents and used by children in Autumn Term. Available on website for parents. Recommence in Summer Term.</p> <p>Vocabulary progression documents created and in English Handbook for staff reference. Now need embedding in classroom practice.</p> <p>Feedback sheets used across school. Phase Leaders monitoring use of forms. Children identified for same day interventions.</p> <p>EYFS staff received training and started assessments. These were halted due to lockdown. Assessments completed in March 2021 and programme to be implemented by TA as</p>

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<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>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>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>	<p>intervention groups. Parents have been informed about the programme. Wellcomm being used to support children 1:1 and used the Wellcomm assessments to support with the baseline in September.</p> <p>RWI interventions being led by LE. Children reviewed by MS as RWI lead ELT developed plan in Autumn Term and reviewed impact. Unable to run in Spring due to lockdown.</p> <p>PP meetings helped to identify children for tutoring</p> <p>These will be held again more frequently in Summer Term</p> <p>CAT tests purchased and xx children assessed. This has supported with new children joining school without previous data and for children who appear 'stuck'.</p> <p>One teacher leading tutoring groups across the school for 4.5 days a week from March 8th.</p>
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<p>1:1 conferencing for all children to allow in depth support for key areas</p> <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>	<p>One teacher will be leading tutoring groups across the school 2.5 days a week. One teacher leading online tutoring groups 4 pms a week from Y3-6.</p> <p>Third Space not taken up</p> <p>Conferencing will commence from Summer Term.</p> <p>Additional TA hours removed from plan as 3 teachers running tutoring in school.</p> <p>Thrive assessments complete. 18 children needed full assessment and now have action plan. These assessments will be redone in March</p> <p>Magic Breakfast funding ended. Breakfast still available for all children who need it and Breakfast Club still subsidised to be £1.50 a child a day</p>
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