



Catch-up Plan

Note: Catch-up funding indicated in *red*

Key issue: 1	To address issues and gaps in learning created by lockdown, by					
	– Preparing and training staff to support pupils – Ensure all children returning to school have the opportunity to be supported mentally and emotionally – Taking the wide range of experiences children will have had during lock down ensure all children are base lined in reading, writing and maths to ensure focused individual plans can be implemented for all children – Prioritising the teaching of reading, calculations and number to maximise and accelerate progress. – Preparing all stakeholders for a blended learning approach in the event of further lockdown and/or isolation					
	Success criteria:	By December 2020	• Staff will have received training to raise awareness on the impact of Covid • Children who have been most impacted will have been identified and additional, tailored support will be in place • Infrastructure in place and associated training completed to facilitate blended learning (also see 5:4) • Staff knowledge and understanding of the school's approach to blended learning ensures a seamless transition between home and school -based learning. • Those children who have needed to access the curriculum from home have been able to successfully complete their work and avoid disruption.			
		By April 2021	• All children have access to appropriate equipment both on and off site • During any partial closure all children are able to continue to work to the medium and short term curriculum plans for their class/year group. • As well as facilitating offsite learning, the blended approach is providing an enriched and relevant curriculum for all year groups. • Systems for feedback have been refined and are effective in supporting children's learning. • Children use the skills from the blended learning approach to transition from home to school without a loss of learning. • Conduct SSED (Supported Self-Evaluation discussion) with a LA advisor to improve provision for EYFS.			
		By July 2021	• All staff are confidently delivering the curriculum through a blended approach which meets the needs of all learners. • There is minimal disruption to the long term curriculum plans during any period of partial closure or pupil absence. As a result of an effective school wide strategy children are able to continue to make good progress in their learning. • Children have accessed their full curriculum entitlement across the academic year. • Percentage working at age-related is back to the pre-lockdown levels.			
No.	Action	Lead Person	Dates	Monitored by	Method of Monitoring	Resource Finance
Autumn term 2020						
1:1	Head to attend training on 'Living with the New Normal' by the Virtual School. Cascade training to all staff and explore the impact of Covid, both emotionally and academically To include: *understanding trauma: toxic stress and community resilience and	JW	Course 15.07.20 Staff training 25.06.20	ST (Chair of gov's)	Chair of gov.s meeting with head	Headteacher time



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	*understanding the impact of unregulated stress on brain function *Understand promoting recovery for traumatised people					
1:2	Identify children who are most vulnerable to falling behind due to prior attainment and progress and engagement and completion of work during lockdown, See vulnerability spreadsheet.	JW	09.07.20 Staff meeting	JW	Completed spreadsheet:	Staff meeting time
1:3	Reception Mental Health and Wellbeing To ensure the children feel secure at school after some children having not accessed pre-school education since lockdown • Home visits before the end of term, as not all transition days are taking place to ascertain information regarding child's, likes, dislikes characteristics of effective learning • Questionnaire sent home to reinforce above information • Work specifically directed towards play and social skills • Monitor children's behaviour in the form of communication – What does this tell us? Is the child feeling emotionally secure? • Arrange for one hour school visit for parent and child on one of the last two days before summer with no more than four children at a time, so the children have had a chance to meet staff again and familiarise themselves with the classroom and the outdoor space.	ER	Home visits: 08.07.20, 13.07.20 and 15.07.20 School visits: 20.07.20 and 21.07.20	JW	Information about each child has been obtained to allow teachers to plan for children's likes dislikes and characteristics of effective learning to ensure all reception children individually feel supported and safe at school. Activities planned ensure children have had opportunities supported by staff, to play and develop social skills together.	Additional TA support 3 mornings per week to focus on literacy skills: £1,451.25



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1:4	Key Stage 1 Mental Health and Wellbeing - All teachers will know all children's experiences during lockdown therefore understand individual needs. - Rules and routines need to be supportively introduced back to the children. - Weekly telephone conversations with parents enable school to build a picture of individuals lives in lockdown - Play activities will be built into each afternoon to reinforce and strengthen social skills and interaction - PSHE topic will focus on emotions (PSHE) - Focus on outdoor learning Resources to use http://www.services.derbyshire.gov.uk/Page/10120 https://www.elsa-support.co.uk/ www.nurtureuk.org › nurture › six-principles-nurture - Children will be identified who need individual support through positive play and individual programmes be implemented.	ER	September 2020	JW	Play activities have strengthened social skills and interaction so that playing daily with other children becomes normalised PSHE topic will have encouraged children to talk about how they are feeling, understand how others are feeling and communicating and managing feelings Children who have been identified and that need additional support will have been involved with the Positive Play Programme	TA freed up from working in reception to work every morning in Y1/2 to focus on phonics, reading and basic maths skills. See costing above.
	Year 1 and 2 Assessments and baseline to be carried out in September NFER reading and maths assessments used to confirm teacher assessment.	ER	30.09.20	JW	Assessment data	Purchase of NFER tests: £231.50



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1:5	Key Stage 2 - During lockdown, weekly telephone conversations with parents and messages from children through Seesaw enable school to build a picture of individuals lives in lockdown - Experiences of lockdown for children who have not attended school sessions – address feelings and emotions - Group activities will be built into each afternoon to reinforce and strengthen social skills and interaction - PSHE topic will focus on emotions (PSHE) Children will be identified who need individual support through positive play/nurture and individual programmes be implemented:	KB and MW	September 2020	JW	All teachers will know all children's experiences during lockdown therefore understand individual needs. Play activities have strengthened social skills and interaction so that playing daily with other children becomes normalised PSHE topic will have encouraged children to talk about how to recognise, respond appropriately, manage and deepen understanding of emotions Deepen understanding of good and not so good emotions Children who have been identified and that need additional support will have been involved with the Positive Play Programme	In class curriculum changes. Positive play sessions 3 x afternoons weekly: £1,055
1:7	Year 3 ,4,5 and 6 Assessments and baseline to be carried out in September NFER reading and maths assessments used to identify children whose standardised score has declined since the Spring assessment. Schonell spelling assessment to identify children whose spelling age hasn't improved by 12 months since last September or that is below age-related.	KB, MW	30.09.20	JW	Analysis of assessments have led to focus groups and personalised teaching to accelerate progress (see 1:9)	Purchase of NFER tests: £712.44



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	Children identified with below age related expectations or have a lower standardised score: A programme will be delivered by the class teacher and/or the TA with individual children/groups - detailed records of progress kept in maths and or literacy to monitor progress.					
1:8	Staff meeting to cross reference vulnerability spreadsheet with new assessment data. Agree changes to interventions based on this data.	JW	01.10.20	T&L committee	FGB meeting	Staff meeting time
1:9	Pupil progress meetings to include discussion about those children who are not on track from their starting points and those whose standardised scores have declined. Plan programmes of support to address the identified needs.	JW		T&L committee	Feedback at T&L committee meeting. Assessment data.	R/Y1/2 Additional TA hours to focus on phonics, reading and basic number work 10.5 hours weekly for 15 weeks: £1,693.13 Picture Write for Y3/4 1 hour daily for 8 weeks. £507 Y5/6: Forest School 1 afternoon weekly for mental wellbeing, also freeing up the class teacher to work with identified children. £469.52 for 9 weeks. Additional HLTA for 30 mins weekly for additional Reading Detectives session. (9 weeks) £64.44 Total: £2,734.09 (Catch-up fund)
1:10	Enrol on Nuffield Early Language Intervention	JW	18.11.20	T&L committee and EEF	Feedback at T&L committee meeting.	Training free Teacher and TA discussion time with headteacher
1:11	Prepare staff, parents and teachers for blended/remote learning in the event of a further lockdown or a bubble bursting. (see remote learning strategy on a page and 5:5)					
1:12	Access National Tutor Programme		October			



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1:13	Assess pupils to evaluate impact of NELI provision	JW	December	T&L committee	Feedback at T&L committee meeting. Assessment data.	Release time to carry out assessments
1:14	Staff training: Covid 19 – Active learning within government guidelines (John Smedley English Hub)	All teaching staff	26.11.20	JW	Staff feedback at staff meeting.	Training – free Staff meeting
1:15	Audit what devices children have at home in the event of further lockdown or bubble closure. Secure laptops/devices from the local authority and DFE.	Class teachers and JW	By end of October 2020	JW	Devices loaned to children who need them.	No cost for devices Set up cost for the iPads tbc (Cultivate Ltd.) Admin time for organising loans and liaising with /supporting parents with set up.
<u>Spring Term 2021</u>						
1:16	Online training for Nuffield Early Language Intervention (NELI) completed by JW and MT	JW	Start delayed due to lockdown.	T&L committee and EEF	Feedback at T&L committee meeting. Assessment data.	Training free Release time: £107.50 (Catch-up fund)
1:17	Start 20 week intervention of NELI	JW	January 2020	T&L committee and EEF	Feedback at T&L committee meeting. Assessment data.	TA: 4.5 hours per week £483.75 for ten weeks (Catch-up fund) start postponed due to Jan lockdown)
1:18	Pupil progress meetings to include discussion about those children who are not on track from their starting points and those whose standardised scores have not reached pre lockdown levels.. Plan programmes of support to address the identified needs.	JW	07.01.21 and 08.01.21	T&L committee	Feedback at T&L committee meeting. Assessment data.	4 x 1 hour teacher release time £150
1:19	Training for Y1/2 teacher: Securing the expected standard in maths, writing and reading.	ER	12.01.21 13.01.21 03.03.21	JW	Feedback and assessment data. Pupil progress meetings.	Training £55 x 3 Teacher time 3 x half day £225
1:20	Remote learning offer and information about remote learning discussed with staff at staff meeting and then uploaded to school website.	JW	14.01.21	T&L committee	Website page for remote provision	Headteacher time
1:21	Training from the Ed Tech	JW	21.01.21	T&L committee	Feedback at T&L committee meeting	Staff meeting
1:22	Assessment format for engagement and achievement to be agreed with staff.	JW	28.01.21	T&L committee	Feedback at T&L committee meeting	Staff meeting
1:23	Governor approval for the Remote Learning policy.	JW	28.01.21	FGB	FGB minutes	Governor time
1:24	Staff training on using Whiteboard on Teams.	MW	04.02.21	JW	Feedback from staff	Staff meeting



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1.25	Staff training on using Panopto for Live lessons.	JL student	11.02.21	JW	Feedback from staff	Staff meeting
1.26	Identify children who would benefit from 1-1 synchronous sessions during lockdown.	Class teachers	08.01.21	JW	Engagement Spreadsheets Spring assessment data	TA and teacher time
1.27	Concerns around quality and quantity of writing during January lockdown. Emphasis on quality first teaching. Break written tasks down into smaller chunks initially to get quality back up.	Class teachers	08.03.21	JW	Lesson Observations	
Summer Term 2021						
1.18	Midterm NELI course	JW	April 2021	T&L committee and EEF	Feedback at T&L committee meeting. Assessment data.	Training free Release time: £107.50 (Catch-up fund)
1.19	Complete NELI and undertake follow-up assessment	JW	June 2021	T&L committee and EEF	Feedback at T&L committee meeting. Assessment data.	TA: 4.5 hours per week £483.75 for ten weeks (Catch-up fund)
1.20	SLT to moderate spring assessments and identify children who need additional intervention through the National Tutoring Programme.	JW	20.04.21 22.04.21 and 23.04.21	T&L committee	Feedback at T&L committee meeting. Assessment data.	SLT time after school Release time 2x pm for KC to moderate KS1 assessments £50 Feedback time after school
1:21	National Tutoring Programme for identified children. 6 children to receive 1:1 tuition and 17 children to receive 1:3 or 1:2 tuition.	JW		T&L committee	Feedback at T&L committee meeting. Assessment data.	£1843.41 remaining Catch-up fund Plus £247.50 Plus teacher liaison time and headteacher liaison and admin.
1:22	Arrange comedy arts session (The Tea Ladies) for KS2 to promote mental wellbeing by Maison Foo. Maison Foo are associate theatre company of Derby Theatre.	JW	24.05.21	T&L committee	Feedback at T&L committee meeting.	Funded by the Mighty Creatives.

Shared (SLT and Governors) evaluation of success criteria to December 2020:

Impact of actions in meeting success criteria

Initial assessments showed that the older children had less impact from the lockdown on their academic results, but observation indicated that they were experiencing more difficulties socially and emotionally. There were issues at break times, where there had been none previously, so for these children Forest school was implemented which also released the class teacher to put interventions in place for those who had dipped academically. The younger children suffered more academically, so money was used to provide additional TA support in class or for interventions. The School applied for and received six Chromebooks from the local authority for vulnerable



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children to use at home for homework and any online learning. The School made the decision to appoint a teacher in Key Stage 1 to address the gaps in learning in year 1 and 2. The Pupil Remote Learning policy was agreed with staff. Teaching staff received training on Teams in order to conduct synchronous lessons in the event of further school closure. KS2 pupils received training on how to use Microsoft Teams. Newly purchased NFER tests were used to assess gaps in the Autumn term and are ready to be used in the Spring term.

	% at age-related R/W/M combined	
Year Group	September	December
R	50	63
1	70	64
2	22	44
3	33	40
4	55	64
5	70	60
6	60	73

Progress was better than expected in all year groups apart from Y5. This was largely due to one child whose attendance has been very poor (attendance procedures being followed).

Shared evaluation of success criteria to April 2021 : Impact of actions in meeting success criteria:

The school applied for our allocation of computers the evening we went into lockdown, however due to demand, the government will not begin supplying these until the week beginning 15.01.21 and even then, it prioritised the most vulnerable schools. 4 laptops received from the DfE 25.01.21. School ensured all children working remotely had access to a device and were able to join the synchronous and asynchronous lessons. 100% of the children engaged with remote learning (see engagement spreadsheets). Where children missed a session, school liaised with parents to ascertain why. At the end of live input children could stay on the call to get additional help if needed. If children struggled in a session, teachers or TAs followed up with a phone call or !! Teams session.

MT has completed and passed the NELI: Fundamentals training. The remote learning offer and information about remote learning have been uploaded to the school website. Governor approval gained for the Remote Learning policy. Self-evaluation and training conducted with the Ed Tech training school.

Staff had an initial meeting with Maths Hubs schools to plan a catch-up curriculum for Maths in the Spring and Summer term. However, this had postponed due to January lockdown. CGP Maths books purchased and distributed to parents who needed different provision e.g. SEN, disadvantaged, more flexible learning time. The evaluation of the remote learning provision gave us a result of 9/10. This was an improvement on the last lockdown (8.4/10). Pupils have been receiving 1-1 synchronous sessions on target areas. Teaching staff have identified gaps in KS2 writing during January lockdown and were aware that this needed to be a priority when pupils returned to school.

	% at age-related R/W/M combined		
Year Group	September	December	March
R	50	63	67
1	70	64	64
2	22	44	56
3	33	40	45
4	55	64	64
5	70	60	64
6	60	73	73

Shared evaluation of success criteria to July 2021 :



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Impact of actions in meeting success criteria:

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