

Greenfield Primary School Catch Up Plan 2020-2021

School	School have been allocated £80 per child equalling £17,680 we will use the allocated money by funding a qualified teacher for 3 days a week to carry out intervention, in addition to purchasing resources (out of school budget) to further support the catch up of pupils. The class teachers and SLT will state which pupils need additional support and a member of SLT will then plan and formalise the teaching timetable and allocation of resources.
Reviewed	December 2020, March 2021 and June 2021
Known impact of school closure	<ol style="list-style-type: none"> 1. Increased gaps in early reading in KS1 reading (Phonics) 2. Social, emotional and mental health needs of children exacerbated by the circumstances of lockdown 3. EYFS pupils starting school are struggling with key routines to enable them to learn effectively 4. Gaps in writing and maths for those pupils who were unable to engage fully with home learning during lockdown 5. Reading interventions across year groups
Key priorities	<ol style="list-style-type: none"> 1. Early reading is a priority in KS1 2. Ensure children are emotionally ready for returning to formal learning 3. Ensure consistent high-quality teaching and learning across the school 4. Ensure identified children have access to necessary 'catch up' interventions

Group	Evidence & Rationale	Chosen approach/approaches	Desired outcome	Reviewed	Cost
Whole school support	Due to long periods of isolation, some pupils' social, emotional and mental health needs have deteriorated.	<p>Class teacher to teach more PSHE lessons around relationships, routine and re-engagement to ensure pupils are ready to learn</p> <p>Pastoral lead to have individual sessions with those children struggling.</p> <p>Class teachers to monitor the mental health and well-being of all their students.</p>	<ul style="list-style-type: none"> ❖ Pupils have built up relationships they may have lost during the lockdown or isolation. ❖ Pupils have built up resilience to enable longer periods of concentration and learning. ❖ Children are more equipped to deal with the changes in school or home. 	Pupils are reviewed on an individual basis, the support will be continued until the pastoral leader and class teacher feel it is not necessary.	Funded through school budget

			<ul style="list-style-type: none"> ❖ The overall mental health and well-being of children has improved. ❖ All children feel safe whilst in school. 		
Whole school re-engagement	Pupils have had a long period away from school due to lockdown/isolation periods; therefore, pupils are struggling to re-engage in learning and routines.	<p>Ensure consistent high quality teaching and learning across the school to ensure high standards.</p> <p>All children have access to a broad and balanced curriculum, which is creative to engage learners.</p> <p>School behaviour policy adapted to meet the needs of all pupils.</p>	<ul style="list-style-type: none"> ❖ Pupils will have re-engaged with school curriculum and learning ❖ Pupils understand the new routines and expectations regarding behaviour ❖ Pupils will be ready to learn, as a result improving progress. 	Ongoing	Funded through school budget
EYFS	<p>Pupils have missed time in setting before starting school.</p> <p>Unable to attend transition days.</p> <p>Unsure of expectations and routines in school</p> <p>Basic independent needs are not met due to longer periods at home</p>	<p>Targeted 1:1 interventions for pupils:</p> <ul style="list-style-type: none"> - Social skills - Fine motor/gross motor - Phonics 	<ul style="list-style-type: none"> ❖ Pupils independence and key skills have been met enabling them to access all of the EYFS curriculum and make progress. 	Interventions will be reviewed spring 2021	Catch up funding
KS1	Pupils have not received directed phonics teaching since March 2020.	KS1 phonics lead to take lead on the phonics planning. 1:1 reading often.	<ul style="list-style-type: none"> ❖ Early reading skills developed. ❖ Enjoyment in reading and stories. 	Intervention to be reviewed in Spring 1 after the Year 2 Phonics screening	Catch up funding

	<p>Pupils have not all had the opportunity to read to others, access stories and enjoy books.</p> <p>Pupils will take the Phonics Screening Check in Autumn 2020 (YR2) and Summer 2021 (Yr1)</p>	<p>Detailed and rigorous analysis and tracking – swiftly informs teaching.</p> <p>Ability groups formed.</p> <p>Fluid groupings and teaching to meet exact gaps in phonics.</p> <p>Daily support for children with the biggest gaps.</p> <p>Lexia for identified pupils.</p>	<ul style="list-style-type: none"> ❖ Phonics attainment and confidence raised. ❖ On – track for passing the Phonics Screening Check. ❖ Pupils become fluent, confident readers who enjoy reading. 		
KS2	<p>Pupils have gaps in learning across key areas of Reading, Maths and Writing due to not having direct teaching since March or not accessing home learning in lockdown.</p>	<p>Teachers complete teacher assessments</p> <p>Baseline testing using elements of NFER.</p> <p>Additional teaching of pupils identified as requiring intensive support by experienced teacher in Reading, Writing and / or Maths.</p> <p>Purchase of a reading intervention scheme Lexia to support identified pupils.</p>	<ul style="list-style-type: none"> ❖ Pupils who were on – track pre Covid 19 closure and were not then on – track at the start of Autumn 2020 are back on – Track to meet their end of year expectations. ❖ Pupils receive quality intervention through teaching from a highly knowledgeable and experienced dedicated teacher. ❖ Termly assessments show progress, in scaled scores and attainment. 	Interventions reviewed spring 2021	Catch up funding