

# CURRICULUM CATCH UP PLAN

2020-2021



## School overview

Whole School Cohort				
Number of pupils	Cohort	Boys	Girls	Disadvantaged
Reception	51	15	19	14
Year 1	41	22	19	10
Year 2	45	20	25	20
Year 3	52	18	34	15
Year 4	49	30	19	22
Year 5	49	29	20	17
Year 6	60	32	28	26

Barriers to future attainment due to COVID 19	
<b>A.</b>	Access to remote learning for all children due to lack of parental support and/or lack of IT resources at home.
<b>B.</b>	Children not achieving full potential due to the lack of aspiration at home which will impact on future employability.
<b>C.</b>	Disengagement with school due to lack of attendance and parental involvement.
<b>D.</b>	Stress/mental health of all children being out of routine and worries about the impact of COVID 19 within their own lives.

## Detailed plans

The three headings below enable schools to demonstrate how we are improving classroom pedagogy, provide targeted support and support whole school strategies.

Tier 1 - Quality of teaching for all					
Priority	Chosen action / approach	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Review Notes
<b>Priority 1: To ensure that planned for learning meets the children's needs and accelerates progress across all subjects.</b>	Upon return to school, ensure the setting high expectations and non-negotiables to ensure the children have access to high quality learning experiences.	Close monitoring of all learning through the implementation of a rigorous monitoring routine of drop ins and well-being checks.	SLT	Termly monitoring of standard in teaching and Learning.	•
	Complete baseline assessments which will enable teachers to perform targeted diagnostic assessments so that gaps in learning can be ascertained.	All children in Years 2 to 6 complete NFER, NGRT and NGST assessments. High quality assessment is essential to good teaching.	JCI RBe SHa CWi	September 2020	•
	Specific target setting to ensure aspiration for all pupils as well as narrow the attainment gap between vulnerable children in every year group.	Half termly pupil progress meetings will focus on the progress and attainment of all pupils and focus on identifying the gaps in learning so that purposeful intervention can be planned for.	JCI RBe SHa CWi	Termly during pupil progress meetings. Individual pupil reports.	•
	Monitoring and evaluation, such as phase audits, will hold teachers to account for the performance of All pupils, through rigorous monitoring of standards across the curriculum.	Teachers are accountable for the quality of teaching and learning in own classrooms and challenged about poor performance during drop ins, internal and external audits, work samples and pupil progress meetings.	SLT	Termly monitoring of standard in teaching and Learning. External DLR Provision Audits	•
<b>Priority 2: To ensure that the quality of teaching and learning for all</b>	Provision of targeted Teacher Improvement Plans which are responsive to the outcomes of monitoring the quality of teaching and learning.	Ensure the quality of provision is at meets the MLT standard across all phases/ classes.	SLT	Termly monitoring of standard in teaching and Learning.	•

Tier 1 - Quality of teaching for all					
Priority	Chosen action / approach	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Review Notes
<b>children at a minimum meets the MLT standard</b>	Induction of new staff, including those new to their careers, to ensure that the MLT standard is understood and adhered to.		SLT	External DLR Provision Audits Appraisal Review T.I.P. review meetings	•
	Provision of individualised coaching and mentor support through phase leaders.	All teachers moving strongly towards the next level of performance for quality of teaching	SLT	Termly monitoring of standard in teaching and Learning.	•
	Ensure that high quality teaching, including explicit instruction, collaboration and scaffolding is not impacted through the re-establishing of routines and building resilience.	Close monitoring and evaluation of standards is established to ensure resources are available to support children's learning.	SLT	Termly monitoring of standard in teaching and Learning.	•
<b>Priority 3: To ensure that children are exposed to a high quality subject rich curriculum.</b>	Teachers develop the curriculum to engage and hook learners through visits, 'Wow' experiences and quality resourcing.	Learning hooks to be shown on all curriculum planning, ensuring that the quality of provision is good or better and children are enthused within lessons.	RBe SHa CWj	Termly monitoring of curriculum overviews. Pupil voice.	•
	Provision of a tailored package of both internal and external CPD support to enable teachers to address identified weaknesses in their practice and improve the overall quality of provision.	Teachers show rapid improvement as a result of targeted CPD from external consultants.	SLT	Termly monitoring of standard in teaching and Learning. External DLR Provision	•
	Ensure there are clear plans in place to enable pupils to access remote learning which will promote independent learning and peer interactions through the sharing of models of good work.	Clear plans in place through the revisiting of home learning expectations so that pupils are fully engaged with home learning expectations.	SLT	Ongoing evaluation of the effectiveness home learning.	•
<b>Total Cost</b>					<b>£6,136</b>

Tier 2 – Targeted academic support					
Priority	Chosen action / approach	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Review Notes
<b>Priority 1:</b> To ensure all children are on track to achieve their aspirational targets.	EYFS <ul style="list-style-type: none"> <li>• Half termly pupil progress meetings.</li> <li>• Baseline meeting with parents of children below ARE.</li> <li>• Formal parents evening</li> <li>• Attend EYFS Driver group – with focus on catch curriculum</li> <li>• RBe to support new EYFS staff and ensure high expectations.</li> <li>• Signpost external agency support for children with SALT / CDC needs.</li> <li>• Bottom 20% of readers will be targeted for additional reading.</li> <li>• Additional RWi input during the afternoon.</li> <li>• Reduce number of assemblies to maximise on learning time.</li> </ul>	Ensure that staff are clear of children's next steps and monitor assessments on O track. Phase audit / work scrutiny / monitoring will show high expectations / aspirations / targeted support. Parents meetings / evening. Phase Leader will liaise other MLT schools at EYFS Driver group. SENDCo will make relevant referrals in a timely manner. Timetable adjusted to incorporate additional RWi input. Assembly rota planned by SLT.	RBe	Termly during pupil progress meetings. Individual pupil reports.	•
	Phonics support for Y1 and Y2 Year 1: <ul style="list-style-type: none"> <li>• Two 20 minute RWInc sessions in Y1.</li> <li>• One session focussing on speed sounds and reading, the other on speed sounds and spelling.</li> <li>• Introduction of new sound each session.</li> <li>• Coaching and mentoring by reading lead has been given to support newly appointed AP.</li> <li>• Children will start with the set 1 special friends and then move onto recapping the set 2 sounds.</li> <li>• Weekly spellings sent home focussing on the sounds taught in class.</li> <li>• 1:1 interventions led by highly skilled AP to accelerate progress.</li> <li>• Teachers teach the bottom 20% of readers in RWInc session. Book Bag books sent home on a weekly basis.</li> </ul>	Ensure that staff are clear of children's next steps Phase audit / work scrutiny / monitoring will show high expectations / aspirations / targeted support. Parents meetings / evening. Timetable adjusted to incorporate additional RWi input.	JPe		•

Tier 2 – Targeted academic support					
Priority	Chosen action / approach	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Review Notes
	<ul style="list-style-type: none"> <li>Parent helper coming into listen to children read twice a week (bottom 20%)</li> </ul> Year 2: <ul style="list-style-type: none"> <li>Two 20 minute RWInc sessions in Y2.</li> <li>One session focussing on speed sounds and reading, the other on speed sounds and spelling.</li> <li>Additional interventions will be planned for throughout the day for targeted children (bottom 20%).</li> <li>Spellings will be sent home on a weekly basis focussing on the sounds taught in class.</li> <li>Children will start with the set 2 special friends and then move onto recapping the set 3 sounds. Some children may need to recap set 1 sounds.</li> <li>Spellings will be sent home on a weekly basis focussing on the sounds taught in class.</li> <li>Bottom 20% of readers have been identified and shared with the class teachers. Skilled AP leading the phonic interventions in Y2 for targeted children.</li> <li>Teachers teach the bottom 20% of readers in RWInc sessions.</li> <li>RWInc multi syllabic words have been sent home to targeted children (bottom 20%)</li> </ul>				
	KS1 support:- <ul style="list-style-type: none"> <li>New teachers accessing the 'New to Year 2' courses along with the 'phonics screening' training.</li> <li>Maths curriculum is following White Rose Hub but also personalising this to ensure vast majority of concepts will be taught before the SATs tests.</li> </ul>	Ensure that staff are clear of children's next steps and monitor assessments on O track. Phase audit / work scrutiny / monitoring will show high expectations / aspirations / targeted support. Parents meetings / evening.	SHa		<ul style="list-style-type: none"> <li></li> </ul>

Tier 2 – Targeted academic support					
Priority	Chosen action / approach	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Review Notes
	<ul style="list-style-type: none"> <li>Baselines have been completed by all staff (Year 1-teacher assessment) and (Year 2- NFER and NGRT completed). From this, YARC will be implemented to identify gaps and areas to work on.</li> <li>Phase leader to oversee interventions and plan in time during APP2 and phase meetings to complete work scrutinies and provide opportunities to share good practice.</li> <li>Phase leader to use management time to support where needed including upskilling APs etc.</li> </ul>	Phase Leader will liaise other MLT schools at APP2 Driver group.			
	<p>KS2 support:</p> <ul style="list-style-type: none"> <li>Weekly spellings sent home with a focus on Y2 spellings to identify misconceptions. Catch up spelling programme</li> <li>Beat Dyslexia run 4x a week</li> <li>Targeted interventions for the bottom 20% including daily fluency groups.</li> <li>Daily readers to target fluency bottom 20%.</li> <li>White Rose maths focusing on small steps and basic skills.</li> <li>Triage to ensure there is a keep up culture and ensure gaps in learning are not widened.</li> <li>Speech and language focus groups.</li> <li>GAP analysis to ensure that misconceptions are identified following NGRT, NGST and NFER baseline tests.</li> <li>Extra dinner lady reading 15 minutes per day focusing on bottom 20%.</li> </ul>	<p>Close monitoring and evaluation of standards is established. Ensure that staff are clear of children's next steps and monitor assessments on O track. Phase audit / work scrutiny / monitoring will show high expectations / aspirations / targeted support. Parents meetings / evening. Phase Leader will liaise other MLT schools at APP6 Driver group.</p>	CWi		<ul style="list-style-type: none"> <li></li> </ul>
<b>Priority 2:</b>	Engage all children in high quality one to one or small group tuition which will further supplement quality first teaching.	Ensure that planned for interventions are purposeful and timely to promote accelerated progress.	CT	Termly during pupil progress meetings.	

Tier 2 – Targeted academic support					
Priority	Chosen action / approach	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Review Notes
To plan for interventions which accelerates learning and progress for all.	Ensure connections are made for children between the content of interventions and in class teaching – utilising pre-teach and triage to maximise progress.		CT	Individual pupil reports.	•
	Associate Professionals to focus on developing children's independent learning skills including phonics, reading fluency and comprehension, maths basic skills, and high level writing.	Well trained and supported APs will implemented structured intervention to support pupils learning, as directed by the class teacher.	CT	Termly during pupil progress meetings. Individual pupil reports.	•
<b>Total Cost</b>					<b>£15,348</b>

Tier 3 - Wider strategies					
Priority	Chosen action / approach	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Review Notes
<b>Priority 1:</b> To promote high levels of self esteem and mental health.	Further enhance the ethos and culture of the academy which is a positive and supportive environment that promotes high standards and positive relationships.	All adults within the academy site uphold utmost professionalism and have an air of positivity and enthusiasm at all times.	SLT	Pupil attitude to school outcomes. Feedback from parents/visitors.	•
	Complete the PASS survey upon return and then termly to monitor pupils' attitudes to school and well-being.	Individual children assessed as to their attitude to school and monitored for additional support where necessary.	JCI	Increase in the percentage of children engaging and feeling safe whilst at school.	•
	Implementing pastoral support to specifically target and impact on individual pupils.	Identifying and implementing tailored support approaches which maximise social and emotional engagement and learning.	EDa	CPOMs record and evaluation of impact. Pupil feedback.	•



<b>Tier 3 - Wider strategies</b>					
<b>Priority</b>	<b>Chosen action / approach</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>	<b>Review Notes</b>
<b>Priority 2:</b> To ensure that all children engage with school and achieve good levels of attendance.	Monitor and action initiatives to improve the attendance and punctuality of all children following the extended school closure due to COVID-19.	Ensure that attendance is promoted through rewards in school, leaflet, newsletters and regular attendance updates on website to raise attendance levels.	SBa JCI	Termly monitoring of attendance of all pupils. Termly review of the number pupils arriving late	<ul style="list-style-type: none"> <li>•</li> </ul>
	Ensure that the children who are in self isolation have the same level of access to education as those who are attending school.	Class teachers to make Day 1 communication with parents to outline learning to be completed – this is then followed up with emails with learning activities outlined or access to learning packs where appropriate.	CT	Evaluate and monitor the engagement of pupils who are self-isolating at home.	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>Priority 3:</b> To actively engage parents to support their children's learning.	Develop parental engagement through a range of informal and formal strategies within the boundaries and barriers due to COVID-19; including enhanced communication streams using MyEd, Facebook and email.	Ensure that parents are more engaged with their children's learning experiences which is impacting on the quality of provision and pupil outcomes	NHo JCI	Parental surveys. Parental feedback.	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>Total Cost</b>					<b>£6,996</b>