Catch-Up Premium - Recovery Plan

__The total catch up premium received by the school is £46,460 (for the academic year 2020/21). The costings have been removed from this version of the document in order to protect individuals' salaries. A costed version is shared with and monitored by governors.__

Rationale

An initial approach to Beginning the year was circulated with staff in July 2020. This laid out the schools initial focus for a recovery curriculum, placing an assessment of pupil and school needs at the centre. After a review of the initial assessment information available, this action plan was created to sit alongside the school improvement plan.

This plan has been written following the Education Endowment Foundation's guidance as a tiered approach:
- Teaching focus
- Targeted academic support
- Wider strategies

March updates have been added in red.

Teaching - Whole school initiatives to support recovery					
Focus (* = priority strategy)	**Actions**	**Responsibility**		**Timescale**	**Intended Impact**
*Curriculum	Circulate initial curriculum focus which details assessment practices to ensure that support is targeted towards the correct children and in the correct areas. This focus has been reset for the return to school in March based on a baseline assessment.	LP / ST / CD		Before Summer	Staff are aware of initial expectations on the curriculum for the first term in school. Assessment information is gathered to further support developing a recovery plan. Following lockdown, the curriculum has been reviewed to ensure children are met with key mathematical concepts and english content along with key knowledge and skills in Foundation subjects for the remainder of the year.
*Reading / Maths	PiXL assessments and gap analysis to inform teaching	KS2 staff		March/ May assessments (more frequent y6)	Pixl Process identifies gaps in children's learning. Assessments inform teacher judgements - % On Track will be close to targets
*Reading	Investment in reading materials with appropriate programme to ensure books are returned	ST		Completed by Term 1 - Additional order to take place in Term 2	Reading for pleasure: Increase in Termly number of quizzes / words read (Autumn 1 used as a baseline) Reading accuracy: KS2 Reading targets achieved
*Reading	KS1 phonic reading texts invested in to ensure that reading materials are linked to children's phonic development	LP / ST / KR / AM		Initial order in Term 1, follow up in Term 2	90%+ pass phonics screening in year 1 (June). This screening has now been cancelled, however an internal screening will continue to take place.
*English	Mighty Writer investment made	KR			Language development to support early writing

(Writing)	to roll out programme in Year 1/2. Staff training delivered				
*Curriculum	Switch to Seesaw for afternoon sessions - Pupils receive an experiential approach to their learning - focus is on content rather than recording	LP			Subject leaders identified a lack of evidence for subject assessment in some subjects previously - this will not be the case through the use of Seesaw
*Maths	Introduction of the Power of Maths. This will ensure a clear progression of learning and shift a focus from planning to pedagogy.	LCo / CD		Trialled in T5/6, implementation across next academic year	Ensure children have a robust understanding of core maths concepts (Full rationale document shared with governors).
*Maths	Introduction of Dynamo maths. This intervention programme will support the curriculum for SEN children identified as requiring support as a result of the pandemic.	GS		T5/6 and continue to academic year	To target small groups of learners with poor underlying conceptual understanding.
Assessment	Assessment calendar planned with review of Pupil progress. Adapted assessment calendar produced in March for remainder of academic year.			Updated calendar in March.	See the intended impact of the curriculum (above)..
Blended learning	Children signposted to Oak National Academy when self isolating. Office inform class teacher when a child is self-isolating - memo for this protocol circulated by headteacher.	HT / class teachers / office staff		From beginning of the year Memo: 12/10	Children are supported from home

Remote Education	Provision made in the event of a class closure, local or national lockdown - A class or classes to move to Seesaw. Implemented successfully in January - MArch lockdown with additional elements added (Please see Remote Education on school Website).	SLT		From the beginning of the year / when necessary	Children are supported from home. Engagement is monitored by the school and low-levels of engagement challenged.
English / Maths	Adapted timetable for English and maths - double sessions to allow for extended sessions with active feedback (Adapted marking policy for this). Following trials, this will no longer be implemented this year.	SLT		To commence in January / Summer term	Live marking and feedback can be applied - reduction in workload.
EYFS	Slow graduated transition due to lack of pre-school attendance - integration over longer period of time to ensure children are comfortable.	FS staff		From beginning of the school year	Children are settled into new academic year after time out of formal settings
EYFS	Enhanced use of Tapestry from Term 2 (Term 1 used to settle children in to school and complete in-house baseline). Tapestry used over the Jan-March lockdown - continued use in school.	KS / FS staff		Term 2	Increased dialogue between school and home. Observations expectations to be set by FS lead.
Maths	Y6 PiXL transition assessments used to identify gaps in key areas of knowledge. Assessment in March to inform new groups following Easter break.	CD / Y6		Term 1	Initial support groups identified. New groups established in Term 4 for therapies to be delivered in T5/6.

Maths	Numbots established through KS1 - all children begin from the beginning of the programme to reinforce prior learning and consolidate basic number facts from class	Class teachers / LP			Number fluency at KS1 improved: - 100% engagement across year - 50% average story progress across y2 - 25% average story progress across y1
Maths	TTRS established through KS2 - all children complete baseline assessments to ensure their learning is targeted. Y4-6 Times tables check to be implemented for year end.	Class teachers / LP			Time table fluency improved: - Y4 soundcheck 80% success rate - Y3 90% reaching level 100 - Y5/6 regular teacher monitoring
Maths	Staff training on NCETM spine models - developed in order to support a recovery curriculum. Maths specialists to work across the school to support staff in using these resources. Link to Power Maths.	LCo / CD		23/9	Year group targets
Phonics	Year 2 teachers to prioritise the phonics programme missed in year 1 by replacing SPAG lesson with whole session of phonics. SPAG concepts will be addressed through Mighty Writer and again later in the year. Assessments in March to inform planning for the remainder of the year.	Year 2 staff		From 5/10	Year group targets include phonics target (90%)
Reading	To create additional reading time in timetable - each class has additional reading time in place of assemblies - used effectively	All classes		From the beginning of the year	Children's enjoyment of reading increases. This can be monitored through engagement with the Accelerated Reader Programme. The effect of this should be seen in reading results

	for 1:1 reading				and monitored through pupil progress meetings.
Reading	Reading amnesty to ensure all reading books have been returned from before lockdown. Additional book donations requested from school community. Books now on shelves.	VFB			Increased number of high quality reading materials available in school Reading targets by year group
Reading	Accelerated reading programme to conduct baseline of children's comprehension and ensure that they are reading appropriately	Class teachers			Increased number of high quality reading materials available in school Reading targets by year group Consistent AR quizzing (monitored by SLT)
Reading	Monitoring effectiveness of Whole class reading. English lead to ensure this aspect of the curriculum is effective in this school year	ST			Reading targets by year group
Reading	Y4/5/6 pupils assessed for reading speed.	Class teachers		From 19/10	Reading targets by year group
Social skills	Additional lunch time support staff to re-establish social skills in less structured times of the day	Pro futures staff		From beginning of the school year Recommenced following school closure (continue to	Children reintegrate into school / re socialise with peers

				end of academic year).	
Wellbeing	Wellbeing concerns logged on CPOMS - picture can be built up of issues arising across the school	KR		From beginning of the school year	Support offered appropriately

Targeted Academic Support					
Focus **(*= priority strategy)**	**Actions**	**Responsibility**	**Resources / Costs**	**Timescale**	**Impact**
*1:1 tutoring through NTP / PiXL (RWM)	Fleet Tutors to support maths in Y1-2 FFT Lightning squad to support reading in Y1-4 PiXL groups to support R/M in Y3-6.	LP		To begin term 2 To begin at end of T4.	Year groups targets
Blended learning	Identify pupils who will not have access to technology in the event of non-attendance at school. Use of school devices so that these pupils can access work.	PL		T1	All pupils are able to access distance learning. Pupil engagement to be monitored and low-levels of engagement to be challenged.
*PiXL (RWM)	To use the above release time to deliver effective interventions / PiXL therapies. Key marginal groups established for: - Reading speed - Comprehension - Maths concepts	Y6 / LP		See assessment schedule (groups established from 5/10)	Year group targets

*Reading	WB phonics groups - children identified from early phonics assessment and support groups arranged	WB		From 5/10	Children secure the targeted sounds based on their initial phonics assessment Y2 pupils pass the phonics screening
Action Research project	JB to carry out project on what causes certain children to fall behind and explore how to remove these barriers. This will now have an additional focus on Covid-19 focus	JB / PL		From beginning of the year	Identify what causes barriers to learning in our community and how they can be overcome.
All interventions	Clear data on entry / exit point to each intervention so that the impact can be measured	GS		From the beginning of the year	Data is available for interventions which are run to ensure that they have a positive impact
EAL	Picked up through early language interventions (See speech and language)				
Maths	Y3/4 times tables focus (ahead of MTC). LCo to work with teachers on strategies for teaching the tables. Children not consolidating these will receive 1:1 / small group tuition (see above)			From beginning of the year	Greater % of children achieving MTC standard
Speech and Language	S + L support for targeted pupils in FS / Y1. J Bowater / M Dymond / L Rowe using NELI resourcing.	JB		From beginning of the year	Children to effectively communicate / understand language
Wellbeing	Children with wellbeing concerns are met by the school counselor Additional counselling day added.	KR / GS / Counselor		From beginning of the year	Emotional support for targeted pupils

Wentworth
Primary School

Wider strategies					
Focus	**Actions**	**Responsibility**	**Resources / Costs**	**Timescale**	**Impact**
Behaviour	Behaviour policy addendum related to Covid-19	PL		T1	School can ensure pupils are safe if Covid safety rules are not being followed
Communication	Implementation of Class Dojo to provide simple platform for electronic communication. This involved regular telephone contact over the Jan-March lockdowns.	SLT / All teachers		T1	Parents can effectively communicate with class teacher.
Communication	Move to virtual parents' evening to share pupil progress	SLT		T1	Parents can effectively communicate with class teacher
Parental support / engagement	Maths parent workshops held via Zoom (key concepts / understanding of the curriculum)	LCo / CD		T3	Subject knowledge development of whole school community
Parental support / engagement	Phonics parents workshops via zoom	ST		T3	Subject knowledge development of whole school community
Parental support / engagement	EYFS parent workshops via recorded videos	KS		T2	Subject knowledge development of whole school community
Parental support / engagement	Website - all relevant planning documents available for parents to access (Progression maps for English and Maths and foundation plans)	LP		Beginning of the year	Subject knowledge development of whole school community

Sports coaching	Sports coach employed to promote active lifestyle and support PE delivery across the school. Also used to release staff to carry out catch up interventions.			T4	
Wellbeing	FLO to identify parents with financial hardship as a result of the Pandemic and supporting as necessary	PH		All year	Pupils are safeguarded and adults are supported. Families signposted to support services.