

Rationale / Research

The EEF report 'Impact of School Closures on the Attainment Gap' (2020) concluded that:

1. School closures are likely to reverse progress made to narrow the gap in the last decade
2. Supporting effective remote learning will mitigate the extent to which the gap widens
3. Sustained support will be needed to help disadvantaged pupils catch up

We have based our COVID Catch Up plan around this knowledge and used recommended approaches from the EEF guidance reports "Attainment Gap Report 2018" and "Pupil Premium Guidance 2020" to shape our COVID Catch Up strategy. As a result, we recognise that "what happens in the classroom makes the biggest difference" and that "targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment"

Similar to our Pupil Premium Strategy, we will be taking a tiered approach to spending of CATCH up funding as below:

1. Teaching
2. Targeted academic support
3. Wider strategies (that relate to non-academic factors, including improving attendance, behaviour and social and emotional support.)

[https://educationendowmentfoundation.org.uk/public/files/EEF_\(2020\)_-_Impact_of_School_Closures_on_the_Attainment_Gap.pdf](https://educationendowmentfoundation.org.uk/public/files/EEF_(2020)_-_Impact_of_School_Closures_on_the_Attainment_Gap.pdf)

https://educationendowmentfoundation.org.uk/public/files/Annual_Reports/EEF_Attainment_Gap_Report_2018_-_print.pdf

https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf

Reception

	Baseline			End of Year targets						
	Listening & Attention	Understanding	Speaking	Listening & Attention	Understanding	Speaking	Reading	Writing	Number	Good Level of development
At +	42%	40%	36%	86%	86%	85%	77%	74%	80%	72%
	PP gap	PP gap	PP gap	No PP gap	No PP gap	No PP gap	No PP gap	No PP gap	No PP gap	
Above	5%	3%	1%	23%	23%	20%	19%	11%	17%	

How will we get there?

Actions	Associated Costs
<p><u>In Class</u></p> <ul style="list-style-type: none"> ➤ Assistant Headteacher (English) to work with the Reception Team on language development, including taking part in remote Early Excellence CPD on developing a language rich environment and development of the outdoor learning area ➤ SALT to carry out CPD with teachers and LSAs in January on supporting language development ➤ Assistant Headteacher (Maths) and the Reception team to take part in remote early Excellence CPD on Developing Young Mathematicians <p><u>Out of class interventions</u></p> <ul style="list-style-type: none"> ➤ Nuffield Early Language Intervention for selected pupils 	<p>Early Excellence CPD £450</p> <p>SALT CPD £180</p> <p>Assistant Headteacher (English) working with team on an ongoing Language development programme and NELI intervention £11,438</p> <p>Assistant Headteacher (Maths) working with team on a Developing Young Mathematicians intervention £1,634</p> <p>Additional LSA four afternoons per week for 20 weeks carrying out NELI intervention with selected children £1,760</p> <p>Supply cover to enable teachers to carry out NELI training and assessments (up to 15 days) £1,560</p> <p>TOTAL: £17,022</p>
<p><u>Mid-year additions (if needed)</u></p> <p>Jan PPM:</p> <p>March PPM:</p>	

Year One

	Baseline					January targets		End of year targets		
	Listening & Attention	Understanding	Reading	Writing	Number	Listening & Attention	Understanding	Reading	Writing	Maths
At +	55%	45%	40%	19%	24%	86%	86%	70%	70%	75%
	No PP gap	No PP gap	No PP gap	No PP gap	No PP gap	No PP gap	No PP gap	No PP gap	No PP gap	No PP gap
Above			7%	3%	6%			18%	13%	19%

How will we get there?

Actions	Associated Costs
<p><u>In class:</u></p> <ul style="list-style-type: none"> ➤ Assistant Headteacher (English) to work with the Year One Team on language development, including taking part in remote Early Excellence CPD on developing a language rich environment ➤ SALT to carry out CPD with teachers and LSAs in January on supporting language development ➤ Year One teachers to start ‘word of the day’ – Emily to discuss with them a possible accompanying display with semantic links ➤ Teachers to explicitly and regularly incorporate multi-step verbal instructions across all lessons and in day to day interaction with pupils ➤ Teachers to incorporate lots singing and rhyme (including nursery rhymes) – anything with repeated refrains and actions – into learning and encourage parents to do the same. ➤ Assistant Headteacher (English) to purchase some audiobooks and headphones for each class so children who struggle to read independently are still able to have a quality learning experience during reading skills when not working with an adult. ➤ Assistant Headteacher (Maths) and the Year One team to take part in remote early Excellence CPD on Developing Young Mathematicians ➤ Assistant Headteacher (Maths) to work with Year Team leader on opportunities for inadvertent maths learning in the outside area. <p><u>Out of class interventions:</u></p> <ul style="list-style-type: none"> ➤ 2x weekly EAL language group run by a teacher ➤ Three 2x weekly sentence structure groups run by a teacher ➤ Weekly 1:1 reading sessions for target readers with a teacher and an additional 1:1 session with a lead LSA ➤ Four twice weekly grapheme- phoneme correspondence groups with a Lead LSA ➤ Target mathematicians in a maths overlearning group 3x weekly with a Lead LSA ➤ 2 x weekly small group Number Box sessions with a Lead LSA for children working well below average in Maths 	<p>Additional teacher two afternoons per week £9,120</p> <p>Lead LSA leading interventions four afternoons per week £5,928</p> <p>Early Excellence CPD £450</p> <p>SALT CPD £180</p> <p>Audio books and headphones £2,000</p> <p>Assistant Headteacher (English) working with team on an ongoing Language development programme £3,344</p> <p>Assistant Headteacher (Maths) working with team on a Developing Young Mathematicians intervention £1,672</p> <p>TOTAL: £22,694</p>
<p><u>Mid-year additions (if needed)</u></p> <p>Jan PPM:</p> <p>March PPM:</p>	

Year Two

	Baseline			End of year targets		
	Reading	Writing	Maths	Reading	Writing	Maths
At +	34% (46%) PP gap	24% No PP gap	42% (48%) PP gap	70% PP gap	67% PP gap	70% No PP gap
Above	17%	2%	25%	26%	17%	25%

How will we get there?

Actions	Associated Costs	
<u>In class</u> <ul style="list-style-type: none"> ➤ Assistant Headteacher (Inclusion) to work with the Year Two team on access and challenge for all within lessons, including Maximising the Impact of Teaching Assistants (MITA) ➤ Teacher takes a target group between 9 and 15 pupils for Reading Skills, Maths and English 3x a week during lessons during December ➤ Assistant Headteacher (English) to work with the Year Two team on scaffolding and challenge in Reading and Writing with an emphasis on addressing gaps and maximising progress and to lead on development of a home reading pack for target pupils and one for those working well below average ➤ Assistant Headteacher (Maths) to work with the Year Two team on scaffolding and challenge in Maths with an emphasis on addressing gaps and maximising progress and to lead on development of a home reading pack for target pupil and one for those working well below average 	Additional teacher 3 mornings and 1 afternoon per week in December only	£1440
	Lead LSA leading interventions two afternoons per week	£2964
	Teachers running booster groups 2 afternoons a week in total (2 teacher, 1 afternoon each)	£9120
	Assistant Headteacher (Inclusion) working with team on access and challenge for all	£1672
	Assistant Headteacher (English) working with team on scaffolding and challenge in reading and writing	£1672
	Assistant Headteacher (Maths) working with team on scaffolding and challenge in maths	£1672
<u>Out of class interventions</u> <ul style="list-style-type: none"> ➤ Two writing booster groups 1x weekly with a teacher for December only ➤ Small group Number Box and Five Minute Box with a Lead LSA for children working well below average in Maths and/or Reading ➤ Four Maths and Reading target groups 1x weekly with a teacher ➤ Two Maths target groups 1x weekly with a Lead LSA 	Home learning packs maths and reading	£1000
		TOTAL: £15,868
<u>Mid-year additions (if needed)</u> Jan PPM: March PPM:		

Year Three

	Baseline			End of year targets		
	Reading	Writing	Maths	Reading	Writing	Maths
At +	61% (79%) No PP gap	40% No PP gap	39% PP gap	73% No PP gap	69% No PP gap	70% No PP gap
Above	34%	4%	17%	34%	12%	27%

How will we get there?

Actions	Associated Costs
<u>In class</u> <ul style="list-style-type: none"> ➤ Assistant Headteacher (English) to work with the Year Two team on scaffolding and challenge in Reading and Writing with an emphasis on addressing gaps and maximising progress ➤ Assistant Headteacher (Maths) to work with the Year Two team on scaffolding and challenge in Maths with an emphasis on addressing gaps and maximising progress 	Lead LSA leading interventions two afternoons per week £2964 Assistant Headteacher (English) working with team on scaffolding and challenge in reading and writing £1672 Assistant Headteacher (Maths) working with team on scaffolding and challenge in maths £1672
<u>Out of class interventions</u> <ul style="list-style-type: none"> ➤ Target maths booster (2 groups) to be run 1x weekly by a Lead LSA ➤ Handwriting booster group to be run 2x weekly by a lead LSA ➤ Power Maths books to be purchased for home learning 	Power maths books £1000 TOTAL: £7308
<u>Mid-year additions (if needed)</u> Jan PPM: March PPM:	

Year Four

	Baseline			End of year targets		
	Reading	Writing	Maths	Reading	Writing	Maths
At +	54% (76%) No PP gap	44% PP gap	35% (60%) PP gap	73% No PP gap	71% No PP gap	70% PP gap
Above	31%	8%	16%	31%	15%	24%

How will we get there?

Actions	Associated Costs
<u>In class</u> <ul style="list-style-type: none"> ➤ Assistant Headteacher (English) to work with the Year Four team on scaffolding and challenge in Reading and Writing with an emphasis on addressing gaps and maximising progress ➤ Assistant Headteacher (Maths) to work with the Year Four team on scaffolding and challenge in Maths with an emphasis on addressing gaps and maximising progress 	Assistant Headteacher (English) working with team on scaffolding and challenge in reading and writing £1672 Assistant Headteacher (Maths) working with team on scaffolding and challenge in maths £1672
<u>Out of class interventions</u> <ul style="list-style-type: none"> ➤ Two writing boosters (target and greater depth) each to be run 1x weekly by a Lead Practitioner ➤ Lead LSA reading 1:1 with selected target children once or twice a week ➤ Lead LSA to run a Target At Maths Booster 1x a week 	Lead Practitioner running booster groups one afternoon per week £3192 Lead LSA two hour reading sessions per week £988 Lead LSA one hour maths booster per week £494 TOTAL: £8018
<u>Mid-year additions (if needed)</u> Jan PPM: March PPM:	

Year Five

	Baseline			End of year targets		
	Reading	Writing	Maths	Reading	Writing	Maths
At +	62% (81%) PP gap	44% No PP gap	51% (73%) No PP gap	73% No PP gap	71% No PP gap	73% No PP gap
Above	33%	0%	37%	33%	15%	37%

How will we get there?

Actions	Associated Costs
<u>In class</u> <ul style="list-style-type: none"> ➤ Assistant Headteacher (Inclusion) to work with the Year Five team on access and challenge for all within lessons, including Maximising the Impact of Teaching Assistants (MITA) ➤ Assistant Headteacher (English) to work with the Year Five team on scaffolding and challenge in Reading and Writing with an emphasis on addressing gaps and maximising progress ➤ Assistant Headteacher (Maths) to work with the Year Five team on scaffolding and challenge in Maths with an emphasis on addressing gaps and maximising progress 	National tutoring programme £2781 Lead LSA reading sessions 3 hours per week £1482 Additional teacher one afternoon per week Jan – July £3000 Assistant Headteacher (English) working with team on scaffolding and challenge in reading and writing £1672
<u>Out of class interventions</u> <ul style="list-style-type: none"> ➤ Weekly small group maths tutoring for selected target pupils as part of the National Tutoring Programme – 1 hour pw for 15 weeks ➤ Target readers to read 1:1 once or twice a week with a Lead LSA 	Assistant Headteacher (Maths) working with team on scaffolding and challenge in maths £1672 TOTAL: £10,607
<u>Mid-year additions (if needed)</u> Jan PPM: March PPM:	

Year Six

	Baseline			End of year targets		
	Reading	Writing	Maths	Reading	Writing	Maths
At +	65% PP gap	65% PP gap	43% PP gap	74% PP gap	80% No PP gap	80% No PP gap
Above	28%	13%	13.5%	30%	20%	27%

How will we get there?

Actions	Associated Costs
<u>In class</u> ➤ Assistant Headteacher (English) to work with the Year Six team on scaffolding and challenge in Reading and Writing with an emphasis on addressing gaps and maximising progress ➤ Assistant Headteacher (Maths) to work with the Year Six team on scaffolding and challenge in Maths with an emphasis on addressing gaps and maximising progress <u>Out of class interventions</u> ➤ Weekly small group maths tutoring for selected target pupils as part of the National Tutoring Programme – 1hour pw for 15 weeks ➤ Target readers to read 1:1 once or twice a week with a Lead LSA/or specialist teacher/coach ➤ Assistant Headteacher (English) to run weekly grammar boosters with target children	National tutoring programme £2781 Lead LSA/specialist teacher/ coach reading sessions 2 hours per week £1100 Lead LSA one afternoon per week Jan – July to lead booster groups £975 Assistant Headteacher (English) working with team on scaffolding and challenge in reading and writing £1672 Assistant Headteacher (Maths) working with team on scaffolding and challenge in maths £1672 TOTAL: £8,200
<u>Mid-year additions (if needed)</u> Jan PPM: March PPM:	

Whole School

Actions	Associated Costs	
<p>Teaching and Learning <i>Whole school teaching and learning actions.</i></p> <ul style="list-style-type: none"> ➤ Deputy Headteacher (Pupil Progress) leading termly Pupil Progress Meetings for every year team and then leading on follow up work ➤ Assistant Headteacher (Inclusion) leading on MITA training with LSAs and teachers across the school ➤ Deputy Headteacher (Pupil Progress) and Deputy Headteacher (Wellbeing) to lead on remote learning programmes Dojo and Tapestry in order to ensure in the event of any further closures (widespread or selected groups self isolating), remote learning is as effective and impactful as possible <p>Mental Wellbeing <i>Mental wellbeing of pupils and staff has been impacted by lockdown and COVID-19. Addressing this will put us in the best position to address any academic gaps</i></p> <ul style="list-style-type: none"> ➤ Deputy Headteacher (Wellbeing) leading on Wellbeing for Education Return Project ➤ Mindfulness spaces for pupils throughout the school in order to support children in processing an regulating their emotions ➤ Fourth Inclusion Mentor to take part in Emotional Literacy Support Assistant Training, meaning school has for trained ELSAs working with pupils throughout the school <p>Attendance <i>Ensuring maximum attendance of pupils and staff post COVID will put us in the best position to address any wellbeing issues and academic gaps</i></p> <ul style="list-style-type: none"> ➤ Deputy Headteacher (Wellbeing) regularly monitoring whole school attendance and addressing any attendance issues generally, among groups of pupils and individuals ➤ Cover Lead LSA to enable cover for staff having to self-isolate, meaning reduced need for classes to close due to staff absence and also Year Band LSAs are pulled less frequently from their catch up interventions to cover for absent staff 	<p>Deputy Headteacher (Pupil Progress) leading termly Pupil Progress Meetings for every year team and then leading on follow up work</p> <p>Assistant Headteacher (Inclusion) leading on MITA training with LSAs and teachers across the school</p> <p>Deputy Headteacher (Pupil Progress) and Deputy Headteacher (Wellbeing) to lead on remote learning programmes Dojo and Tapestry</p> <p>Deputy Headteacher (Wellbeing) leading on Wellbeing for Education Return Project</p> <p>Mindfulness spaces</p> <p>Fourth Inclusion Mentor to take part in Emotional Literacy Support Assistant Training</p> <p>Deputy Headteacher (Wellbeing) regularly monitoring whole school attendance and addressing any attendance issues</p> <p>Cover Lead LSA to enable cover for staff having to self-isolate, meaning reduced need for classes to close due to staff absence and also Year Band LSAs are pulled less frequently from their catch up interventions to cover for absent staff</p>	<p>£4,900</p> <p>£660</p> <p>£500</p> <p>£1,350</p> <p>£3,000</p> <p>£500</p> <p>£1,900</p> <p>£21,841</p> <p>TOTAL: £34,651</p>
<p>Mid-year additions (if needed) Jan PPM: March PPM:</p>		

Grand Total: £124,358