



Yardley Gobion CE Primary School CATCH UP PLAN 2020-2021

Key aims:

- **To provide structured support for pupils whose learning has been impacted by missed lessons**
- **To ensure our most vulnerable groups are not disadvantaged further and have the opportunity to catch up on learning**
- **To make effective use of the Catch-Up Premium in narrowing the gaps for pupils most affected by school closures**

YGPS Context :

- Many pupils have missed at least a whole term of school learning as a result of Covid-19 situation
- Recovery curriculum planned to realign children as learners and reignite passion for learning
- Pupils returning with gaps in phonics knowledge and skills
- Pupils returning with gaps in basic number skills including place value, number bonds and fluency
- Some Pupils with SEND already behind other pupils
- Some Pupils with SEND and those who are disadvantaged particularly benefit from pre-teaching
- Learning as long-term memory proves challenging for some of our pupils

Rationale:

- We will avoid putting pupils under pressure to 'catch up' as consolidation of fundamental knowledge through focused teaching and prioritising and reinforcing content will increase pupil confidence and ensure new learning can be built on firm foundations
- Schools have been allocated £80 per pupil, which equates to approximately £7,600 of Catch Up Premium for our school. We will prioritise support for pupils according to their needs
- Research suggests that school closures are likely to reverse progress made to narrow the gap between disadvantaged pupils and their peers. Estimates range from the gap widening from 11% to 75% (EEF)
- There is extensive evidence supporting the impact of high-quality one to one and small group tuition as a catch-up strategy (EEF)
- We know and understand that it is not possible to reteach every lesson that pupils missed as a result of school closure or future closures
- Smartly planned curriculum coverage and high-quality teaching will have a profound impact on catch up outcomes and pupil progress
- CPD and training will ensure every teacher and TA is prepared and focused on how to achieve the best outcomes for pupils
- Targeted assessment and feedback will aid teachers to determine how to most effectively support their pupils
- In order to support pupils who have fallen behind furthest, structured interventions are likely to be necessary
- There is extensive evidence showing the long-term negative impact of beginning secondary school without secure English and Maths skills. Intervention programmes are likely to have the greatest impact where they meet a specific need, such as oral language skills or aspects of reading (EEF)
- Our curriculum is designed so that pupils are constantly revisiting and revising concepts
- We recognise pupils are entitled to a broad and balanced curriculum and teaching all subjects will have a positive impact on learning so foundation subjects will not be sacrificed to prioritise core ones
- We recognise that parents have a key role to play in supporting children's learning and it will be essential that we work together and communicate effectively with parents

Phase 1 – Identification

The identification phase recognises that all children will have some gaps and many pupils will get back on track after a period of consolidation. Effective curriculum planning, high quality teaching, CPD and training and incisive feedback are active steps we can take to accelerate learning. Incisive, 'low-stake' assessment will be used to identify subject specific areas where pupils have forgotten or misunderstood key concepts and ensure new material being covered builds on secure foundations. During this phase, we will identify our most vulnerable pupils who, as a result of classroom monitoring and informal assessments, are deemed to be significantly behind their peers at this stage and unlikely to catch up with the consolidation lessons planned for all pupils. We will also look at pupils who may not have actively engaged in remote learning and/or have experienced significant difficulty, such as bereavement, that may be a barrier to learning.

Objective	Actions	Lead staff	Success Outcomes	Cost Implications	Time scale	Impact
To assess significant gaps in learning	Teachers use low stake assessment (such as quizzes, multiple choice questions, paired work, discussion and observations) to assess Teachers start to track statements on Insight	All class teachers	Teachers make accurate judgements on pupils who have gaps, based on their assessments and what these gaps are		Before Oct half term	Oct 2020 – on-going. Gaps have been identified and chn targeted for in class and other support.
To carry out initial baseline assessments for pupils	Use classroom observation of pupils and low stake assessments to identify where children are in their learning now Use scores from TT Rockstars and number bonds quizzes	All class teachers	Baseline assessments are used as evidence to inform pupil outcomes and those in need of catch up		Before Oct half term	Oct 2020 – completed and used to identify chn for additional support
To identify gaps in teacher knowledge	Dialogue with class teachers about their training needs Set aside time for carefully planned training and INSET	HT	Specific CPD needs for teachers are identified and training delivered for maximum impact on pupil outcomes	CPD time	Before Oct half term	Oct 2020 – on-going. Key CPD run on Maths and Phonics. Will continue to monitor need
To identify which content should be covered in English and Maths	Dialogue with Maths and English leaders regarding key content needed for catch up Maths lead to identify non-negotiable missed content and 'light touch' content Use of White Rose materials to highlight core content and concepts	Paul Thompson Emma Parker	Most essential curriculum content, necessary for pupils to catch up, is in place ready for delivery		Before Oct half term	Oct 2020 – on-going. SL are monitoring planning and outcomes. Happy with general progress, some specific recommendations made for certain years. (Y1 – shape, Y3 – fractions & time, Y5 – fractions)
To identify the most vulnerable children	Identify who does/does not benefit from additional catch up	All Teachers	Purposeful PPMs lead to clear identification of	CPD time	Before Oct	Oct 2020 – on-going. Discussion had as teaching team, using previous

	Work with SENDCo to identify our most vulnerable groups (PP/FSM, SEN) Discussion with teachers in the form of pupil progress meetings		pupils who will be part of intense catch up and understand the rationale for choosing these pupils		half term	and current teacher knowledge to identify and select chn. After school groups and in day session in place for November.
Identify which adults want to support catch up	Work with Bursar to calculate budget available for this term. Identify how we want catch up sessions to be delivered Teachers are offered opportunity to be catch up tutors and plans of support created.	HT Angie Owen	Teachers who become catch up tutors are aware of what is expected of them	£46.67 per pupil ?	Before Oct half term	Oct 2020 - £1900 funding received (first wave) use of three teachers and three TA's to cover support for identified groups.
To identify missed content in all curriculum areas	Subject leaders to map missed content in their subject areas and when missed content will be revisited. Cross curricular links made where possible	All subject leaders	Each year group has a map of key missed content and when this content will be re-taught		Dec 2020	

Phase 2 – Planning

The planning phase is based on education research (e.g. through the EEF) in order to inform best practice. During this phase, we will consider which parts of the curriculum are non-negotiable (concepts, knowledge and skills that all pupils need to understand), which parts are 'deeper concepts' that we'd like pupils to learn and which ones will have a 'light touch', as they do not impact pupils' level of understanding of a concept. Our curriculum is regularly evaluated and tailored to meet the needs of our pupils. Staff will continue to receive regular CPD on planning a smart curriculum, for all, as we know this will have a positive impact on progress. We will make decisions about how to deliver catch up interventions.

Objective	Actions	Lead staff	Success Outcomes	Cost Implications	Time scale	Impact
To research effective and relevant interventions	Staff to read EEF recommendations English and Maths lead to research interventions suggested in '18 Promising Projects' Maths lead to research NCETM reasoning intervention	All Staff	We make effective use of the interventions that have the greatest impact	% of Catch Up premium to be confirmed	Oct 2020	Oct 2020 – on-going. Agreed approach for first wave of group support Maths Lead and HT to lead maths and English lead to support TA intervention.
To decide which knowledge needs	Identify the essential concepts in Maths and English	Class Teachers	The most essential curriculum knowledge in		Oct 2020	Oct 2020 – on-going. Agreed approach for first wave of group

covering	Work with class teachers on the gaps they have identified in Phase 1		English and Maths is planned for when delivering catch up work			support Maths Lead and HT to lead maths and English lead to support TA intervention.
To continue implementing strategies that improve working memory	Constantly revisit 'memory hacks' Teachers are regularly revisiting concepts in lessons, as identified in planning and seen in classroom practice. Continued work on learning behaviours, such as non-negotiables	All staff	Revisiting and retrieval of knowledge and concepts ensures learning is embedded in pupils' long term memory	CPD time	On-going	
To continuously revisit the features of high-quality teaching	CPD tailored around high-quality teaching, learning and feedback Coaching and mentoring of less experienced staff Revisit what makes effective differentiation	SLT	Quality first teaching has the greatest impact on outcomes for all pupils	CPD time	On-going	
To ensure curriculum planning meets the needs of pupils	Continuously review the school's curriculum Teachers plan smartly to ensure coverage of key content Teachers plan to ensure coverage of missed content	All staff	Curriculum design matches the needs of all pupils		On-going	Oct 2020 – on-going. Review of theme areas being covered for foundation subjects – ensuring breadth of opportunity is maintained.
To decide how a catch up programme will be delivered	Research to be conducted about how interventions are delivered Schools leaders work with teachers to place children into small groups or where pupils would benefit from 1:1 tutoring Teachers to be trained on how to deliver catch up programmes and/or interventions	SLT	Research and planning informs best practice for how to deliver catch up programme		Oct 2020	Oct 2020 – on-going. Agreed approach for first wave of group support Maths Lead and HT to lead maths and English lead to support TA intervention.
To finalise a list of children and adults	Use information gathered during Phase 1 and 2 to produce groups and individuals who will undertake additional interventions or catch up	SLT All staff	Children are placed in relevant groups or are correctly matched to a 1:1 tutor		Oct 2020	Oct 2020 Y6 maths (After School) Y5 Maths & English (After school) Y4 Maths (After School) Y3 English (In school)

						Y1/2 Maths (After School) Y1/2 English (In school TA Support) 33 pupils
To ensure robust system for remote learning is in place	Training on TEAMS Teams populated with relevant information	HT Centerprise Training	Learning can continue to be delivered to pupils/bubbles who are self-isolating or in the event of a local or national lockdown		Oct 2020	Oct 2020 Teams nearly ready for use (delays with set up from DfE recommended provider). Nov 2020 Staff training on 09/11 then will be operational.

Phase 3 – Delivery

Delivery of catch up should be intense and time limited because we want to fill gaps as quickly as possible so that pupils who have fallen behind can start doing the same work as their peers. Teaching should be targeted in order to fill pupils' specific gaps and staff delivering the catch up should be well-trained as high-quality teaching and modelling is key. Effective high-quality teaching involves: clear explanations, scaffolding and feedback. The use of knowledge organisers will allow staff and pupils to see exactly what they need to know.

Objective	Actions	Lead staff	Success Outcomes	Cost Implications	Time scale	Impact
To ensure teacher explanations are clear	Revisit high quality teaching in CPD sessions Coaching and mentoring of teachers delivering catch up Monitoring of teaching in classrooms	HT	High quality teaching always involves clear explanations, scaffolding and feedback and has high impact of gap filling	CPD time	Autumn 2020	Oct 2020 – on-going. HT has met with all teachers to ensure consistency. Focus on recall is a priority and CPD time given to retrieval techniques.
To ensure teachers have the correct resources to support catch up	Audit of resources needed Knowledge organisers used in curriculum lessons, where relevant Knowledge organisers provided for catch up sessions CPA used in Maths sessions	HT	Resources used in catch up sessions are relevant and used to support learning		On-going	Oct 2020 – on-going. All planned sessions have resources required.
To support parents and carers of children in receipt of additional support	Communication with parents of children receiving extra support Guidance for parents on how to support their children at home	HT	Parental engagement continues and has a positive impact on outcomes		On-going	Oct 2020 – on-going. All offered additional support has been accepted.
To make effective use of remote	Ensure Good TEAMs set up and embedded	All staff	Delivery of catch up learning continues in the		On-going	Oct 2020 Teams nearly ready for use (delays with set up from DfE

learning (if applicable)	Teachers to use TEAMS in 'normal' lessons		event of school closures			recommended provider . Nov 2020 Staff training on 09/11 then will be operational.
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Phase 4 – Review
 This phase ensures constant review of the interventions and catch up taking place. We must endeavour to make sure pupils experience success and know that what they are doing is making a difference as this will motivate them to continue and improve outcomes. Pupils need to be given the opportunity to practise and apply what they have learnt. The review phase should monitor teacher workload and well-being.

Objective	Actions	Lead staff	Success Outcomes	Cost Implications	Time scale	Impact
To ensure strategic planning of interventions for greatest impact	Pre-teaching of vocabulary, across all curriculum areas Review the effectiveness of pupil progress meetings Intervention reflects classroom practice	HT/ SLT	Intervention positively impacts progress		Autumn 2020	
To make effective use of pre-teaching and post teaching	Review of Maths interventions Training for all staff, including TAs, to ensure understanding of pre and post teaching	Paul Thompson	Intervention positively impacts progress		Autumn 2020	Planned for November 2020
To continuously monitor catch up delivery	Assessments made and data collected at the end of sessions Observations of pupils Work scrutiny Monitor to ensure interventions are time limited	SLT	Monitoring procedures identify that catch up programme is having significant impact on progress		On-going	

Phase 5 – Assessment and Impact

When pupils have finished catch up, they will be provided with pre-teaching and post-teaching to ensure they are ready to re-enter the classroom and support understand afterwards.

School leaders will need to use monitoring systems and assessment data to measure the impact of catch up on pupil progress and outcomes.

Objective	Actions	Lead staff	Success Outcomes	Cost Implications	Time scale	Impact
To measure the impact of catch up provided	Assessments made and data collected Observations of pupils Work scrutiny Monitoring of interventions and catch up groups	SLT	Outcome data shows improvements Gaps in learning narrowed for our most vulnerable groups		Termly	