



Catch up plan

Summary Information

Total Number of Pupils:	221 (excludes nursery)	Amount of catch up premium received per pupil	£80
Total catch up premium budget:	£17,680 (c£800 to be allocated in this plan, rolled over from previous year)		

Strategy & Context

Our proportion of disadvantaged pupils across the school is relatively low compared to both the local and national picture at 7.5%.

The vast majority of children from Nursery to Year 6 engaged with the detailed online learning that the school provided on the school website during lockdown 1 from March - June. Again with the lockdown in January-March 21 engagement levels were very high with the new platform-Google Classroom

In the second lockdown, Key Worker demand in our school was very high which enabled face to face teaching for those pupils to continue. Those pupils isolating at home accessed Google classroom sessions and other activities which were uploaded on a daily basis onto the school website.

School was fully closed over the Christmas holiday period which meant that no school based or remote learning was set. From a school management point of view this was crucial in terms of teacher workload and their mental health and emotional well-being. This allowed for teachers to return to work with renewed energy and professional focus.

Upon re-opening in September 2020 and March 8th 2021 we had an excellent response to children coming back to school. Attendance was stable across all year groups upon return at above 96% for all year groups in September and above 95% for all year groups in March 2021. We had low numbers of children who required some health and well-being support. Staff have been pleasantly surprised at how much our pupils retained during both lockdowns, perhaps a result of the high engagement levels with our on-line learning provision.

As a management team we discussed the weakness of our on-line provision and decided to implement a new platform. We chose to use Google classroom because it afforded the staff some type of face to face contact on a daily basis with their pupils. Setting Google classroom up was a difficult task but this platform was ready to go by A2. Google classroom proved invaluable for the second national lockdown in January 2021.

As a staff we agreed to settle children back for the first few days following both lockdowns. We also agreed that good quality teaching would form the main element of our recovery curriculum. We felt that teachers were best placed to ascertain gaps in knowledge as they went through their day to day formative assessments. Our collective strategy was to focus on addressing gaps in Reading, Writing and Mathematics initially and then the foundation subjects. At this point, staff would be able to ascertain where pupils have regressed in terms of their learning and feed this back to the SLT. The SLT then analysed and planned how best to provide support and interventions across Reading, Writing and Mathematics in order to identify children to catch up in their areas of greatest need.

Remote Education for all

What's the action?	What is the outcome?	Evidence/rationale	When	Staff Lead	Cost
<u>Google Classroom</u> CPD provided for staff on how to use the new online learning platform (Google Classroom).	The new platform is in place and staff, pupils and parents are able to use it effectively.	Following extensive research by the IT coordinator, Google classroom was chosen as the most effective platform to provide face to face, voice over or 'chat' facilities with staff	A2	HH (IT Coordinator) SLT	n/a
<u>Google Classroom</u> Children are trained in its use after this initial staff training	Children are able to access Remote Learning effectively All of the class access remote lessons	EEF: It is important that support and training is provided to ensure that pupils can access the technology independently when isolating.	A2	HH (IT Coordinator) SLT	n/a
<u>Google Classroom</u> To deliver live sessions effectively and safely to the whole class or groups of pupils	Contact with their peers and teaching is more effective through live lessons. Live lessons enable teachers to more effectively monitor and assess progress in a safe learning environment	EEF: Ensuring the elements of effective teaching are present in live lessons - eg clear explanations, scaffolding and feedback - is more important than how or when they are provided. There was no clear difference between teaching in real time ("synchronous teaching") and alternatives	Spr 1	Teachers HT and SLT to monitor for safeguarding reasons	n/a

		("asynchronous teaching").			
<u>Google Classroom</u> Parents/carers are made aware of the platform and how it can support and develop and extend home learning.	Parents are clear about their responsibilities and what school will provide	EEF: Ensuring teachers and pupils are provided with support and guidance to use specific platforms is essential, particularly if new forms of technology are being implemented.	A2	HT and office team	n/a
Ensuring all pupils have access to Technology ensuring that there are sufficient Chromebooks so that they can be borrowed if needed.	All pupils have access	EEF: Pupils' access to technology has been an important factor affecting the extent to which they can learn effectively at home.	A2	HT/DH	?
Ensure appropriate support documentation is available for parents	Parents are able to log on to GC easily and parents are aware of the school's expectations	EEF: Ensuring teachers and pupils are provided with support and guidance to use specific platforms is essential, particularly if new forms of technology are being implemented.	A2	HT/ SLT/ HH	n/a
Academic support					
What's the action?	What is the outcome?	Evidence/rationale	When	Staff Lead	
Prioritise the teaching of reading and phonics to effectively address gaps in learning.	<ul style="list-style-type: none"> Pupils well supported and any gaps in knowledge and skills eradicated. The majority of pupils meeting year group objectives and some pupils exceeding across the school. 	EEF: Great teaching is the most important lever schools have to improve outcomes for their pupils.	From A1	JK/all staff	£2492

<p>'Quality first teaching' utilised to identify gaps in learning with a particular focus on writing, CPA in maths and 'blended' learning.</p>	<ul style="list-style-type: none"> • Provide pupils with opportunities to revisit content. 	<p>EEF: Great teaching is the most important lever schools have to improve outcomes for their pupils.</p>	<p>From A1</p>	<p>All staff</p>	<p>n/a</p>
<p>Cover teacher employed in Y6 to release class teacher to deliver targeted intervention.</p>	<ul style="list-style-type: none"> • Progress is accelerated term-by-term to ensure pupils catch up. 	<p>EEF: Great teaching is the most important lever schools have to improve outcomes for their pupils.</p>	<p>Spr 2</p>	<p>TW (Yr6 teacher)</p>	<p>£3,644</p>
<p>Implement bespoke interventions focussed on the core subjects that are consistently delivered.</p>	<ul style="list-style-type: none"> • Targeted pupils begin to catch up. 	<p>EEF: A particular focus for interventions is likely to be on literacy and numeracy Programmes are likely to have the greatest impact where they meet a specific need or aspect of reading, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery.</p>	<p>A1 onwards</p>	<p>JK/ SLT/TA staff</p>	<p>£1,000</p>