






## Larks Hill J and I School Primary Catch-up Plan


### Rationale:

Following the 2020 lockdown due to the COVID-19 pandemic, schools have received an additional amount of money to provide catch-up support for those pupils that require it. In order to utilise this additional funding, in the best possible way, we have considered closely the research and advice put forward by the EEF, DfE and used timely assessments of both children’s academic and personal development needs to inform our decisions. The table below outlines our intentional spend with a rationale accompanying each decision.

Strategy	School rationale (Intent)	Evidence based research link (EEF)	Implementation	Cost	Expected Impact/Outcome
<b>Developing Teaching</b>					
<p>Assessment – NFER assessment resources.</p> <p>Use of forensic QLA to ensure intervention is purposeful and pupil progress can be tracked more robustly following their return to full time education.</p>	<p>The NFER assessment resources would be used to provide additional and ongoing detailed diagnostics of pupils learning. Any potential ‘gaps’ in pupils’ learning can be more easily identified and eradicated.</p>	<div style="display: flex; justify-content: space-around; align-items: center;"> <span>£ £ £ £ £</span> <span>🔒 🔒 🔒 🔒 🔒</span> <span style="background-color: orange; border-radius: 50%; padding: 5px; color: white; font-weight: bold;">+3</span> </div> <p>The aim of this type of assessment is to match tasks, activities and support pupils’ current capabilities, so that all pupils have an appropriate level of challenge and clear indicators of how to improve based upon assessment data.</p>	<p>This strategy is primarily for the following year groups - Years 1,3,4,5</p> <p>Years 2 and 6 will follow national statutory assessment materials.</p> <p>Implementation date – from w/c 26 April.</p> <p>Staff CPD – T&amp;L group to agree dates for all staff CPD in line with A&amp;I Calendar.</p> <p>Data accrued in each assessment window will be scrutinised at SLT and ELT level.</p>	<p>Assessment resources for Y1, Y3, Y4 and Y5.</p> <p>Total cost - £2500</p>	<p>A more rigorous Trust wide approach to assessment and intervention (in non-examination year groups) using this strategy.</p> <p>Target outcomes in these year groups are achieved, especially for PP and SEN cohorts.</p> <p>Improved wellbeing for staff members due to the ease of implementation and reduced workload.</p>


<p>Staff CPD – developing staff understanding of metacognition and cognitive load.</p> <p>Remote Learning CPD</p>	<p>Ensure all staff understand the science of memory and learning to teach the children more effectively how to retain key pieces of knowledge and skill.</p> <p>Teaching remotely requires that all staff receive effective CPD to allow them to deliver effective and purposeful remote lessons.</p>	 <p>Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress. These strategies are usually more effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.</p> <p>High quality remote learning is in place to ensure pupils continue to benefit from the expert academic and pastoral support provided by their teachers.</p> <p><b>EEF Remote Learning – April 2020</b>  'Teaching quality is more important than how lessons are delivered.  Peer interactions can provide motivation and improve learning outcomes.'</p>	<p>Staff CPD sessions</p>	<p>Total Cost £0</p>	<p>Improved outcomes for pupils and evidence of curriculum impact for internal and external reviews including Ofsted inspection activities.</p> <p>Staff are more confident in delivering our ambitious curriculum (staff survey).</p> <p>Parent feedback questionnaire on the remote learning offer is very positive.</p>
<p>Core subject leadership development in Maths.</p> <p>Additional of Maths learning resources</p>	<p>Research demonstrates that mastery learning approaches are effective, leading to, on average, an additional five months progress. Mastery learning appears to be particularly effective when pupils work collaboratively, taking</p>	 <p>Traditional teaching keeps time spent on a topic constant and allows pupils' mastery of curriculum content to vary. Mastery learning keeps learning outcomes constant but varies the time needed for pupils to become proficient or competent working towards these objectives.</p>	<p>EYFS-KS2 from end of Jan 2021.</p> <p>School maths leaders will work alongside a white rose National specialist in developing the teaching of maths throughout the school. In addition, we will explore the utilisation and introduction of high-quality teaching resources to supplement the strategy.</p>	<p>Total Cost £2000</p>	<p>Stronger staff subject knowledge, leading to better quality first teaching – evidenced through school outcomes.</p> <p>More consistent Trust wide tracking of maths across the key stages.</p>

	responsibility for supporting each other's knowledge and skill development.				
Curriculum and timetable adaptations	Lost learning time due to Covid and teaching restrictions has led to pupils not accessing their full and original timetable. This will be reflected in the curriculum long term plans for each subject area.	<p><b>EEF Covid 19 Support Guide for Schools</b>          'For many pupils, compensating for the negative impact caused by school closures, will require a sustained response. It is highly unlikely that one single approach will be enough.'</p> <p><b>EEF – The EEF Guide to Supporting School Planning – A Tiered Approach to 2020-21</b>          'Expert teachers develop a broad array of teaching strategies that, combined with subject knowledge and knowledge of their pupils, positively impact upon learning.'</p>	Curriculum Cycle A from September 2021/22.  Review of the curriculum Long Term Plan, to update and refine content and learning end points where necessary.	£0	One page summary curriculum adaptations for each subject area.
<b>Targeted Academic support</b>					
NTP: 1-1 Online Maths Tuition – Connex Education	Extensive evidence carried out by The Sutton Trust on behalf of EEF and NTP shows that children can make significant progress with high-quality tutoring. This tutoring specifically aims to address the 'Disadvantage Gap' and 'Regional Gap'.	 <p>Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. Short, regular sessions over a set period to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.</p>	Weekly 1:1 Maths and Reading tuition for targeted KS1 and KS2 children.  This would include disadvantaged/SEND children, the bottom and top 20%.	30 Places through the Summer term:  Cost: £5500	Children receiving this 1-1 weekly tuition will make accelerated progress in Maths; positively impacting on their confidence and self-esteem in all areas of their curriculum development. Staff will be able to use 'premium' resources provided and become more confident in their ability to ensure children make the progress that they are capable of.

<p>SNAP SEND and Wellbeing Package.</p> <p>Wellbeing - supporting pupils with behavioural, social, and emotional barriers.</p>	<p>SNAP SEND and Wellbeing targets all children and provides a learning profile for those pupils who are presented with the questionnaires.</p> <p>SNAP SEND and Wellbeing, will support pupils who require some additional strategies to support their learning, social and emotional interactions both in school and at home.</p>	 <p>SEND and Wellbeing interventions emphasise the importance of delivering bespoke interventions which are decided upon following a careful analysis of the child's learning profile.</p> <p>The package involves the child, school and parents working in partnership to be able to best support the learning style and approach the children.</p>	<p>Pupil, Teacher and Parental questionnaires to be completed.</p> <p>Pupil profiles analysed</p> <p>Interventions agreed and delivered on a daily basis in the classroom.</p> <p>Pupil profile to determine</p>	<p>Cost £750</p>	<p>Improved access to a wide range of SEND and Wellbeing strategies and interventions which have been written by a team of Educational Psychologists.</p> <p>Impact would be measured by outcomes for this identified cohort and 'catch up' over an academic year.</p>
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#### Wider Strategies

<p>Spelling - core skill development</p>	<p>Baseline assessment data indicates that pupils' spelling and handwriting have been negatively impacted during the National pandemic.</p>	<p>Evidence suggests that technology approaches should be used to supplement other teaching, rather than replace more traditional approaches. Some learning platforms have the potential to enable changes in teaching and learning interactions. For example, they can support teachers to provide more effective feedback or use more helpful representations, or they can motivate students to practise more.</p>	<p>The purchase and implementation of the online learning platform 'SumDog'. CPD sessions to ensure consistency of implementation during Autumn and Summer terms.</p>	<p>One-year subscription</p> <p>Total Cost £1,120</p>	<p>Pupil will have access to a user-friendly digital platform to improve their spellings.</p> <p>It would be expected the % of ARE outcomes in writing and GPS would be in line with school targets.</p>
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<p>Phonics - supporting parents and carers</p>	<p>Parents have played a key role in supporting children to learn at home. It is essential that schools and families continue to work together post pandemic to ensure pupils improve their phonetic ability and catch up of any lost learning.</p>	 <p>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress.</p> <p>Research suggests that phonics is particularly beneficial for younger learners as they begin to read.</p>	<p>Ongoing communication regarding the support school will provide to ensure the children are developing their phonetic ability at school and at home.</p>	<p>£2,005 - Full additional set of all R,W,Inc. Book Bag books – bands Red through to Grey.</p> <p>£779.40 - My Reading and Writing Kit (Reception)</p> <p>£259.80 - My Reading and Writing Kit (Year 1)</p> <p>£259.80 - My Reading and Writing Kit (Year 2)</p> <p>Total £4000</p>	<p>Children will be able to access a wide range of phonetically matched reading books both at home and at school. This will have a measurable impact on phonics data and progress for the weakest readers.</p>
<p>Wellbeing – supporting pupils with behavioural, social and emotional needs.</p>	<p>Pupils who have struggled due to the impact of Covid 19/school closures, will have access to a personalised pastoral curriculum (I Heart, ELSA and pastoral support)</p>	<p>Pastoral interventions seek to improve academic attainment by reducing challenging behaviour. This would include behaviours such as low level disruption, violence, substance abuse, bully and general anti-social behaviour.</p>	<p>Staff to identify pupils who would benefit from additional pastoral interventions.</p>	<p>£0</p>	<p>Improved attendance for identified children Reduced number of reported behavioural incidents. Effective monitoring of safeguarding.</p>

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<b>TOTAL PROJECTED COST</b>	<b>£15,870</b>
<b>TOTAL BUDGET</b>	<b>£16,400</b>
<b>DEFECIT / SURPLUS</b>	<b>+ £530</b>

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