



Soar



Share



Strive



Sparkle

THE JOHN MOORE PRIMARY SCHOOL COVID-19 CATCH-UP PLAN OVERVIEW (2020-21)

(COVID-19 Catch-up Funding Allocation: £20,799.96 (Initial payment £46.67 per pupil followed by £33.33 per pupil))

	Gaps are we seeking to close in the academic year 2020-21	Actions to address these gaps	Estimated Costs	Staff Responsible	Expected Outcome
Teaching	Teaching staff unable to meet the needs of all pupils as a result of the impact of the COVID-19 partial school closure(wide variety of gaps in R/W/M)	Quality first teaching for all - sharing best practice and focused professional development sessions (maths and English)	£1200	Teaching staff and SLT	Quality first teaching leads to gaps in pupils' learning closing
	Pupils unable to retain previously taught content and deepen their understanding	Targeted planning for pupils with SEND or with gaps in their learning – scaffolding tasks and use of existing resources such as Power of 2 and Dancing Bears. Effective use of diagnostic assessment to identify and close gaps (Insight tracking and school's own SEND tracking sheets)		Inclusion lead	Pupils are able to demonstrate, at an age appropriate level, that they have understood and retained knowledge
	Challenges associated with remote learning in terms of pupil access, parental understanding and engagement	Supporting Remote Learning – clear plan; accessible resources and most vulnerable pupils having access to appropriate technology	We have kindly received a donation of a number of tablets from Babcock and as a result all families (that did not previously have access to remote education) now have access.	SLT to coordinate roll out of devices to support remote learning	Remote education provision specifically targets key areas and is readily-accessible to all pupils

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Targeted Academic Support</p>	<p>Gaps in specific areas across the school Personal and social aspects in the EYFS, reading, phonics and arithmetic</p> <p>Limited time and available resources to meet pupil need</p>	<p>Part time teachers to lead targeted support through 1:1 and small group interventions</p> <p>Additional teaching partner time allocated so that they can lead targeted support through 1:1 and small group interventions High-quality one to one and small group tuition from a National strategies accredited mathematics consultant (and where necessary involving National Tutoring Programme)</p>	<p>£19,599.96</p>	<p>Part time teachers Teaching Partners Maths consultant</p>	<p>Gaps in specific areas are closed and pupils make good progress from their baseline starting points (le end of EYFS or end of KS1)</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Wider Strategies</p>	<p>Some pupils with social, emotional and behavioural needs finding access to school difficult</p> <p>Parents finding difficulties with support as a result of COVID-19 – attendance; social/emotional needs</p>	<p>Supporting pupils' social, emotional and behavioural needs through Restorative Practice, our nurture provision and our PSHE curriculum. All pupils encouraged to attend school during any periods of national lock down.</p> <p>Supporting parents with the provision of remote learning materials</p>	<p>We have kindly received a donation of a number of tablets from Babcock and as a result all families (that did not previously have access to remote education) now have access.</p>	<p>Inclusion lead Pastoral Support Team</p> <p>SLT coordinate roll out of devices to support home learning.</p>	<p>Pupils with social, emotional and behavioural needs are able to access to school more easily</p> <p>Parents benefit from the support they are given and this in turn has a positive impact on school engagement</p>

Year Group	Gaps we are seeking to close in the academic year 2020-21	Actions to address these gaps (year group specific)	Staff Responsible	Expected Outcome
Reception	Gaps in PSED	<p>PSED interventions – Intervention led by teaching partners– (three 60-minute sessions per week are delivered to groups of five children during the Spring and Summer terms 2021 (20 weeks). Interventions focus on game playing, and working through activities turn taking, learning to interact with peers and adults.</p> <p>Children will also attend an additional two 15-minute individual sessions per week.</p>	EYFS Phase Lead Class teachers Additional teaching partner x5 afternoons per week)	Improved PSED outcomes for our Reception children
Year 1	Gaps in reading and phonics	<ul style="list-style-type: none"> • X5 per week – reading/phonics intervention with trained TP for 30 minutes (small group) • Daily teaching of reading sessions focused on developing reading comprehension (retrieval, inference and vocabulary) led by class teachers and teaching partners. • Additional maths support sessions for any pupils not making at least expected progress (led by TP) 	Phonics lead Class Teachers Class Teaching Partners	Gaps in reading and phonics are closed (as shown by outcomes from the National Phonic Screening Check 2021 or equivalent school based assessments)
Year 2	<p>Gaps in phonics (from Year 1)</p> <p>Gaps in reading comprehension</p> <p>Gaps in mathematical fluency and problem solving</p>	<ul style="list-style-type: none"> • X3 per week – Additional phonics sessions (X3 30 minute with trained TP) • X5 per week - Reading intervention (x2 30 minute groups with qualified teacher) • X5 per week – Reading intervention – x2 groups in rotation with trained TP (20 minutes) • Daily teaching of reading sessions focused on developing reading comprehension (retrieval, inference and vocabulary) led by class teachers and teaching partners. • X 5 per week maths intervention – basic arithmetic (20 minute sessions with qualified teacher) • Focused Blue maths sessions (daily) led by class teacher and TP. 	Senior leadership team Class Teachers Class Teaching Partners Additional teacher x 0.5 per week	Gaps in reading comprehension and in mathematical fluency are closed (as shown by outcomes from the KS1 SATS in May 2021 or equivalent school based assessment)

<p>Year 3</p>	<p>Gaps for identified pupils (some who are eligible for PP funding) in mathematics and reading comprehension</p> <p>Gaps in phonic knowledge for pupils with SEND</p>	<ul style="list-style-type: none"> • Closing the gap maths sessions (30 minute sessions, twice a week 1-2-1 or in small groups led by part time class teacher) • Focused Blue maths sessions (daily) led by class teacher and TP • Reading Intervention – focus children to read daily to an adult and where necessary, be supported with additional phonics sessions following the Sounds Write programme • Daily teaching of reading sessions focused on developing reading comprehension (retrieval, inference and vocabulary) led by class teachers and teaching partners. • Supported reading comprehension sessions (targeted group of children weekly led by part time class teacher) 	<p>Senior leadership team Class Teachers Class Teaching Partners Additional teacher x 0.5 per week</p>	<p>Gaps for pupils eligible for PP funding and those who have SEND or are not making expected progress close in both reading and arithmetic</p>
<p>Year 4</p>	<p>Gaps for identified pupils (some who are eligible for PP funding) in mathematics and reading comprehension and basic grammar and spelling.</p>	<ul style="list-style-type: none"> • Closing the gap maths sessions (small group and 1-2-1 led by part time class teacher and TP x 2 per week) • Focused Blue maths sessions (daily) led by class teacher and TP • Reading Intervention – focus children to read daily to an adult and where necessary, be supported with additional phonics sessions following the Sounds Write programme • Daily teaching of reading sessions focused on developing reading comprehension (retrieval, inference and vocabulary) led by class teachers and teaching partners. • Supported reading comprehension sessions (targeted group of children x2 weekly) led by part time class teacher and teaching partner • Basic grammar, handwriting and spelling skills – support in class to address basic punctuation gaps for targeted children 	<p>Senior leadership team Class Teachers Class Teaching Partners Additional teacher x 0.5 per week</p>	<p>Gaps for pupils eligible for PP close in reading Gaps in phonics close for pupils with SEND Gaps in maths close for those pupils working below age-related expectations</p>

<p>Year 5</p>	<p>Gaps in reading comprehension – inference and explanation skills</p> <p>Gaps in mental arithmetic</p> <p>Gaps in writing with specific reference to punctuation</p>	<ul style="list-style-type: none"> • X5 daily - Focused 1-2-1 readers • Closing the gap maths sessions (small group and 1-2-1 led by part time class teacher and maths consultant x 2 per week) • Focused Blue maths sessions (daily) led by class teacher and TP • Reading Intervention – focus children to read daily to an adult and where necessary, be supported with additional phonics sessions following the Sounds Write programme • Daily teaching of reading sessions focused on developing reading comprehension (retrieval, inference and vocabulary) led by class teachers and teaching partners. • Supported reading comprehension sessions (targeted group of children x2 weekly led by part time class teacher and teaching partner) • Basic grammar, handwriting and spelling skills – support in class to address basic punctuation gaps for targeted children 	<p>Senior leadership team Class Teachers Class Teaching Partners</p> <p>Maths consultant x 1 day per week Additional teacher x 1 day per week</p>	<p>Gaps in reading comprehension, mental arithmetic and punctuation close</p> <p>Children are better prepared for the transition to Year 6 in 2021-22</p>
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<p>Year 6</p>	<p>Gaps with written arithmetic and basic mental calculation Lack of fluency in reading and gaps in vocabulary and retrieval Gaps in basic EGPS knowledge</p>	<p>Maths</p> <ul style="list-style-type: none"> • Pupils that are currently not on track to make at least expected progress – targeted, with small group Blue maths sessions daily led by class teachers and teaching partners and through 2x weekly closing the gap sessions led by maths consultant (From Oct 2020 to May 2021). • Prior low attainers – 2 morning intervention sessions weekly and priority for 1:1 reviews 3 afternoons a week. • Prior middle attainers not on track – 2 morning intervention sessions weekly, small groups maths teaching daily and priority for 1:1 reviews 3 afternoons a week and through 2x weekly closing the gap sessions led by maths consultant (From Oct 2020 to May 2021). • Challenge for the most able – 4 targeted, small group sessions weekly & extension session every week led by maths consultant (From Oct 2020 to May 2021). <p>English</p> <ul style="list-style-type: none"> • Daily teaching of reading sessions focused on developing reading comprehension (retrieval, inference and vocabulary) led by class teachers and teaching partners. • Lower attaining readers and pupils not on track to make at least expected progress– additional 2 weekly reading sessions led by additional part time teacher. • Challenge for the most able – 2 weekly reading sessions led by teaching partner • SEND pupils with additional spelling, phonics needs – Daily additional phonics sessions led by 1:1 teaching partners. 	<p>Senior leadership team Class Teachers Class Teaching Partners (one who is a qualified teacher and is working in Year 6 full time)</p> <p>Maths consultant x 1 day per week</p> <p>Additional teacher x1 day per week</p> <p>.</p>	<p>Gaps with written arithmetic and basic mental calculation are closed (as shown by assessment and from national KS2 SATS outcomes)</p> <p>Lack of fluency in reading and gaps in vocabulary and retrieval is improved (as shown by assessment and from national KS2 SATS outcomes)</p> <p>Gaps in basic EGPS knowledge are addressed (as shown by assessment and from national KS2 SATS outcomes)</p> <p>Children in Year 6 are better prepared for transition to secondary school</p>
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