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| **School** | **Lakeside Primary Academy** |

**A picture containing drawing

Description automatically generatedCatch Up Plan 2020-2021**

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| **Year Group** | **Evidence & Rationale** | **Chosen approach/approaches** | | **Desired outcome** |
| **EYFS** | Many children have not accessed online or paper based learning provided by school during lockdown period. Attainment is lower than expected for time of year.  School routines and expectations have been forgotten.  Some parents are still concerned about safety in school. Mixed messages about current Covid situation lead to some children being absent unnecessarily.  Some children and parents feel anxious about return to school. Children may have been affected by incidents which have occurred during lockdown.  Many children have spent long periods indoors with limited physical activity.  Some teachers/TAs may need support/coaching to enable them to best meet children’s individual needs.  SEND children will have additional barriers to settling to learn and making progress  COVID-19 Support Guide for Schools click [here](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf) supports our approach through their three strategies:  • Teaching and whole-school strategies  • Targeted support  • Wider strategies | Reading, writing, maths prioritised.  Two RWI phonics/reading sessions per day  Diagnostic assessments and low stakes testing used.  4-weekly cohort reviews to monitor progress and the effectiveness of interventions.  F1/F2 children to in shared provision to support language development.  VLE/Home Learning offer including links to RWI and White Rose Maths. If bubble closed, video lesson intros from teachers, all work on VLE, paper resources provided for families without access to devices.  Learning Behaviours – establishing of prior and new routines, expectations and behaviour systems  Attendance and punctuality monitoring and follow up systems in place. Parents kept  informed.  PHSE – ‘Jigsaw’ Recovery curriculum – additional resources  THRIVE whole class screening  Physical – daily outdoor activity, PE taught by coaches, after school club, Forest School  CPD focus – quality first teaching  SENDCO to monitor all support plans and ensure strategies and interventions are in place. Monitor progress via B Squared. Take part in all cohort review meetings for support and challenge. | | GLD target met.  Children well-adapted to routines and settle quickly to work.  Parents confident to send children to school on regular basis. Attendance at maximum allowing for restrictions.  Parents have maximum access to key learning points each week and a range of resources to support their child’s learning at home.  Children with personal/emotional issues identified and supported through counselling, THRIVE, Forest School.  Lesson/work monitoring shows that planned lessons are pitched effectively.  SEND children make good progress and are rapidly meeting support plan targets. |
| **1** | Many children have not accessed online or paper based learning provided by school during lockdown period. Attainment is lower than expected for time of year.  School routines and expectations have been forgotten.  Some parents are still concerned about safety in school. Mixed messages about current Covid situation lead to some children being absent unnecessarily.  Some children and parents feel anxious about return to school. Children may have been affected by incidents which have occurred during lockdown.  Many children have spent long periods indoors with limited physical activity.  Some teachers/TAs may need support/coaching to enable them to best meet children’s individual needs.  SEND children will have additional barriers to settling to learn and making progress  COVID-19 Support Guide for Schools click [here](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf) supports our approach through their three strategies:  • Teaching and whole-school strategies  • Targeted support  • Wider strategies | Reading, writing, maths prioritised.  Additional teacher in KS1 (previously an EYFS teacher) to facilitate small groups/1-1 catch up lessons 2.5 days per week = £23,884 p.a. Funded by school budget.  Two RWI phonics/reading sessions per day  Diagnostic assessments and low stakes testing used.  4-weekly cohort reviews to monitor progress and the effectiveness of interventions.  VLE/Home Learning offer, including online platforms Maths with parents, TT Rockstars, Purple Mash, Reading on your Head, weekly overview of learning including links to RWI and White Rose Maths. If bubble closed, video lesson intros from teachers, all work on VLW, paper resources provided for families without access to devices.  Learning Behaviours – establishing of prior and new routines, expectations and behaviour systems  Attendance and punctuality monitoring and follow up systems in place. Parents kept  informed.  PHSE – ‘Jigsaw’ Recovery curriculum – additional resources  THRIVE whole class screening  Physical – daily outdoor activity, PE taught by coaches, after school club, Forest School  CPD focus – quality first teaching  SENDCO to monitor all support plans and ensure strategies and interventions are in place. Monitor progress via B Squared. Take part in all cohort review meetings for support and challenge. | | Children make rapid progress in basic skills so that attainment is broadly in line with FFT50 by Summer 2021. Phonics Screening outcomes at least in line with predicted GLD (65-70%) for cohort.  Parents have maximum access to key learning points each week and a range of resources to support their child’s learning at home.  Children well-adapted to routines and settle quickly to work.  Parents confident to send children to school on regular basis. Attendance at maximum allowing for restrictions.  Children with personal/emotional issues identified and supported through counselling, THRIVE, Forest School.  Lesson/work monitoring shows that planned lessons are pitched effectively.  SEND children make good progress and are rapidly meeting support plan targets. |
| **2** | Many children have not accessed online or paper based learning provided by school during lockdown period. Attainment is lower than expected for time of year.  School routines and expectations have been forgotten.  Some parents are still concerned about safety in school. Mixed messages about current Covid situation lead to some children being absent unnecessarily.  Some children and parents feel anxious about return to school. Children may have been affected by incidents which have occurred during lockdown.  Many children have spent long periods indoors with limited physical activity.  Some teachers/TAs may need support/coaching to enable them to best meet children’s individual needs.  SEND children will have additional barriers to settling to learn and making progress  COVID-19 Support Guide for Schools click [here](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf) supports our approach through their three strategies:  • Teaching and whole-school strategies  • Targeted support  • Wider strategies | Reading, writing, maths prioritised.  Additional teacher in KS1 (previously an EYFS teacher) to facilitate small groups/1-1 catch up lessons 2.5 days per week = £23,884 p.a. Funded by school budget.  Two phonics/reading sessions per day  Diagnostic assessments and low stakes testing used  4-weekly cohort reviews to monitor progress and the effectiveness of interventions.  VLE/Home Learning offer, including online platforms Maths with parents, TT Rockstars, Purple Mash, Reading on your Head, weekly overview of learning including links to RWI and White Rose Maths. If bubble closed, video lesson intros from teachers, all work on VLW, paper resources provided for families without access to devices.  Learning Behaviours – establishing of prior and new routines, expectations and behaviour systems  Attendance and punctuality monitoring and follow up systems in place. Parents kept  informed.  PHSE – ‘Jigsaw’ Recovery curriculum – additional resources  THRIVE whole class screening  Physical – daily outdoor activity, PE taught by coaches, after school club, Forest School  CPD focus – quality first teaching via WalkThrus programme  SENDCO to monitor all support plans and ensure strategies and interventions are in place. Monitor progress via B Squared. Take part in all cohort review meetings for support and challenge. | | Children make rapid progress in basic skills so that attainment is broadly in line with FFT50 by Summer 2021. Phonics Screening outcomes at least in line with predicted GLD (65-70%) for cohort.  Parents have maximum access to key learning points each week and a range of resources to support their child’s learning at home.  Children well-adapted to routines and settle quickly to work.  Parents confident to send children to school on regular basis. Attendance at maximum allowing for restrictions.  Children with personal/emotional issues identified and supported through counselling, THRIVE, Forest School.  Lesson/work monitoring shows that planned lessons are pitched effectively.  SEND children make good progress and are rapidly meeting support plan targets. |
| **3** | Many children have not accessed online or paper based learning provided by school during lockdown period. Attainment is lower than expected for time of year.  School routines and expectations have been forgotten.  Some parents are still concerned about safety in school. Mixed messages about current Covid situation lead to some children being absent unnecessarily.  Some children and parents feel anxious about return to school. Children may have been affected by incidents which have occurred during lockdown.  Many children have spent long periods indoors with limited physical activity.  Some teachers/TAs may need support/coaching to enable them to best meet children’s individual needs.  SEND children will have additional barriers to settling to learn and making progress  COVID-19 Support Guide for Schools click [here](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf) supports our approach through their three strategies:  • Teaching and whole-school strategies  • Targeted support  • Wider strategies | Reading, writing, maths prioritised.  Two phonics/reading sessions per day  Diagnostic assessments and low stakes testing used  4-weekly cohort reviews to monitor progress and the effectiveness of interventions.  1.5 days 1:1 specialist Rapid Readers intervention to close gaps between Y2 and Y3.  VLE/Home Learning offer, including online platforms Maths with parents, TT Rockstars, Purple Mash, Reading on your Head, weekly overview of learning including links to RWI and White Rose Maths. If bubble closed, video lesson intros from teachers, all work on VLW, paper resources provided for families without access to devices.  Learning Behaviours – establishing of prior and new routines, expectations and behaviour systems  Attendance and punctuality monitoring and follow up systems in place.  PHSE – ‘Jigsaw’ Recovery curriculum – additional resources  THRIVE whole class screening  Physical – daily outdoor activity, PE taught by coaches, after school club, Forest School  CPD focus – quality first teaching via WalkThrus programme.  SENDCO to monitor all support plans and ensure strategies and interventions are in place. Monitor progress via B Squared. Take part in all cohort review meetings for support and challenge. | | Children make rapid progress in basic skills so that attainment is broadly in line with FFT50 by Summer 2021.  Children well-adapted to routines and settle quickly to work.  Parents have maximum access to key learning points each week and a range of resources to support their child’s learning at home.  Parents confident to send children to school on regular basis. Attendance at maximum allowing for restrictions.  Children with personal/emotional issues identified and supported through counselling, THRIVE, Forest School.  Lesson/work monitoring shows that planned lessons are pitched effectively.  SEND children make good progress and are rapidly meeting support plan targets. |
| **4** | Many children have not accessed online or paper based learning provided by school during lockdown period. Attainment is lower than expected for time of year.  School routines and expectations have been forgotten.  Some parents are still concerned about safety in school. Mixed messages about current Covid situation lead to some children being absent unnecessarily.  Some children and parents feel anxious about return to school. Children may have been affected by incidents which have occurred during lockdown.  Many children have spent long periods indoors with limited physical activity.  Some teachers/TAs may need support/coaching to enable them to best meet children’s individual needs.  SEND children will have additional barriers to settling to learn and making progress  COVID-19 Support Guide for Schools click [here](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf) supports our approach through their three strategies:  • Teaching and whole-school strategies  • Targeted support  • Wider strategies | Reading, writing, maths prioritised.  Two phonics/reading sessions per day  Diagnostic assessments and low stakes testing used  4-weekly cohort reviews to monitor progress and the effectiveness of interventions.  VLE/Home Learning offer, including online platforms Maths with parents, TT Rockstars, Purple Mash, Reading on your Head, weekly overview of learning including links to RWI and White Rose Maths. If bubble closed, video lesson intros from teachers, all work on VLW, paper resources provided for families without access to devices.  Learning Behaviours – establishing of prior and new routines, expectations and behaviour systems  Attendance and punctuality monitoring and follow up systems in place.  PHSE – ‘Jigsaw’ Recovery curriculum – additional resources  THRIVE whole class screening  Physical – daily outdoor activity, PE taught by coaches, after school club, Forest School  CPD focus – quality first teaching via WalkThrus programme.  SENDCO to monitor all support plans and ensure strategies and interventions are in place. Monitor progress via B Squared. Take part in all cohort review meetings for support and challenge. | | Children make rapid progress in basic skills so that attainment is broadly in line with FFT50 by Summer 2021.  Children well-adapted to routines and settle quickly to work.  Parents have maximum access to key learning points each week and a range of resources to support their child’s learning at home.  Parents confident to send children to school on regular basis. Attendance at maximum allowing for restrictions.  Children with personal/emotional issues identified and supported through counselling, THRIVE, Forest School.  Lesson/work monitoring shows that planned lessons are pitched effectively.  SEND children make good progress and are rapidly meeting support plan targets. |
| **5** | Many children have not accessed online or paper based learning provided by school during lockdown period. Attainment is lower than expected for time of year.  School routines and expectations have been forgotten.  Some parents are still concerned about safety in school. Mixed messages about current Covid situation lead to some children being absent unnecessarily.  Some children and parents feel anxious about return to school. Children may have been affected by incidents which have occurred during lockdown.  Many children have spent long periods indoors with limited physical activity.  Some teachers/TAs may need support/coaching to enable them to best meet children’s individual needs.  SEND children will have additional barriers to settling to learn and making progress  COVID-19 Support Guide for Schools click [here](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf) supports our approach through their three strategies:  • Teaching and whole-school strategies  • Targeted support  • Wider strategies | Reading, writing, maths prioritised.  Autumn 2 – 1x Y5 teacher 2.5 days 1:1 precision teaching/small group catch-up with identified children.Total cost: £24775 p.a. for Autumn 2 half term, funded by school budget.  4-weekly cohort reviews to monitor progress and the effectiveness of interventions.  VLE/Home Learning offer, including online platforms Maths with parents, TT Rockstars, Purple Mash, Reading on your Head, weekly overview of learning including links to RWI and White Rose Maths. If bubble closed, video lesson intros from teachers, all work on VLW, paper resources provided for families without access to devices.  Learning Behaviours – establishing of prior and new routines, expectations and behaviour systems  Attendance and punctuality monitoring and follow up systems in place. Parents kept  informed.  PHSE – ‘Jigsaw’ Recovery curriculum – additional resources  THRIVE whole class screening  Physical – daily outdoor activity, PE taught by coaches, after school club, Forest School  CPD focus – quality first teaching via WalkThrus.  SENDCO to monitor all support plans and ensure strategies and interventions are in place. Monitor progress via B Squared. Take part in all cohort review meetings for support and challenge. | | Children make rapid progress in basic skills so that attainment is broadly in line with FFT50 by Summer 2021.  Parents have maximum access to key learning points each week and a range of resources to support their child’s learning at home.  Children well-adapted to routines and settle quickly to work.  Parents confident to send children to school on regular basis. Attendance at maximum allowing for restrictions.  Children with personal/emotional issues identified and supported through counselling, THRIVE, Forest School.  Lesson/work monitoring shows that planned lessons are pitched effectively.  SEND children make good progress and are rapidly meeting support plan targets. |
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| **Impact measures** | | | | |
| **Year Group** | **Autumn** | **Spring** | | **Summer** |
| **1** | RWI assessment points completed.  Phonics tracking shows all pupils making progress | RWI assessment points completed.  Phonics tracking shows all pupils making progress | | RWI assessment points completed.  FFT50 targets are met for all children.  Phonics screening targets met. |
| **2** | RWI assessment points completed.  Phonics tracking shows all pupils making progress  SATS assessments | RWI assessment points completed.  Phonics tracking shows all pupils making progress  SATs assessments | | RWI assessment points completed.  FFT50 targets are met for all children.  Phonics screening targets met.  SATs asessments |
| **3** | RWI assessment points completed.  NFER tests | RWI assessment points completed.  NFER tests | | RWI assessment points completed.  FFT50 targets are met for all children.  NFER tests |
| **4** | RWI assessment points completed.  NFER tests | RWI assessment points completed.  NFER tests | | RWI assessment points completed.  FFT50 targets are met for all children.  NFER tests |
| **5** | RWI assessment points completed.  NFER tests | RWI assessment points completed.  NFER tests | | RWI assessment points completed.  FFT50 targets are met for all children.  NFER tests |
| **6** | RWI assessment points completed.  SATs assessments | RWI assessment points completed.  SATs assessments | | RWI assessment points completed.  FFT50 targets are met for all children.  SATs assessments |
| **Agreed with Trust on:** | | |  | |