



## Lady Bay Primary Strategic 'Catch-Up' Action Plan (using evidence from the Education Endowment Foundation)

Type of Strategy	Strategy	Evidence (EEF, 2020)	Actions (ideas jotted down for now but will split)	Cost/Resources	When
<b>Teaching and Whole- School Strategy</b>	<b>Supporting Great Teaching</b>	<p>Great teaching is the most important lever schools have to improve outcomes for their pupils.</p> <p>Ensuring every teacher is supported and prepared for the new year is essential to achieving the best outcomes for pupils.</p> <p>Providing opportunities for professional development—for example, to support curriculum planning or focused training on the effective use of technology—is likely to be valuable.</p> <p>Almost all schools will also have made significant adjustments to organisational and logistical aspects of school life. Ensuring</p>	<p>Staff received training on a new 'structured reading' approach and our approach to teaching writing. This is outlined in a new English Policy to ensure consistency of good practise throughout the school.</p>	<p>Staff meeting time.</p> <p>Leadership time.</p> <p>Books purchased using the English Budget.</p>	July 2020
			<p>Maths training through a staff meeting to support teachers in delivery high quality progressive maths lessons.</p> <p>White Rose materials purchased to support staff delivering a 'recovery' curriculum alongside high quality maths lessons.</p> <p>Additional Resources will be</p>	<p>Staff meeting time.</p> <p>White Rose Materials purchased from Maths Budget.</p> <p>£1000</p>	September 2020

		<p>teachers have training and support to adjust to these changes is likely to improve the quality of teaching as all pupils return to school.</p> <p>Early career teachers, who may have had opportunities to develop their practice curtailed by school closures, are particularly likely to benefit from additional mentoring and support.</p>	<p>purchased to support the effective teaching of maths.</p>		
			<p>Phonics training for all staff to support all children in school securing phonics phases up to phase 6. A phonics progress document has been created which outlines specifically what teachers should cover each term in each year group and distributed. Phonics materials will be purchased to support T and L in each classroom.</p>	<p>£500 from CPD budget</p> <p>£400 for resources from Catch-up budget.</p>	<p>September 2020 INSET</p> <p>Resources</p>
			<p>Mentoring support/coaching for subject leaders so that teaching in all subjects is first class.</p> <p>Monitoring of teaching and learning across the curriculum with feedback and support provided to each teacher.</p>	<p>Mentoring time covered by CPD budget.</p> <p>Additional resources will be purchased from 'Catch-Up' Funding if areas of need are identified.</p>	<p>October 2020</p>
			<p>External courses funded for the SLT, SENCo and staff in the school linked to school</p>	<p>CPD budget.</p>	<p>October 2020</p>

			<p>priorities. This will be disseminated so that good practice can be shared and embedded across the school.</p>		
			<p>Deliberately reduce workload (eg. reduced meetings) during the transition and assessment period to aid staff wellbeing and enable high-quality responsive teaching</p>	-	Autumn Term
			<p>Technical support will continue for all staff from a specialist technician and computing subject leaders.</p>	Subject leadership time.	From September 2020.
Teaching and Whole- School Strategy	Pupil Assessment and Feedback	<p>Assessment can help teachers determine how to most effectively support their pupils. Every pupil will have been affected differently by Covid-19. Setting aside time to enable teachers to assess pupils' wellbeing and learning needs is likely to make it easier for teachers and other school staff to provide effective support.</p>	<p>New Marking and Feedback Policy shared to support staff in giving pupils quality feedback. Feedback will be given to children in lessons and in interventions.</p> <p>Post block assessments will be completed in maths to identify if children have secured understanding in specific areas of maths or whether they need further intervention.</p>	<p>Teacher/TA time to support assessments of pupils.</p> <p>Further PM Benchmarking resources will be purchased to assess reading and to track reading in school.</p>	From September 2020

		For example, subject-specific assessments might be used to identify particular areas where pupils have forgotten or misunderstood key concepts, to ensure that new material being covered builds on secure foundations. Standardised assessments in literacy or numeracy might be used to identify pupils who would benefit from additional catch-up support. Providing pupils with high-quality feedback, building on accurate assessment, is likely to be a particularly promising approach.	PM Benchmarking will be purchased to support staff in identifying children that have 'fallen behind' in reading.	£1200	
Teaching and Whole- School Strategy/Targeted Approach	Transition Events/ Well being		Year group welcome letter on the website for children and parents. New social and emotional half-termly assembly introduced related to Jigsaw. HT and DHT deliver these to all year group bubbles.	Time for staff to create letters.  Assembly time.	INSET Day September 2020
			All pupils were invited to school to meet their new teacher.	-	July 2020

			<p>Children invited in smaller groups to see each other and the class teacher before the holiday. Communication via See Saw for children.</p>		
			<p>Additional phone calls and email communication with parents of children who were anxious. Additional sessions in school for anxious children prior to wider school opening.</p>	<p>SENCo time. Additional time for the SENCo will be covered if needed from the Catch-up funding.</p>	<p>July and September 2020</p>
			<p>There was good communication between Foundation staff at Lady Bay and Early Years Settings for new starters and also good communication between Year 6 staff and the Secondary Schools to support transition of children into Year 7. All pupil files including safeguarding files were shared for any child moving schools.</p>	-	<p>July/September 2020</p>
			<p>Social and Emotional Support for Pupil Premium Pupils through 1:1 sessions if needed.</p>	<p>Pupil Premium Tutor and Class teacher release</p>	<p>Ongoing from October 2020</p>

				time to liaise – from PP budget. PP Leader time to monitor.	
			ELSA sessions in school for anxious children.	Additional ELSA release time if needed. (£80 per half day)	Ongoing from September 2020
			Jigsaw resources purchased and a staff meeting delivered to support RSE in school.	Staff meeting time. Jigsaw resources purchased from RSE budget.	From September 2020
			Books purchased to support children’s self-esteem and to help them overcome anxiety.	Half from PP budget. £60 from Catch-up budget.	October 2020
Targeted Support	One to one and small group tuition and Extended School Time.	There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy.	Additional teachers employed to deliver catch-up intervention sessions in the afternoon and after school.	£15800	From October 2020

		<p>To be most effective, creating a three-way relationship between tutor, teacher and pupils is essential, ensuring that tuition is guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback.</p> <p>As a rule of thumb, the smaller the group the better. However, both small group and one to one tuition can be effective catch-up approaches.</p> <p>Tuition delivered by qualified teachers is likely to have the highest impact. However, tuition delivered by tutors, teaching assistants, or trained volunteers can also be effective. Where tuition is delivered by teaching assistants or volunteers, providing training linked to specific content and approaches is beneficial.</p>	<p>TAs delivering additional small group tuition after school.</p>	<p>£2800</p>	<p>From October 2020</p>
			<p>Vulnerable/PP children identified for extra 1:1 support from PP Tutors.</p>	<p>PP budget</p>	<p>From October 2020</p>
Targeted Support	Intervention programmes	<p>In order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one</p>	<p>New children identified for SNIP (dyslexia support). Oral language – S and L sessions for pupils that lost</p>	<p>TA time (existing timetable).</p>	<p>September 2020</p>

		<p>or in small groups, are likely to be necessary.</p> <p>A particular focus for interventions is likely to be on literacy and numeracy. For example, there is extensive evidence showing the long-term negative impact of beginning secondary school without secure literacy skills. Programmes are likely to have the greatest impact where they meet a specific need, such as oral language skills or aspects of reading, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery.</p> <p>Interventions might focus on other aspects of learning, such as behaviour or pupils' social and emotional needs, or focus on particular groups of pupils with identified special educational needs or disabilities.</p> <p>Effective intervention follows assessment, which can be used to ensure that support is well-</p>	<p>opportunities to practise skills during LD.</p> <p>TA intervention sessions within the school day to support catch-up for children in phonics, maths and English who have been identified as having gaps from assessments. Each group will have the same member of staff delivering a series of catch up sessions.</p> <p>PPA sessions covered by external providers to free TAs to do interventions.</p>	<p>£6000 to cover some PPA sessions to release TAs.</p>	<p>From October 2020</p>
--	--	---	--	---	--------------------------

		targeted and to monitor pupil progress.			
Wider Strategies	Supporting Parents and Carers	<p>Parents have played a key role in supporting children to learn at home and it will be essential that schools and families continue to work together as pupils return to school.</p> <p>Schools have provided extensive pastoral support to pupils and families throughout the pandemic. Additional support in the new school year could focus on providing regular and supportive communications with parents, especially to increase attendance and engagement with learning. There is a risk that high levels of absence after the summer pose a particular risk for disadvantaged pupils.</p>	<p>Communication from the school for all parents through newsletters, the website, school reading diaries and individual phone calls.</p> <p>Additional support for parents who have children with SEND from the SENco and school ELSA.</p> <p>Work packs, books and guidance for parents will be sent home for children that are isolating.</p>	-	Ongoing from September 2020
	Access to technology	<p>Pupils' access to technology has been an important factor affecting the extent to which they can learn effectively at home. In particular, lack of access to technology has been a barrier for many disadvantaged children. As all pupils return to schools, technology could also be</p>	<p>New IPADS will be purchased for PP/disadvantaged children with limited technology at home. They will gain improved skills during their 1:1 PP sessions.</p>	shared funding PP budget/Catch-up £2000	November 2020

		<p>valuable; for example, by facilitating access to online tuition or support. Some schools might find it helpful to invest in additional technology, either by providing pupils with devices or improving the facilities available in school.</p> <p>To support learning, how technology is used matters most. Ensuring the elements of effective teaching are present—for example, clear explanations, scaffolding, practice and feedback— is more important than which form of technology is used. In addition, providing support and guidance on how to use technology effectively is essential, particularly if new forms of technology are being introduced.</p>			
--	--	--	--	--	--