



SYLVESTER PRIMARY ACADEMY COVID 19 CATCH UP PLAN

CATCH UP FUNDING £16,720

RATIONALE:

Sylvester Primary Academy is fully committed to evaluating the impact of COVID 19 on its pupils, parents and staff. From this evaluation, a clear strategy for Catch Up and National Tutoring Programme funding has been developed so that pupils recover quickly and make good progress.

In line with the EEF Guide to supporting school planning, Tier One of recovery will come through 'Quality first teaching for all'. This will be supplemented with 'Targeted academic support' at Tier 2 and 'Wider strategies' at Tier 3. EEF toolkit has been used to inform decision making for targeted support strategies which are within the planned approach outlined below (Please see Appendix A for details of Tiered Strategy)

This is an evolving document that will be reviewed regularly and altered accordingly.

EVALUATION:

WHAT HAVE WE IDENTIFIED ON PUPILS' RETURN: (September 2020)

STRENGTHS	CONCERNS
<ul style="list-style-type: none"> • The vast majority of children have returned to school focused, with a positive attitude to learning • The vast majority of children are happy to return and feel safe with the measures in place • Children have responded well to new routines, systems and processes. • There are significant gaps in pupils learning, particularly for younger pupils (EYFS to Year 3), in the areas of language and literacy (including phonics) • Teaching staff report that children in Y4-Y6 have on the whole retained previous learning that was required to access new learning, although some gaps in knowledge are evident • Regular physical education and outdoor learning is being implemented • Children are enjoying playing together and very few incidents of poor behaviour at playtimes/ lunchtimes have occurred • Parents are confident in the plans and procedures school has put in place on reopening 	<ul style="list-style-type: none"> • Some challenges with some of the youngest pupils not demonstrating a 'readiness to learn/characteristics of effective learning' that would normally be seen in children on entry to N, R, Y1, Y2 • Early reading and phonics- evidence of regression for some pupils • Oral communication in EYFS is poorer than with previous cohorts • Attendance concerns for some families due to parent caution, testing capacity and need for isolation measures • Increasing cases in Knowsley-greater unease in stakeholders • Managing community to risk further transmission – secure PODs in school that are not followed in the community • Gaps in learning due to missed wider curriculum coverage • Potential curriculum narrowing required to address key learning in core subject areas • Impact of COVID 19 and staff absence on workload for all staff • Financial impact of COVID related spending

BARRIERS TO FUTURE ATTAINMENT:		
In school barriers:		
A	Gaps in phonics / reading are evident in relation to expected standards	
B	Communication, language and literacy in EYFS	
C	Gaps in academic learning in reading and maths for identified groups of pupils	
D	Gaps in academic learning across the curriculum	
E	Emotional vulnerability and well-being of some children	
External barriers:		
F	Attendance	
G	Engagement with remote learning offer	
Desired outcomes:		
	Desired outcomes and how they will be measured	Success Criteria
A	Children who are identified as being behind expectations in phonics and reading will catch up. Children will access wider school curriculum due to enhanced reading skills.	<ul style="list-style-type: none"> Children in R-Y3 who have identified gaps in phonics will catch up and will be in line with year group expectations by the end of the academic year
B	Oral language skills are improved across EYFS and Y1 where required so that pupils are in line with expectations for their age.	<ul style="list-style-type: none"> Children across EYFS develop oral language skills that enable them to become fluent readers over time Pupils make accelerated progress from their starting points linked to CLL
C	Gaps that exist in core subject areas for whole cohorts, small groups and individuals are narrowed.	<ul style="list-style-type: none"> Curriculum leaders have developed a clearly sequenced curriculum that addresses gaps in knowledge and skills Individual pupil attainment recovers to a minimum of pre- lockdown standards
D	Gaps that exist within the wider curriculum due to 'lockdown' are identified and adaptations to sequences of learning are made to address gaps and ensure key learning is in place to maintain links in learning.	<ul style="list-style-type: none"> Curriculum leaders have developed a clearly sequenced curriculum in all subject areas. Gaps in learning are addressed to ensure that key prior knowledge is in place before teaching new content.
E	Individual pupils who have been affected by school closure in relation to SEMH are supported over time to enable them to recover and engage well with learning.	<ul style="list-style-type: none"> Nurture provision supports the most vulnerable learners to develop characteristics of effective learning across the board Specialist support enables individual children to manage the daily demands of school so that any negative impact on learning is minimised.
F	Improved attendance is evident over time for identified and targeted pupils/families.	<ul style="list-style-type: none"> High quality family liaison work is in place to ensure attendance issues linked to COVID 19 are addressed quickly.
G	A high quality remote learning offer is in place that is relevant and accessible to all pupils and in in line with taught curriculum in school	<ul style="list-style-type: none"> Pupil engagement in remote learning offer is strong The remote learning offer is well planned, sequenced and enhances learning. Remote learning can be accessed by all pupils

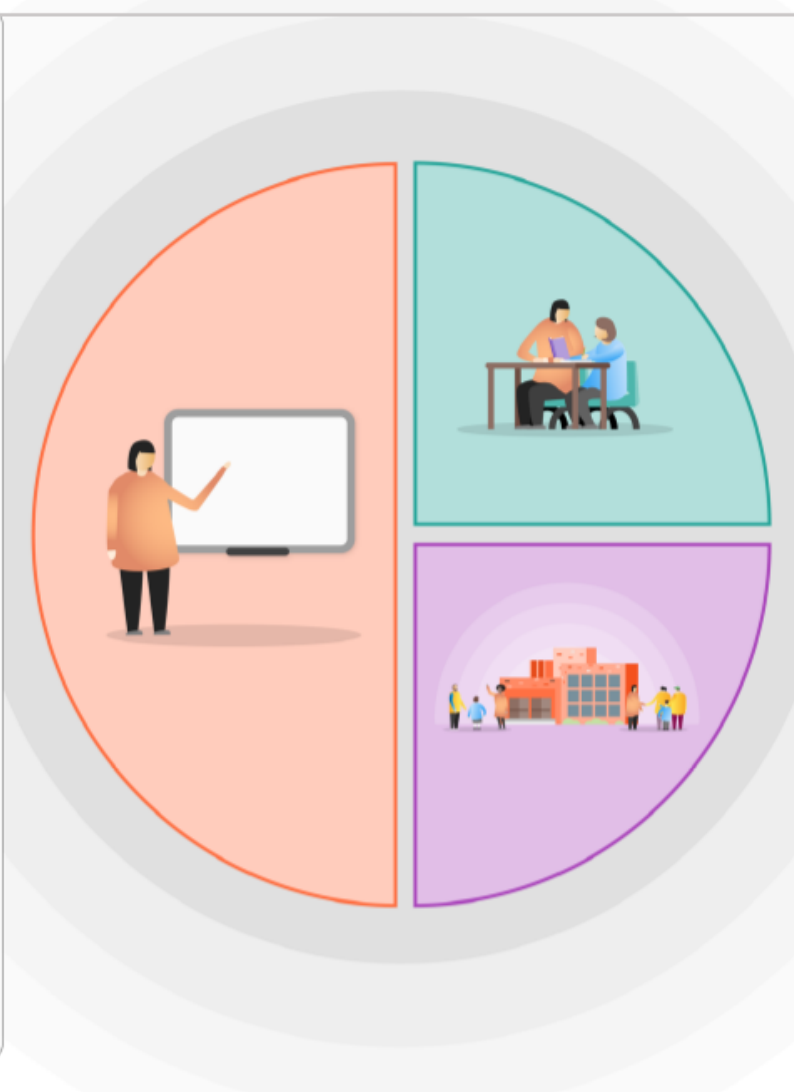
****ACADEMIC MENTORS HAVE BEEN REQUESTED – CATCH UP PLAN WILL REQUIRE REVIEW SHOULD SCHOOL BE UNABLE TO ACCESS ACADMIC MENTORS BY OCTOBER 2020/JANUARY 2021. WE HAVE REQUESTED TWO ACADEMIC MENTORS AND FUNDING WILL NEED TO BE SOURCED FOR ONE ADDITIONAL ROLE IF WE ARE SUCCESSFUL IN RECRUITING TWO MENTORS**

5.PLANNED EXPENDITURE 20-21 (Linked to School Development Plan and Pupil premium Plan)					
Desired outcome	Chosen action/approach	Evidence and rationale?	Cost	Staff lead	Review of implementation
<p>A Children who are identified as being behind expectations in phonics and reading will catch up.</p> <p>Children will access wider school curriculum due to strong reading skills.</p>	<ul style="list-style-type: none"> • Ensure that phonics teaching is high quality and provides pupils with the right opportunities to enable them to make rapid progress (TIER 1) • Additional phonics sessions delivered as appropriate within an amended weekly timetable for all pupils in Y1,Y2 and Y3 (TIER 1) • Additional phonics sessions for identified pupils in Years 1-3 (Tier 2) • Reading will be a focus in each classroom with extended reading time, 1:1 reading will be in place for all identified targeted pupils (TIER 1) • Purchase additional reading resources for home and school (TIER 1) 	<p>Read Write Inc-DFE approved programme</p> <p>EEF trial evaluations</p> <p>Whole class reading sessions.</p> <p>EEF Reading Comprehension Strategies</p>	<p>£1900 for addition RWI staff training</p> <p>£500 for additional RWI resources</p> <p>Academic Mentor DFE funded £6000 cost to school</p> <p>£1000</p>	RT	Half-termly assessments & whole-school monitoring
<p>B Oral language skills are improved across EYFS and Y1 where required so that pupils are in line with expectations for their age.</p>	<ul style="list-style-type: none"> • Support staff to identify additional opportunities across the curriculum to develop pupils' vocabulary and language (TIER 1) • Language rich environment and significant opportunity for adult modelling and talk within 	<p>Development of language is required to prevent issues with pupils developing as readers over time.</p> <p>EEF Oral Language</p>		RT	Half termly monitoring and review of pupil progress

		<ul style="list-style-type: none"> provision across the curriculum. (TIER 1) Nuffield Early Language Intervention (DFE funded catch up) to be introduced for those children still behind after autumn term. (TIER 2) 	Interventions DFE funded catch up programme Nuffield Early Language Intervention	Intervention time- 4 hours per week per group for 20 weeks 80 hours per week @ £13 per hour £1040	RT/RH	
C	Gaps that exist in core subject areas for whole cohorts, small groups and individuals are narrowed.	<ul style="list-style-type: none"> Effective assessments to take place in September 2020 to ensure that teachers have a secure understanding of individual starting points, following the school closure (TIER 1) Explore opportunities to provide “booster” group/individual teaching for those groups who would benefit from it (TIER 2) Targeted high quality small group targeted intervention sessions, using TAs / Academic Mentor(TIER 2) Create bespoke and targeted learning programmes for specific children, including those on EHCPs (TIER 2) 	Identify gaps in learning Use one-to-one and small-group interventions. There is consistent evidence the approach Use one-to-one and small-group interventions to support children EEF trial evaluations	NFER tests - £500 Booster sessions @£25 per hour x 80 hours £2000 Academic Mentor DFE funded £6000 cost to school Additional TA support and intervention (80 hours @ £13 per hour) £1040	All teachers CD/DM/RT/HB	Termly assessments
D	Gaps that exist within the wider curriculum due to ‘lockdown’ are identified and adaptations to sequences of learning are made to address gaps and ensure key learning is in place to maintain links in learning.	<ul style="list-style-type: none"> Ensure that staff adapt the curriculum to meet individual pupil needs, address gaps in learning and focus upon critical areas (TIER 1) Facilitate good CPD for all staff (TIER 1) 	Identify gaps in learning	Central Area CPD for all curriculum leads - £1000	RH Subject leads	Termly monitoring by SLT and all subject leads

E	Individual pupils who have been affected by school closure in relation to SEMH are supported over time to enable them to recover and engage well with learning.	<ul style="list-style-type: none"> • Whole class focus on PSHE and circle time for first half term (TIER 1) • Nurture provision in place for most vulnerable pupils (TIER 3) • Learning Mentor time available to identified pupils (TIER 3) 	Behaviour interventions recognised as having positive impact EEF Social and Emotional Learning	£500 for SEMH resources	HB DH	Monitoring by SENCO- increased access to learning due to improved SE skills and behaviour.
F	Improved attendance is evident over time for identified and targeted pupils/families.	<ul style="list-style-type: none"> • Monitoring of absence trends and patterns (TIER 3) • Additional attendance support (TIER 3) 	Good attendance linked to good academic outcomes		AC	Daily and Weekly attendance monitoring
G	A high quality remote learning offer is in place that is relevant and accessible to all pupils and in in line with taught curriculum in school	<ul style="list-style-type: none"> • Provide a package of remote learning, ensuring a focus on basic skills first and foremost (TIER 1) • Use Class Dojo to communicate with parents, regarding learning and well-being (TIER 1 & TIER 3) • Weekly SLT and staff meetings. Messages and feedback swiftly relayed to allow school to make informed decisions (TIER 3) 	EEF Rapid Evidence Assessment	Reading Eggs - £480 My Maths £200 CGP books - £550	DM CD RT	Monitor and evaluate usage

Appendix A



1 Teaching

- Put effective assessments in place to ensure teachers have a secure understanding of individual starting points, following the school closure.
- Ensure that staff adapt the curriculum to meet individual pupil needs and critical areas are focused upon
- Support staff to identify additional opportunities across the curriculum to develop pupil’s vocabulary and language.
- Ensure that phonics teaching is high quality and provides pupils with the right opportunities to enable them to make rapid progress.
- Facilitate good CPD for all staff
- Provide a package of remote learning, ensuring a focus on basic skills first and foremost. (Reading Eggs, Oxford Owl, TT Rockstars, My Maths and White Rose Maths)
- Use Class Dojo to communicate with parents
- Investment in high quality reading resources

2 Targeted academic support

- Explore opportunities to provide ‘booster’ group /individual teaching for those pupils who would benefit from it.
- Ensure that EYFS staff implement Nuffield Early Language Intervention with maximum impact.
- Use of Academic Mentors
- Timetable effective use of TAs/Learning mentor
- Create bespoke and targeted learning programmes for specific children, including those with EHCPs.

3 Wider strategies

- Regular communication with families, regarding learning and well-being
- Weekly SLT and staff meetings
- Messages conveyed to teachers with feedback swiftly relayed to SLT, allowing the school to make informed decisions
- Close links with PP strategy
- Additional attendance support
- Additional pastoral support

Appendix B

Tracking pupils outcomes from Autumn Term 2020 – Summer Term 2021

	Reception			Year 1			Year 2			Year 3			Year 4			Year 5			Year 6			
	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum	
Reading																						
Phonics																						
Writing																						
Maths																						
Science																						
Reading																						
RWM																						