Action Plan for: Covid catch-up money

# Overall Target: To ensure children are able to access the curriculum at an appropriate level of understanding during 2020-21

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| Current Situation/Critical Analysis | Supporting Evidence | Required Changes (particularly teaching and learning) |
| * Lockdown presented challenges for delivering the whole curriculum and has inevitably left gaps in learning for some children * Regeneration of our school curriculum makes it vital that gaps are discovered and filled quickly * This plan extended in light of lockdown 3 in Jan – Mar ‘21 | * Baseline assessment suggests some children have fallen behind in their learning | * Resources targeted at areas of need for each child/class * Time given to fill gaps |

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| **Actions**  **(including staff training needs)** | **Key Personnel** | **Role** | **Time**  **Scale** | Costs£ | **Funding Source** | **Success Criteria / Intended Outcomes** | **Progress** |
| Quality first teaching: teachers will use a range of strategies to quickly gauge gaps in knowledge and skills: particular focus on start of lesson. True or false quizzes, problem solving, odd one out etc. Work out where the gaps in skills and knowledge are and adjust planning accordingly. | All teaching staff |  | Ongoing | n/a |  | Children will be able to access the curriculum at an appropriate level. Lessons will be adjusted to take into account gaps in learning identified during starter sessions.  Planning will be modified to include opportunities for formative assessment during lessons, leading to adjustments in teaching strategy for each lesson. Lesson observations will focus on ensuring children are able to work at an age-appropriate level. |  |
| Curriculum overhaul gives opportunity to identify gaps in skills and knowledge and plan lessons in to fill these.  Subject leaders to then work on ensuring teachers are confident about starting points and what needs to be quickly covered. | All teaching staff |  | Inset day  Oct 2020 |  |  | Children will be working on the appropriate skills and knowledge for their particular year group.  Subject leaders will be confident about standards in their own subject, what the gaps are and how these are being filled.  Monitoring by teachers and subject leaders ensures a competent and confident knowledge of the subject in order to ensure all children are making progress towards year group objectives. Staff to ensure resources are appropriate for the objectives for each year group. |  |
| Baseline assessment carried out in reading, writing and maths in each class. Teachers to make a list of children who they feel have gaps in core learning | Teachers /  Teaching Assistants |  | September 2020  Also March ‘21 | n/a |  | Teachers will liaise with each other to complete assessments. This discussion will focus on gaps in learning and whether these have widened during lockdown. Gaps to form the basis for interventions, both specific and general. |  |
| Employ experienced teacher to deliver catch-up group sessions to targeted groups. These will focus on core skills in reading, writing and maths.  Employ experienced Teaching Assistant to deliver catch-up individual sessions to targeted children. These will focus on core skills in reading, writing and maths. | S Cook  JA / MH |  | January ‘21 | approx. £3,000 | Catch-up funding | These children will make heightened progress during these sessions. Term assessments will show they have made good progress from their starting point.  Teachers will see children have greater confidence in class due to their increased knowledge of basic skills from these sessions. |  |
| To ensure continuity of Maths and English curriculum from previous year, we will purchase the County bridging units and use these to form the basis of the teaching in each subject. | S Cottam  S Cook |  | September 2020  Ongoing? | £500 | Catch-up funding | Children will be confident when working in Maths and English lessons. Teachers will build up a clear idea of gaps in learning in each of these subjects. Gaps from previous year will be filled using these objectives. Results on Y2 phonics check will be good. Children who need phonics recovery in Y3/4 will receive this support. |  |
| Order online resources to fill basic gaps in learning, as well as ensure children are learning at a year group specific level.  TT rockstars | Subject leads |  | September 2020 | £500 | Catch-up funding | This will enable children to supplement their in-school learning with additional activities at home. It will also assist with our blended learning to enable children to continue learning at home in the case of self-isolation. |  |
| In EYFS, teachers to identify needs of this cohort and purchase resources to specifically target these areas of provision. | AH |  | October 2020  Ongoing? | £200 | Catch up funding  +PE fund | Provision can be targeted at areas of need using gap analysis from baseline assessment. Resources will enable children to access a wider range of provision in order to make progress towards the ELGs. |  |
| **Total costs** | | | | **£4,200** |  |  |  |

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| Procedures for Monitoring Actions | **Procedures for monitoring Impact** |
| Regular staff meetings to discuss current initiatives and impact of these.  Pupil progress meetings (Jan 2021 & end of terms)  Discussions with staff. | Assessments carried out termly will show progress of targeted children.  Observations of classes to be carried out during time back in school. |

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| **Intended Impact (see overall target)** |
| Children in school will make at least good progress towards year group expectations. Progress from initial baseline assessment throughout the year will be good. |