

## Catch-up plan

The plan below incorporates the Covid funding from the government as well as school budget allocations



<b>School name:</b>	<b>Old Park Primary</b>
<b>Academic year:</b>	<b>20/21 &amp; 21/22</b>
<b>Total number of pupils on roll:</b>	<b>As at Autumn 2020 census (Rec – Y6): 448</b>
<b>Total catch-up budget:</b>	<b>£35,840.00</b>

To be reviewed July 2022

## Identified Impact of Covid 19 & Lockdown Closures

<b>Wellbeing:</b>	<p>Emotion Based School Anxiety.</p> <p>Negative use / excessive use of technology and social media.</p> <p>Energy and fitness levels are reduced.</p> <p>Social skills (e.g. ability to share, resolve conflicts) compromised.</p> <p>Social communication and interaction skills compromised (particularly early years and KS1).</p>
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<b>Maths:</b>	<p>Basic skills (times tables and number fact recall).</p> <p>Retention of prior learning is a concern.</p> <p>Inconsistency in children accessing remote learning across both lockdowns periods has led to significant gaps in learning. Often, the gaps differ from child to child.</p> <p>ARE &amp; GD compromised.</p>
<b>Reading:</b>	<p>Basic skills (reading practice in Y1 - 6 diminished, Rec - Y2 lack of daily rigorous phonics sessions has diminished outcomes).</p> <p>Reading for pleasure has reduced.</p> <p>Retention of prior learning is a concern.</p> <p>ARE &amp; GD compromised.</p>
<b>Writing:</b>	<p>Basic skills: handwriting (greater emphasis on technology use has had an impact), grammar, spelling, and language development across school (but in particular in EYFS &amp; KS1).</p> <p>Inconsistency in children accessing remote learning across both lockdowns periods has led to significant gaps in learning. Often, the gaps differ from child to child.</p> <p>Retention of prior learning is a concern.</p> <p>ARE &amp; GD compromised.</p>
<b>Foundation Curriculum Subjects:</b>	<p>During Covid we felt that it was important to ensure that the children still had a broad curriculum. To ensure that children remained motivated and engaged, maintained a level of proficiency and continue to make links across the curriculum. To achieve this we decided to continue to teach all foundation subjects but with reduced content. Teachers carefully considered how to adapt the units to ensure that key skills and knowledge remained. However, due to this reduction there are some gaps in knowledge. In addition, there are gaps in knowledge dependent upon children's participation in the remote learning of foundation subjects.</p> <p>Retention of prior learning.</p>

## Other impact

Due to Covid the school offer has had to be greatly reduced to follow government guidance. The absence of the following enrichment activities will have had a detrimental impact on each child's life experience, development and interaction.

Residential visits, swimming, charity fundraising days, inter school sport competitions, school trips, library visits, visiting speakers, visiting theatre, after school enrichment clubs, parent workshops, performances, in person assemblies.

## Teaching and whole-school strategies

Action	Intended outcome	Estimated impact	Catch-up Cost	School Budget Cost	Staff lead	Review July 2022 or before if applicable
<b>Implement and embed Ruth Miskin RWI Phonics</b>	Support rapid progress in phonics with a systematic approach. The focussed and rigorous delivery, along with regular assessment and mobility within groupings will accelerate progress for all but in particular those children with significant gaps in their learning.	Phonic / reading gaps reduced for all. Outcomes to work towards being in line or closely in line with reading ARE.  Year 1 phonics screen to be in line with National 21/22.	£2080 (training Dec 2020)  £461.24 (Resources Dec 20)	£4992 (March 2021 additional RWI Reading) Books 19/20)	Natalie Hunt, Donna Taylor & Sarah Jarass	

<p><b>Speech Link (Speech &amp; Language assessment tool. Provides assessments and bespoke lesson plans for one to one sessions).</b></p> <p><b>20/21 (Y2 targeted group).</b></p>	<p>Support rapid progress in speech, language and communication skills of targeted pupils.</p>	<p>Specific targets achieved.</p> <p>Impact on attention and concentration across curriculum.</p> <p>Widens pupil vocabulary and understanding of the world.</p> <p>Developed social skills within a group setting.</p>	<p>£755.00</p> <p>Dec 2020 (resource)</p>	<p>£2000</p> <p>Teacher for one afternoon for 12 weeks</p>	<p>Sarah Jarass</p>	<p>Individual targets were set for 12 children in Y2 in 20/21 (now Y3).</p> <p>All pupils were given one to one support for 12 weeks.</p> <p>5 pupils made progress but identified the other pupils as having developmental language delays and were referred to S &amp; L, they now continue to have enhanced support.</p> <p>7 of the children completed their targets and no longer require this intervention.</p>
<p><b>External Speech &amp; Language SLA (in addition to Pupil Premium funded time 21/22 academic year)</b></p>	<p>Support rapid progress in speech, language and communication skills of SEND pupils, in particular high need pupils.</p> <p>Support targeted families in supporting speech, language and</p>	<p>Specific targets achieved and applied to different settings.</p> <p>Impact on attention and concentration across curriculum.</p>	<p>£2508</p> <p>19 days additional support 21/22</p>		<p>S.Pearce</p>	

	<p>communication skills at home.</p> <p>Upskill staff in leading Wellcomm groups for targeted pupils (based on screening tool).</p> <p>Upskill staff on strategies to support children with limited SLCN.</p>	<p>Improvement on Wellcomm scores.</p> <p>Children with SLCN supported appropriately in class.</p>				
<p><b>Reading temporary TLR to support English lead</b></p>	<p>To increase children's reading for pleasure and progress in reading.</p> <p>To engage parents and promote reading at home.</p> <p>To develop school libraries and KS2 reading.</p>	<p>Reading fluency. Reading gaps are reduced and outcomes are in line or closely in line with ARE across school.</p> <p>Greater vocabulary, evidenced in writing outcomes and discussions.</p> <p>Pupils talking confidently about authors, books they enjoy.</p>	<p>£1689</p> <p>Oct 21- Oct 22</p>	<p>£2000</p> <p>November 2021</p> <p>Book investment to new books for KS2</p>	<p>TLR post</p> <p>C.Williams</p> <p>N.Hunt</p>	

<p><b>INSET for curriculum / recovery</b></p> <p><b>Release time allocated for subject leads - to develop and monitor curriculum</b></p>	<p>Science and the foundation subjects will be reviewed to identify gaps in knowledge for each term. The long-term plan will be adapted to address these each term.</p> <p>Teachers will be developed to lead the wider curriculum, developing robustness of monitoring, quality of teaching and learning and identifying next steps.</p> <p>Staff to access the National College virtual training videos relating to their subject leadership enabling them to state up to date with educational developments and ofsted findings.</p>	<p>Gaps addressed due to full curriculum coverage being implemented and reviewed.</p> <p>Retrieval of key facts by pupils to support further learning in all areas of the curriculum.</p> <p>Curriculum development and CPD</p>		<p>£995 (training budget allocation)</p> <p>£3900 (Supply budget costs)</p> <p>39 half days supply cover</p>	<p>C.Williams Curriculum leads</p>	
<p><b>Total spend:</b></p>			<p><b>£7493.24</b></p>			

## Targeted support

Action	Intended outcome	Estimated impact	Cost	Cost	Staff lead	Comments
<b>FFT Lightning Squad Tutoring</b>  <b>(Two cohorts across y 3 &amp; 4, 40 children)</b>  <b>20/21 academic year</b>	To identify objectives for children to work on (based upon analysis of which objectives have been missed) in English and Maths.	Progress accelerated.	£4400 (Tutor & Programme) Spring/Summer 2021	£ 3300 (LSA weeks Supply costs, Summer 2021)	T Boddington	
<b>Drama therapy additional days above existing SLA</b>  <b>20/21 academic year</b>	To identify children and families requiring SEMH support based on effects of COVID and EBSA.  To offer bespoke, specialist support to address identified needs of children and families.	Identified children 'ready to learn', SEMH barriers reduced.	£1237.50 (5 additional days of therapist time)	Coordination and ongoing drop in support at school level by Family Liaison Officer is ongoing and funded by Pupil Premium.	E.Taylor S.Pearce	Number of pupils accessing therapy during since march 2019: 36  Cases closed since March 2019: 30  Figures as at Sept 2021

				Pupils Premium also covers the cost of our ongoing therapy package SLA.		
<b>Mathematics resources (White Rose)</b>	Concrete resources for classroom use to support children's understanding of the foundation of mathematics and boost their confidence.	Basic foundations allow the children to apply learning confidently, supporting children to close the gaps created by covid and make swift progress	£3193.57 7th Dec 2020		L Mills	
<b>Phonics targeted input across Rec, Y1 &amp; 2 (4 weeks)</b>	Focused small group RWI intervention above daily phonics for targeted children to ensure rapid progress.	Targeted children to make accelerated progress to reduce gaps in their phonological	£1956 LSA costs 20 days		N.Hunt S.Jarass	



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<b>Teacher salary Third teacher in Y2 (0.7)</b>	To offer a small group, targeted support for identified SEND pupils in specific cohort (for English, SLCN, Phonics and Maths)	Reduce variation of progress for identified pupils.  Demonstrate graduated approach for EHCP applications, when required.	£9558 21/22	£38,229 (pupil premium funded 21/22)	S.Jarass S.Pearce	
<b>I Can Talk Boost Academic year 20/21 &amp; 21/22</b>	Support rapid progress in speech, language and communication skills of targeted pupils.	Specific targets achieved.  Impact on attention and concentration across curriculum.  Improved scores on	£719.99		S.Pearce D.Kaur S.Jarass	At the start of the intervention, 69% of the target children(12) were significantly behind and 23% below average.  At the end of the intervention, 0% were significantly behind, 30 %

		<p>Talk Boost assessment.</p> <p>EYFS targets achieved in this area (EYFS Talk Boost)</p>				<p>below average and 70% average.</p> <p>Those still below average continue to receive enhanced support by SALT.</p>
<p><b>Fresh Start (Y4-6) - 21/22</b></p>	<p>To offer a small group, targeted support for identified SEND pupils in specific cohorts (for English)</p>	<p>Reduce variation of progress for identified pupils.</p> <p>Improved phonological skills and application to reading and writing.</p> <p>Improved basic writing skills.</p>	<p>Manjit 2hr per day delivery £5800</p>	<p>Esther 2 hrs per days delivery £9750</p>	<p>S.Pearce</p>	

<b>Maths Focus</b>	To offer a small group, targeted support for identified SEND pupils in specific cohorts (for maths)			Esther 1 hr per day £4875		
<b>Sandwell Numeracy Intervention</b>	To offer a small group, targeted support for identified SEND pupils in specific cohort (for Maths)	Reduce variation of progress for identified pupils.  Improved basic skills and use of concrete resources.		Manjit Maggie Jo C X3 each 45 mins £3945	L.Mills S.Pearce	
<b>Nuffield Early Language Intervention</b>	To deploy trained staff to a high standard to identify barriers to language development and support progress.	Children in Reception make accelerated progress in Communication and Language.		£1500 JH & SA	M.Batty	

<b>Boxall profiling</b>	Identify the levels of skills your students possess to access learning. Individualised, achievable targets for social and emotional aptitudes are then set for the child which are reviewed and re-assessed periodically.	SEMH children to achieve targets to enable them to access learning.	£60 assessment tool +		S.Pearce E.Taylor	
<b>Total spend:</b>			<b>26925.06</b>			

## Wider strategies

Action	Intended outcome	Estimated impact	Cost	Cost	Staff lead	Comments
<b>Bug Club Access at home</b>	To enable children to access age appropriate e-books for free whilst at home.	Parents are able to access books for their children at home in the absence of libraries or funds to purchase books. Pupils continue to read for pleasure and for fluency.	£1104.58 (access 20/21)		N.Hunt	
<b>Develop Sports ambassador role and utilise these children to motivate and promote activity in school. Children have opportunities to develop their physical health. Lunchtime parkour (apparatus) in the hall and</b>	To inspire and promote physical activity to keep a healthy lifestyle	Improved fitness and health	£400 Play resources		N.Johnson	

<p>play equipment activities across Summer 21</p>						
<p><b>Support is available to support pupils' social, emotional and mental health needs, including behaviour.</b></p>	<p>To deploy staff to specific SEMH interventions, based on pupil needs (including emotion based school anxiety).</p> <p>To be able to swiftly act upon advice from external agencies.</p> <p>To deliver Well-Being curriculum and link focus events (e.g. assemblies) to target areas of need.</p>	<p>Pupils achieve individual set targets, specific to interventions.</p> <p>Reduction in behaviour incidents logged.</p>		<p>SENCO and FLO funded via Pupil Premium.</p>	<p>T.Boddington S.Pearce E.Taylor</p>	

<p><b>Support is available for parents/carers</b></p>	<p>Safeguarding procedures are sustained effectively and pupil/family wellbeing remains high.</p>	<p>Guides are written and resources are shared with parents/carers to support them with family issues and/or their children's learning. Referrals to external agencies continue to be made.</p> <p>School Early Help support assigned to identified families.</p>		<p>FLO funded via Pupil Premium.</p>	<p>T.Boddington S.Pearce E.Taylor</p>	
<p><b>Total spend:</b></p>			<p><b>1504.58</b></p>			
<p><b>Catch up Allocation: £35,840.00</b> <b>Catch up spend:35,922.88</b></p>						