



## Lowton West Primary School Catch Up Programme September 2020

<b>Autumn 2020 (Reviewed April 2021)</b>		<b>Number of Pupils: 413</b>		<b>Projected Additional Funding: £33,040</b>	
<p><b>Aim:</b> To support identified pupils where the extended school closure has had a significantly detrimental effect academically, socially and/or emotionally in order to rapidly reverse the negative impact on their progress (particularly those for whom the school is in receipt of pupil premium funding).</p> <p><b>Three Tier approach:</b> Tier 1: First quality class teaching; Tier 2: Targeted academic support; Tier 3: Wider support (attendance; social, emotional, behaviour support; remote learning programme; engagement with parents).</p> <p><b>Priorities:</b></p> <ol style="list-style-type: none"> <li>1. Identify students who have been disproportionately impacted by the extended school closure pastorally and/or academically, using a range of sources of information.</li> <li>2. Deliver a range of pupil specific academic and pastoral interventions, to rapidly close attainment gaps, based on pastoral and academic assessment of individual pupils' needs, using evidence based strategies such as those published by EEF.</li> <li>3. Plan effective CPD where needed to ensure quality first teaching remains the most effective tool in improving attainment &amp; progress and narrowing attainment gaps; communicate clear school-wide teaching &amp; learning priorities and provide support to ensure these are implemented consistently.</li> </ol>					
<p><b>Objective:</b> Identify pupils who have been disproportionately impacted by the extended school closure pastorally and/or academically, using a range of sources of information</p> <p><b>Success Criteria/Impact:</b> A clear and comprehensive tracking of pupils who require either pastoral or academic intervention to ensure they are able to make rapid progress and catch up to their peers. Post intervention summative assessment demonstrates pupils are making progress towards individual academic targets.</p>					
<b>Priority Development Area</b>	<b>Action</b>	<b>Person Responsible &amp; Timescale</b>	<b>Cost and Resources</b>	<b>Progress/ evidence</b>	
Identify pupils who have been disproportionately impacted by the	1.1 Two-week recovery curriculum in place (PSHE Jigsaw recovery programme. Engagement with parents to discuss any individual pupil pastoral needs following lockdown.	Sept 2020 – Class Teachers	N/A	<b>Completed.</b>	



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<p>extended school closure pastorally and/or academically, using a range of sources of information.</p>	<p>1.2 Formative assessment used to establish gaps. Staff to complete baseline assessments in basic skills (reading age, fluency and comprehension, CEW lists – reading, CEW lists – spellings, arithmetic skills, times tables knowledge and fluency, RWI/ Sounds Write assessments).</p>	<p><b>Sept 2020 – Class Teachers/ TAs</b></p>	<p><b>N/A</b></p>	<p><b>Completed.</b></p>
	<p>1.3 Target setting meetings with current teachers.</p>	<p><b>October 2020 - NG</b></p>	<p><b>N/A</b></p>	<p><b>Completed.</b></p>
	<p>1.4 Tracking data from previous teachers will be analysed and transition meeting with previous class teacher used to support planning for learning from day one – including addressing key areas of the curriculum not taught in school and working to ensure progression is made across the curriculum when planning their topics and lessons.</p>	<p><b>September 2020 – Class Teachers</b></p>	<p><b>N/A</b></p>	<p><b>Completed.</b></p>
	<p>1.5 Mental Health and Well-Being Practitioner to assess pupils’ SEB using baseline SEB assessments. Class Teachers to assess some identified individual pupils’ needs using the Boxall profile assessment.</p>	<p><b>Sept 2020- HM</b></p>	<p><b>PPG</b></p>	<p><b>Completed/ Ongoing.</b></p>
	<p>1.6 Attendance Officer to analyse attendance data and identify families/ pupils needing support.</p>	<p><b>Sept onwards - RS</b></p>	<p><b>PPG</b></p>	<p><b>Completed/ Ongoing.</b></p>



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<p><b>Objective:</b> Deliver a range of pupil specific academic and pastoral interventions to rapidly close attainment gaps, based on pastoral and academic assessment of need, using evidence-based strategies such as those published by EEF.</p> <p><b>Success Criteria/Impact:</b> Pupils are supported to close knowledge gaps identified through assessments in Priority 1. Classroom activity is focused on addressing deficits holistically, intervention for specific pupils is in place to address their academic and pastoral needs. Assessments in spring and summer term shows that identified gaps have closed and pupils are making progress based on their prior starting points. Entry and exit point assessment data demonstrates good progress being made by targeted pupils. All pupils are supported effectively in relation to their social and emotional needs.</p>				
<p>Deliver a range of pupil specific academic and pastoral interventions to rapidly close attainment gaps, based on pastoral and academic assessment of need, using evidence-based strategies such as those published by EEF.</p>	<p>2.1 Jigsaw Recovery Programme to be implemented in September 2020 to support pupils' return to school.</p>	<p><b>Sept 2020</b> <b>All class teachers</b></p>	<p><b>N/A</b></p>	<p><b>Completed.</b></p>
	<p>2.2 'Mental Health and Well-Being' practitioner employed by the school (x3 days per week) to deliver interventions/ support to targeted groups and individual pupils (including pupils with SEND and disadvantaged pupils). Also provide support for parents and staff.</p>	<p><b>Sept 2020 onwards</b> <b>HM</b></p>	<p><b>PPG</b></p>	<p><b>Completed/ Ongoing.</b></p>
	<p>2.3 All classes to receive one PSHE lesson across the week (following Jigsaw Scheme of work)</p>	<p><b>Sept 2020 onwards</b></p>	<p><b>N/A</b></p>	<p><b>Completed/ Ongoing.</b></p>
	<p>2.4 x 1 qualified teacher (x3 days per week from January 2021 to end of July 2021) to deliver one-to-one tuition and small group tuition in reading, writing and maths (KS2) <b>plus additional whole class Reading Comprehension with Year 5/ 6. March to July 2021: x 3 days per week; September to March 2022: 2 days per week.</b></p>	<p><b>Jan 2021 – end of July 2021</b> <b>March 2021- end of March 2022</b></p>	<p><b>£22,394</b> <b>March to end of March 2022</b> <b>£27,293</b></p>	<p><b>This work did not start in January 2021 as planned due to the National Lockdown. This Catch-Up work started in March 2021 and will continue until end of March 2022.</b></p>



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	<p>2.5 x 1 qualified teacher (half day per week) to provide small group tuition in phonics using the Read, Write, Inc programme (half day per week for 10 weeks – Spring term); deliver one-to-one tuition and small group tuition in phonics, reading, writing and maths (Year 1).</p>	<p><b>Jan 2021</b></p>	<p><b>£1,125</b></p>	<p><b>This work did not take place due to the National Lockdown.</b></p>
	<p>2.6 x 1 qualified teacher (3 days per week for 10 weeks) to provide small group tuition in phonics using the Read, Write, Inc programme (x3 sessions per week); deliver one-to-one tuition and small group tuition in reading, writing and maths (Reception, Year 1 and Year 3).</p>	<p><b>Jan 2021</b></p>	<p><b>£4,054</b></p>	<p><b>This work did not take place due to the National Lockdown.</b></p>
	<p>2.7 x 1 qualified teacher (12 hours in the Autumn term): to deliver Precision Monitoring programme in phonics for individual pupils (Year 2).</p>	<p><b>November 2020</b></p>	<p><b>£422</b></p>	<p><b>Completed.</b></p>
	<p>2.8 x 1 qualified teacher (x2 days per week – for 10 weeks in the Spring term) to deliver one-to-one tuition and small group tuition in reading, writing and maths (Year 2).  <b>x1 Class Teacher: March to July 2021</b></p>	<p><b>Jan 2021 March to July 2021</b></p>	<p><b>£3,500</b></p>	<p><b>This work did not take place due to the National Lockdown. However, school was able to take funding from the school's delegated budget to put an additional full time teacher into EYFS full time.</b></p>
	<p>2.9 x 1 Teaching Assistant to deliver Read, Write, Inc sessions; Precision monitoring programme; deliver one-to-one tuition and small group tuition in reading, writing and maths (Year 3) – one hour daily from Jan 2021 to July 2021.</p>	<p><b>Jan to July 2021 March to July 2021</b></p>	<p><b>£1560 School Budget</b></p>	<p><b>This work only started in March 2021 due to the National Lockdown. School was able to take the funding from the school's delegated budget.</b></p>
	<p>2.10 Teaching assistants will deliver intervention sessions (1:1 and small group)</p>	<p><b>Sept 2020 onwards TAs</b></p>	<p><b>School budget/ PPG</b></p>	<p><b>Completed/ Ongoing.</b></p>



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	<p>2.11 All classes receive responsive intervention from teaching assistant allocated to class</p>	<p><b>Sept 2020 onwards TAs</b></p>	<p><b>School budget/PPG</b></p>	<p><b>Completed/ Ongoing.</b></p>
	<p>2.12 Prepare the Year 1 setting, to include continuous provision, and to ensure effective transition from EYFS to National Curriculum. Purchase additional furniture and resources for Catch Up curriculum in Year 1.</p>	<p><b>Sept 2020 onwards SLT; Year 1 teachers</b></p>	<p><b>School budget</b></p>	<p><b>Completed.</b></p>
	<p>2.13 To target and remedy gaps in attainment that have occurred as a result of school closure through quality first teaching.</p>	<p><b>Sept 2020 onwards All staff</b></p>	<p><b>School budget/ PPG</b></p>	<p><b>Completed/ Ongoing.</b></p>
	<p>2.14 Attendance Officer to rigorously track attendance and take action to support pupils with poor attendance.</p>	<p><b>Sept 2020 Onwards – RS</b></p>	<p><b>PPG</b></p>	<p><b>Completed/ Ongoing.</b></p>
	<p>2.15 x1 TA (9 hours per week): to hear individual readers (KS2/ KS1)</p>	<p><b>May 2021 – end of March 2022</b></p>	<p><b>School budget</b></p>	<p><b>Completed/ Ongoing.</b></p>
	<p>2.16 x 1 qualified teacher (1 day per week for 26 weeks and 1 day per week for 15 weeks) to deliver one-to-one tuition and/ or small group tuition in reading, writing and maths (NTP).</p>	<p><b>1 day - September 2021 to December 2021</b></p>	<p><b>£1,125</b></p>	
		<p><b>1 day - September 2021 to end</b></p>	<p><b>£1,950</b></p>	



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		of March 2022		
	2.17 x 1 qualified teacher (2 days per week for 15 weeks) to deliver one-to-one tuition and/ or small group tuition in reading, writing and maths (NTP).	September 2021 to December 2021	£2250	
<p><b>Objective:</b> Plan effective CPD to ensure quality first teaching remains the most effective tool in improving attainment &amp; progress and narrowing attainment gaps; communicate clear school-wide teaching &amp; learning priorities and provide support to ensure these are implemented consistently.</p> <p><b>Success Criteria/Impact:</b> Quality assurance activities demonstrate highly effective teaching and learning strategies (class-based and small group/1:1 intervention), with pupils challenged, engaged and making good progress in terms of developing and embedding knowledge. Assessment demonstrates pupils are rapidly closing knowledge gaps and are meeting age related expectations.</p>				
Plan effective CPD to ensure quality first teaching remains the most effective tool in improving attainment & progress and narrowing attainment gaps; communicate clear school-wide teaching & learning priorities and provide support to ensure these are implemented consistently.	3.1 Jigsaw Recovery Programme – training on INSET day	INSET day Sept 2020 (led by VG)	N/A	Completed.
	3.2 Further RWI training for x3 Teaching Assistants and x1 Class Teacher	Jan 2021 (External trainer)	School budget (CPD budget)	Not completed due to the National lockdown in January 2021.
	3.3 Training on new writing Scheme of Work (Jane Considine)/ support with the new writing units.	Sept 2020 INSET day (led by AR)	N/A	Completed.
	3.4 TESS consultations with class teachers to further develop support for pupils with SEND through quality first teaching.	TESS team/ NG/ class teachers	School budget	Completed/ Ongoing.