



# Wordsworth Primary School

## Catch Up Strategy 2020/2021

### *What is the Catch Up Strategy?*

Our children have experienced unprecedented disruption to their learning as a result of Coronavirus and the lock down measures introduced to schools. We are keen to get our children back on track and the government have announced a significant funding programme to support schools to achieve this. We are entitled to £80 per child and the funds will be specifically used for activities to support our children to catch up for lost learning over the previous months.

### *How will this be achieved?*

#### Year R

We have registered with the **NELI Programme**. This free programme will allow a small groups of children working with a Teaching Assistant over 30 weeks. Training will be given to the Teaching Assistants to ensure expectations are understood.

#### Year 1 and Year 2

From week 3 in the Autumn term allocated Teachers will take a group of children in the afternoons to focus on specific needs. These planned interventions will be reviewed after 2 weeks and assessed.

An additional teacher is currently working in Year 1 working with the most vulnerable children with a focus on reading and phonics. The children were identified through Year R baseline indicators.

An additional teacher is currently working in Year 2 working with the most vulnerable children with a focus on reading and phonics. The children were identified via the Year 1 baselines.

#### **The cost of both of these teachers will be £15,020**

60 phonetically decodable guided reading packs (Dandelion Readers) purchased to support the guided reading sessions and increased focus on reading and phonics.

#### **The cost of these books will be £720**

#### Year 3

A teacher will be supporting 3 afternoons a week to work with children identified as having specific reading and writing needs from the Year 3 baselines. This will begin in week 4 of the Autumn term.

#### **The cost of this additional afternoon work will be £3,536**

Additional magnetic letters and boards, letter and diagraph practical resources will be purchased to support phonics teaching in the classrooms.

#### **The cost of this for Year 3 will be £330**



### Year 4/5/6

Teachers in Y4, 5 and 6 will offer after school learning hubs to the children from their class identified as needing additional catch up opportunities. The plan will be for the teachers to work with small groups from their classes (approx. 8 children) for additional after school tutoring. This will run from 3.30 to 4.30pm.

**There will be a financial lump sum of £4000 to remunerate the teachers.**

CGP Reading booklets purchased for all Y6 children invited to catch up sessions to support high quality, targeted teaching.

**The cost of these books will be £54**

Additional magnetic letters and boards, letter and diagraph practical resources will be purchased to support phonics teaching in the classrooms.

**The cost of this for Year 4 will be £330**

78 phonetically decodable guided reading packs purchased to support the accuracy and fluency guided reading sessions and the increased focus on reading and phonics across KS2.

**The cost of these books will be £2073**

Phonics and sentence builder resources purchased to support phonics interventions for Y5 and 6.

**The cost of these resources will be £359.51**

### Supporting Great Teaching

PE, DT and Languages have been identified as subjects where teachers need support with curriculum planning. This will be completed by the Subject Leaders spending 3 afternoons out of class to plan and prepare to enable whole school development and dissemination. The classes will be covered by members of the Senior Leadership Team (SLT) to ensure the children continue to receive the best possible teaching or Team Spirit for a PE lesson.

**The financial impact of this will be £1,221**

Additional monitoring and support will be provided for our NQT and RQT teachers (4 teachers) to ensure they complete the appropriate CPD and ensure they build up their knowledge base to deliver quality first teaching. This will be financially supported by SLT covering 3 hours per week starting week 1.

**The financial impact of this will be £7,884**

### Pupil assessment and Feedback

Time is being set aside to enable teachers to assess pupils wellbeing and learning needs. Subject specific assessments are being used for literacy and numeracy. Costs include training on our new assessment system Bromcom (SLT x2 days) and half a day for the Teaching and Learning Leader to train the staff on how to assess the baselines.

**The financial impact of this will be £2,179**



## Supporting Parents and Carers

Additional support is focussing on providing regular and supportive communications with parents especially promoting attendance and engagement in learning.

The Deputy Headteacher for SEN to undertake one hour per day personal communication with parents with children with SEN where attendance is proving low. The Inclusion Leader will also support our vulnerable families by ensuring half a day a week is ring fenced to focus on family need and barriers to attending school.

The Attendance Officer will also work with the SEN team and the Inclusion Leader to manage the administration to ensure attendance levels meet the school expectations.

**The financial impact of this will be £6,090**

We currently have £5830.49 remaining.

### ***What will the impact be?***

#### Year R

The expectation is for all targeted children to make an additional 3 months progress in language skills compared to those not using the programme. Children receiving the NELI programme are expected to also make an additional 2 months' progress in early word reading.

#### Year 1 and Year 2

The expectation is for all targeted children to move up a minimum of 1 colour book band by the end of the first half term. Children identified as falling significantly behind, to move up 2 bands by the end of the first half term. This will be reviewed on a fortnightly basis to ensure progress is being made and for adaptations to be introduced to support the children further.

Targeted children to know all Phase 2 and 3 sounds by the end of the first half term and at least half of phase 5 by Christmas. These children will be able to blend and read CVC words by the end of the first half term.

#### Year 3

The expectation is for all children still reading colour bands to move up a minimum of 1 colour book band by the end of the first half term and targeted children to move 3 bands by Christmas. This will be reviewed on a fortnightly basis to ensure progress is being made and for adaptations to be introduced to support the children further.



Year 4/5/6

Expectation will be that the targeted children will make accelerated progress in maths, reading and writing to ensure they reach ARE (age related expectations) by the end of the year.

#### Supporting Great Feedback

Expectation that the identified subjects are established and the school curriculum disseminated to all year groups. This will ensure that all children receive a full curriculum entitlement.

#### Pupil Assessment and Feedback

Expectation will be that teachers are effectively assessing the wellbeing and learning needs of their children and have the appropriate tools to support them.

#### Supporting Parents and Carers

Expectation that our vulnerable families and children with SEN are not lost and ongoing dialogue with the SEN and Inclusion teams will lower barriers to learning and ensure the same educational chances are given to these children. Attendance for children with EHCPs will be closer to SEND national average than in previous years and the gap is closed between overall and SEND 18/9/20 3.8%

#### ***How will this be measured?***

The Teaching and Learning Leader will monitor and review to ensure expectations are being met. This will be done fortnightly by colour band tracking, phonics tracking, discussion with teachers and reading with the identified children to assess progress.

#### **Articles associated with this Strategy**

- Coronavirus Catch Up premium – Gov.uk
- Education Endowment Foundation – Covi-19 Support Guide for Schools