



## Catch-up plan

School name:	Cuckney C of E Primary School					
Academic year:	2020-21					
Total number of pupils on roll:	138					
Total catch-up budget:	£6440	First installment:	£2900	Second installment:	£3540	Third installment:
Date of review:	Summer 2021					

## Teaching and whole-school strategies

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
<b>High quality teaching for all</b> <ul style="list-style-type: none"> <li>Professional development program for staff</li> <li>Supporting teachers with resources and planning for remote / blended learning</li> <li>Additional support for target groups and individuals to make accelerated progress</li> <li>Direct quality teaching opportunities using a variety of strategies.</li> <li>Flexible grouping and individual support</li> </ul>	<p>'Lost learning' is reduced as accelerated progress is made over time.</p>	<p>Data analysis shows accelerated progress for target individuals / groups of pupils.</p>	<p>£ 1500 Google classroom (Reimbursed from DFE) £1000 training £0 staff meeting / directed time</p>	<p>LC</p>	<p>To review termly as government restrictions change</p>

<ul style="list-style-type: none"> <li>• Ensure effective provision is available for pupils to receive personalised support for those isolating but well enough to learn from home during the autumn term.</li> </ul>			<p>£ 90 x 4 for 7 weeks (autumn 2)</p> <p>£90 x for 10 weeks (summer term)</p> <p>catch up funding for additional supply teacher</p>		<p>£2520</p> <p>£3600</p>
<p><b>Effective diagnostic assessment</b></p> <ul style="list-style-type: none"> <li>• Clear baseline assessment of all children in September 2020</li> <li>• Analysis against Spring 1 data to identify 'lost learning'.</li> <li>• Target groups identified and specific teaching opportunities identified.</li> <li>• Half termly data analysis to identify accelerated progress made and further lost learning through periods of illness or isolation.</li> <li>• Re assess after third lockdown spring 2</li> <li>• Curriculum – identify areas of the curriculum not taught over the summer term and ensure these are re planned into the future curriculum</li> </ul>	<p>To identify where children are 'at' to plan a learning program which closes the gap.</p>	<p>To allow staff to accurately track children and the progress they make termly, targeting the pupils requiring additional support</p>	<p>£ 180 cover cost for BHG</p> <p>£250 additional assessment materials</p>	<p>BHG / LC</p>	

<p><b>Supportive remote learning</b></p> <ul style="list-style-type: none"> <li>• To research and identify a suitable remote learning platform</li> <li>• Populate with pupil data for set up and train administrators (LC &amp; RW)</li> <li>• Staff training / CPD on the practical workings of the system</li> <li>• Staff training / CPD on the quality resources available to support remote learning National Oak etc</li> <li>• Focus on quality teaching rather than the method of delivery</li> <li>• Ensuring families requiring devices are provided with 'loan equipment' from school.</li> <li>• Provide opportunities for pupils to work collaboratively through discussion and group work online.</li> <li>• Use of Teaching assistants to support individual pupils in whole class sessions or in small groups (1:2)</li> <li>• Staff to ensure variety of teaching strategies are used for pupils some live, some recorded and some independent work set.</li> </ul>	<p>Children's learning continues through and lockdown or isolation period</p>	<p>Further 'lost learning' is kept to a minimum and pupils continue to receive a good quality curriculum remotely.</p>	<p>£ 1500 Google classroom (Reimbursed from DFE)</p> <p>£180 cover costs for RW</p>	<p>RW / LC</p>	
<p><b>Focus on professional development</b></p> <ul style="list-style-type: none"> <li>• Quality CPD as described above.</li> </ul>	<p>Staff feel well placed and confident to deliver blended / remote learning.</p>	<p>Ensure staff are able to provide quality provision</p>	<p>£ included above</p>	<p>LC</p>	
<p><b>Total spend:</b></p>			<p><b>£7730</b></p>		

## Targeted support

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
<p><b>High quality one to one and small group tuition</b></p> <ul style="list-style-type: none"> <li>• Additional supply staff engaged to deliver teacher directed 'catch up' sessions. Ideal length of 15-45 minutes</li> <li>• 1 pm session allocated to 4 classes each week for autumn 2 and summer terms</li> <li>• Clear intervention tasks for specific groups of individuals planned by class teachers</li> <li>• AM employed on a supply basis to cover</li> </ul>	<p>Direct intervention sessions provided for targeted pupils ensure they make accelerated progress</p>	<p>Data analysis shows a greater percentage of pupils making accelerated progress.</p>	<p>£ supply costs as detailed above</p>	<p>AM</p>	
<p><b>Teaching assistant and targeted support</b></p> <ul style="list-style-type: none"> <li>• Teaching Assistants to support groups/individual children in class in addition to the teacher's direct teaching.</li> <li>• Teaching assistants to deliver direct interventions with groups or individual pupils</li> </ul>	<p>Direct intervention sessions provided for targeted pupils ensure they make accelerated progress</p>	<p>Data analysis shows a greater percentage of pupils making accelerated progress.</p>	<p>£0</p>	<p>KC</p>	
<p><b>Planning for pupils with SEND</b></p> <ul style="list-style-type: none"> <li>• Teachers ensure that they liaise with parents regarding the learning opportunities planned for remote learning to establish what is appropriate</li> </ul>	<p>To ensure continuation of appropriate curriculum for SEND pupils</p>	<p>Data shows SEND pupils continue to make progress.</p>	<p>£0</p>	<p>DA</p>	

<ul style="list-style-type: none"> <li>• Teachers continue to provide good quality differentiated learning opportunities.</li> <li>• Teacher effectively direct Teaching Assistants to work with SEND pupils</li> <li>• Wherever possible/ appropriate personalised learning plans for SEND pupils continue</li> <li>• Teaching Assistants are available to support SEND pupils through Google classroom.</li> <li>• Where appropriate, SEND pupils attending school during lockdown continue to receive appropriate Teaching Assistant support.</li> </ul>					
<b>Total spend:</b>			<b>£0</b>		

## Wider strategies

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
<b>Supporting pupils with social, emotional and behavioural needs</b> <ul style="list-style-type: none"> <li>• Use of the trained ELSA to provide addition support to returning pupils in September 2020</li> <li>• Variety of groups receiving ELSA support including individual, group and whole class sessions.</li> </ul>	<b>Pupils show resilience during lockdown and isolation periods and feel confident to adapt to returning to school.</b>	<b>Good mental health and well-being allows pupils to transition effectively between remote and school learning.</b>	<b>£ 0</b>	<b>KMa</b>	

<ul style="list-style-type: none"> <li>• Timetabled more sessions available with the ELSA to support greater numbers of pupils</li> <li>• Additional training ELSA supervision sessions</li> <li>• Additional training for mental health and well-being lead including Level 2 understanding children and young people's mental health / mental health lead qualification</li> <li>• Recognition of mental health themed week.</li> <li>• During lockdown ELSA sessions continue remotely.</li> <li>• Take 5 sessions recorded on Google classroom for pupils to continue to use at home.</li> <li>• Each class has a designated online ELSA folder with well-being activities available to all pupils</li> <li>•</li> </ul>					
<p><b>Supporting parents with pupils of different ages</b></p> <ul style="list-style-type: none"> <li>• ELSA Teaching Assistant available for parents to contact to seek advice and support.</li> <li>• Effective communication between teachers and parents</li> <li>• Effective communication through whole school information letters regarding opening and closing of school and subsequent organisational arrangements.</li> <li>• Regular follow up calls to maintain communication with families struggling to engage.</li> </ul>	<p>Parent feel confident to support pupils show resilience during lockdown and isolation periods and feel confident to adapt to returning to school.</p>	<p>Good mental health and well-being allows pupils to transition effectively between remote and school learning.</p>	<p>£0</p>	<p>Class teachers</p>	

<ul style="list-style-type: none"> <li>• Provide clear communication with families about how to provide an environment conducive to learning.</li> </ul>					
<b>Successful implementation in challenging times</b> <ul style="list-style-type: none"> <li>• School Leaders ensure staff feel supported during the pandemic in all respects.</li> <li>• School Leaders remain flexible to manage significant change swiftly and effectively.</li> </ul>	Staff feel confident to manage change	The school id effectively lead through the pandemic	£0	LC	
<b>Total spend:</b>			<b>£0</b>		

## Summary report

What is the overall impact of spending?
<p>Any overspend on the 'catch up' program will be supported from the school's budget</p>

Final spend: <b>£7730</b>