

Hemingbrough Community Primary School  
**COVID CATCH-UP Plan 2020-2021**



**Amended March 2021**

This plan is to address and support the areas for development identified from assessment undertaken following School closures due to COVID 19.

It is expected that significant progress will be made throughout the year.

<b>Catch-Up Premium Allocation</b>	
<b>Total Allocation</b>	<b>£10,800</b>
<b>Autumn</b>	<b>£3,020</b>
<b>Spring</b>	<b>£3,280</b>
<b>Summer</b>	

<b>School Expenditure to date</b>	
<b>On Track Interventions</b>	<b>£1300</b>
<b>Additional TA hours</b>	<b>£840</b>
<b>Jigsaw scheme</b>	<b>£2,285</b>
<b>Leadership time (training and monitoring)</b>	<b>£400</b>
<b>Literacy Shed +</b>	<b>£98</b>
<b>White Rose Premium</b>	<b>£99</b>
<b>Rising Stars Online (KS1 &amp; 2)</b>	<b>£467</b>
<b>REST</b>	<b>£100</b>
<b>PIRA / PUMA (updated versions)</b>	<b>£438</b>

<b>Aspirational Outcomes (Years 1-6)</b> (in light of COVID Closures)			
	<b>% ARE at End 2019</b> (107 pupils)	<b>% ARE at End Autumn 2020</b> (110 pupils)	<b>% Target ARE at End 2021</b>
<b>Reading</b>	Whole School - 74 Year 2 - 81 Year 6 - 88	Whole School - 72 Year 2 - 58 Year 6 - 60	Whole School - 71 Year 2 - 74 Year 6 - 78
<b>Writing</b>	Whole School - 74 Year 2 - 87.5 Year 6 - 96	Whole School - 80 Year 2 - 58 Year 6 - 60	Whole School - 71 Year 2 - 74 Year 6 - 85
<b>Maths</b>	Whole School - 82 Year 2 - 87.5 Year 6 - 79	Whole School - 73 Year 2 - 65 Year 6 - 48	Whole School - 79 Year 2 - 78 Year 6 - 70

	<b>2019 Year 1 % Wa</b>	<b>Autumn 2020 Year 2 % Wa</b>	<b>% Target Year 1 Wa 2021</b>
<b>Phonics</b>	<b>86.7</b>	<b>90</b>	<b>88</b>

## Area: Teaching (Tier 1)

Problem	Desired Overall Outcomes	Intervention Description What?	Implementation Activities How?	Implementation Outcomes
<p><b>Pupils</b></p> <p>School closure due to COVID 19 has meant some pupils have fallen behind, having gaps in learning, particularly in Reading, Writing (including phonics) and Maths</p> <p><b>Teachers/staff</b></p> <p>Need the confidence to know they can narrow the curriculum to focus on and dedicate greater time to the core areas of Phonics, reading, writing and maths in order to enable pupils to make accelerated progress and address gaps in learning</p> <p>Teachers need to use consistent approaches and resources agreed at whole school level to support pupils</p>	<p><b>Pupils</b></p> <p>Standards of attainment are improved, with all pupils making expected progress or better by the end of the year</p> <p>Children are engaged, motivated and enthusiastic in their learning</p> <p><b>Teachers/staff</b></p> <p>Have full awareness of the gaps in learning of pupils in their class</p> <p>Plan appropriate lessons that support and challenge pupils, enabling them to catch-up and make accelerated progress</p> <p>Fully utilise new and existing resources</p> <p>Use and support TA's effectively to deliver high quality, measurable interventions and classroom support</p>	<ul style="list-style-type: none"> <li>Assess all pupils using PiRA, PUMA and phonic resources</li> <li>Low stakes assessment across curriculum</li> <li>Attend network meetings, access relevant CPD and disseminate to staff through staff meetings</li> <li>Subject leaders monitor the Q of E in their subject, analyse data and produce subject summary</li> <li>Subject leaders to offer formal and informal support</li> <li>High expectations of all pupils in all subjects</li> <li>TA's to deliver appropriate, targeted interventions and additional activities as directed by class teacher in core areas</li> </ul>	<p><b>Training</b></p> <ul style="list-style-type: none"> <li>Online phonic training (TA's)</li> <li>Networks, CPD, staff meetings</li> <li>Utilise support from NLE</li> <li>Teachers to support and train TA's</li> <li>Metacognition</li> <li>Subject Leader support</li> </ul> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>EEF</li> <li>PiRA/PUMA</li> <li>No Nonsense Phonics</li> <li>White Rose Premium Resources</li> <li>Literacy Shed +</li> <li>Pobble</li> <li>On track Maths/English</li> <li>Rising Stars digital resource (KS1&amp;2)</li> <li>Rockstars/Numbots</li> <li>Benchmark Reading Assessment</li> <li>Toe by Toe</li> <li>Plus One</li> <li>Metacognition session plans</li> </ul>	<p><b>Autumn</b></p> <ul style="list-style-type: none"> <li>Class action plans completed</li> <li>Catch-up activities implemented in classes</li> <li>TA's confident and able to deliver intervention activities</li> <li>Entry data recorded</li> <li>White Rose fully embedded across school</li> <li>All staff have full knowledge of resources available and these are used</li> <li>O track updated</li> <li>Subject Summaries complete</li> <li>Metacognition display in all classrooms</li> </ul> <p><b>Spring</b></p> <ul style="list-style-type: none"> <li>Subject monitoring complete during COVID closure, including Remote Learning Provision</li> <li>Range of assessments</li> </ul>

<p>All teachers need to have high expectations of all pupils</p> <p><b>Attainment</b></p> <p>Pupils at risk of not achieving age related expectations or expected progress at the end of the year</p>	<p>TA's to take part in any training activity/reading to deliver effectively</p> <p>Plan creative, engaging lessons, reducing use of power points</p> <p><b>Attainment</b></p> <p>Children make at least expected progress</p> <p>Outcomes at end of year improve</p>	<ul style="list-style-type: none"> <li>• Reading, writing and phonics embedded across the curriculum in every lesson</li> <li>• Homework suitably planned to meet individual needs whilst supporting and extending learning</li> <li>• Whole school implementation of metacognition</li> <li>• Appropriate books selected for children at KS2</li> <li>• Regular opportunity for pupils to read aloud and listening to adults read across the school</li> <li>• Phonic, spelling, and vocabulary displays in all classrooms</li> <li>• 2 times daily phonic sessions at EYFS &amp; KS1</li> <li>• Phonic sessions at KS2 as appropriate</li> <li>• Follow white rose planning, incorporating regular problem solving and reasoning activities</li> </ul>	<p><b>Monitoring</b></p> <ul style="list-style-type: none"> <li>• PiRA/PUMA analysis</li> <li>• Marking and feedback</li> <li>• Low stakes testing</li> <li>• Pupil Voice</li> <li>• Subject monitoring/Summaries</li> <li>• Governor challenge</li> </ul> <p><b>Coaching</b></p> <ul style="list-style-type: none"> <li>• Support TA's in resource delivery</li> <li>• Subject Leaders support staff in implementation activities</li> </ul>	<p>completed/analysed across curriculum continue to inform T&amp;L</p> <ul style="list-style-type: none"> <li>• Subject Leaders revise/amend LTP's in light of assessment</li> <li>• O track updated</li> <li>• Subject summaries complete</li> <li>• Subject Action plans updated</li> <li>• Class action plans updated</li> </ul> <p><b>Summer</b></p> <ul style="list-style-type: none"> <li>• Range of assessments continue to inform T&amp;L</li> <li>• Interventions show pupil progress/catch-up</li> <li>• Reduction in use of power points</li> <li>• Pupil voice indicates pupils are confident and enthusiastic</li> <li>• Governors have informed overview of school</li> <li>• All Subject leaders to have met with link Governor</li> </ul>
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				<ul style="list-style-type: none"><li>• Pupil attainment rises and progress is at least good</li><li>• All Subject leaders have carried out monitoring activities</li><li>• O track updated</li><li>• Subject summaries</li><li>• Subject action plans updated</li></ul>
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## Area: Targeted Academic Support (Tier 2)

Problem	Desired Overall Outcomes	Intervention Description What?	Implementation Activities How?	Implementation Outcomes
<p><b>Pupils</b></p> <p>School closure due to COVID 19 has meant some pupils have fallen behind, having gaps in learning, particularly in Reading, Writing (including phonics) and Maths</p> <p>Some of these children require additional, precise, small group/individual support</p> <p><b>Teachers/staff</b></p> <p>Do not have sufficient time within classroom to deliver appropriate, targeted support for all children</p> <p>Support staff need support and training to deliver interventions effectively</p> <p><b>Attainment</b></p> <p>Children at risk of falling further behind their peers and not achieving expected progress</p>	<p><b>Pupils</b></p> <p>Gaps in learning are addressed, enabling them to make at least expected progress</p> <p><b>Teachers/staff</b></p> <p>Identify those in need of targeted support</p> <p>Support staff have the skills and knowledge to deliver activities effectively</p> <p><b>Attainment</b></p> <p>Children make appropriate progress to catch-up with their peers</p>	<ul style="list-style-type: none"> <li>Assess pupils and analyse data</li> <li>Identify and RAG rate those in need of targeted support</li> <li>Purchase 'On Track'</li> <li>Structured interventions implemented</li> <li>Pupils are challenged with high, aspirational expectations</li> <li>Low ability readers have opportunities to read daily with an adult</li> <li>Communicate with parents, providing additional support materials</li> <li>Catch-up clubs across school</li> <li>National Tutoring Programme (maths)</li> </ul>	<p><b>Training</b></p> <ul style="list-style-type: none"> <li>Class teacher/subject leaders support TA's to deliver specific interventions</li> </ul> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>Employ TA for additional half day per week</li> <li>Time allocated for staff training</li> <li>HLTA</li> <li>EEF</li> <li>PiRA/PUMA</li> <li>No Nonsense Phonics</li> <li>White Rose Premium Resources</li> <li>Literacy Shed +</li> <li>Pobble</li> <li>On track Maths/English</li> <li>Rising Stars digital resource (KS1)</li> <li>Benchmark Reading Assessment</li> <li>Lego therapy</li> <li>Sensory Room (when possible)</li> </ul>	<p><b>Autumn</b></p> <ul style="list-style-type: none"> <li>Focus on reading and phonics</li> <li>Employ TA</li> <li>RAG rate pupils/identify specific need</li> <li>TA's effectively deployed</li> <li>Catch-up activities implemented</li> <li>Exit data shows good progress</li> <li>Pupils working within age related expectations</li> </ul> <p><b>Spring</b></p> <ul style="list-style-type: none"> <li>Differentiation and support within remote learning provision</li> <li>Complete Reading Intervention</li> <li>Exit data shows progress</li> </ul> <p><b>Summer</b></p> <ul style="list-style-type: none"> <li>Focus on maths &amp; writing</li> <li>Employ TA</li> </ul>

			<p><b>Monitoring</b></p> <ul style="list-style-type: none"><li>• Entry/exit data</li><li>• PiRA/PUMA data</li><li>• Class teachers/Subject leaders</li></ul> <p><b>Coaching</b></p> <ul style="list-style-type: none"><li>• Leaders support staff in implementation activities</li></ul>	<ul style="list-style-type: none"><li>• RAG rate pupils/identify specific need</li><li>• TA's effectively deployed</li><li>• Catch-up activities implemented</li><li>• Exit data shows good progress</li><li>• Pupils apply skills and knowledge in reasoning and problem solving activities</li><li>• Pupils working within age related expectations</li></ul>
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## Area: Wider Strategies (Tier 3)

Problem	Desired Overall Outcomes	Intervention Description What?	Implementation Activities How?	Implementation Outcomes
<p><b>Pupils</b></p> <p>Some pupils are experiencing existing and emerging difficulties and anxieties in relation to COVID and their return to school, impacting on emotional health and wellbeing.</p> <p>Some pupils have poor language skills on entry</p> <p>Some children do not have access to digital technologies</p> <p><b>Attainment</b></p> <p>At risk of negative impact on attainment and progress and future life chances</p>	<p><b>Pupils</b></p> <p>Pupils are given the necessary tools, skills and strategies to understand, explore and regulate their feelings and emotions</p> <p>Pupils are given the opportunity to ask questions</p> <p>Pupils feel less/no anxiety as their emotional health and wellbeing improves</p> <p>Children have high aspirations</p> <p><b>Teachers/staff</b></p> <p>Have skills and knowledge to address and support emotional health and wellbeing</p> <p>All staff promote emotional health and wellbeing</p> <p>Staff have high expectations for all</p> <p>Create opportunities for and support children to</p>	<ul style="list-style-type: none"> <li>• <b>Involvement in NELI</b></li> <li>• Pastoral support/resources for disadvantaged pupils</li> <li>• Nurture and wellbeing activities in and out of class</li> <li>• Hemingbrough Honours aspirations programme</li> <li>• Outdoor learning opportunities</li> <li>• Introduce Jigsaw</li> <li>• After school clubs</li> <li>• Whole school theme days</li> <li>• Metacognition</li> <li>• <b>Y6 transition</b></li> </ul>	<p><b>Training</b></p> <ul style="list-style-type: none"> <li>• NELI</li> <li>• Jigsaw</li> <li>• Government Education Return Programme</li> <li>• PSHE networks/courses</li> <li>• <b>Psychological First Aid</b></li> <li>• <b>Compass Buzz</b></li> <li>• <b>REST</b></li> <li>• Staff meetings</li> </ul> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Anna Freud</li> <li>• Children's guide to COVID</li> <li>• Wellbeing for Education return</li> <li>• Mind matters</li> <li>• Sporting Start</li> <li>• Outdoor Ted</li> <li>• Outdoor learning equipment</li> <li>• Hemingbrough Honours</li> <li>• Jigsaw Scheme</li> <li>• NELI</li> <li>• <b>REST</b></li> <li>• Home resources</li> </ul>	<p><b>Autumn</b></p> <ul style="list-style-type: none"> <li>• Pastoral needs identified</li> <li>• Intervention activities implemented</li> <li>• Engage in NELI</li> <li>• Complete Jigsaw training</li> <li>• After school clubs begin</li> <li>• Provision for home learning</li> <li>• Tracking shows positive impact of activities</li> </ul> <p><b>Spring</b></p> <ul style="list-style-type: none"> <li>• Jigsaw introduced across school</li> <li>• <b>Pupils scored using REST</b></li> <li>• <b>Recovery Curriculum implemented</b></li> </ul> <p><b>Summer</b></p> <ul style="list-style-type: none"> <li>• Resume Forest Schools (COVID permitting)</li> <li>• <b>Weekly outdoor learning in every class, every week in addition to PE &amp; forest School</b></li> </ul>

	<p>participate in activities and experiences</p> <p>Intervention activities fully implemented</p> <p><b>Attainment</b></p> <p>Pupils have good mental and physical health and wellbeing</p> <p>All pupils have equality of opportunity to succeed</p>		<p><b>Monitoring</b></p> <ul style="list-style-type: none"> <li>Track and analyse data</li> <li>Social, emotional and behavioural competencies profile</li> <li>Pupil/parent voice</li> <li>Club uptake</li> <li>Rolling programme for pupil participation</li> </ul> <p><b>Coaching</b></p> <ul style="list-style-type: none"> <li>Staff support each other in delivery of activities</li> </ul>	<ul style="list-style-type: none"> <li>Good engagement with Honours programme (in particular with disadvantaged pupils). Introduce lunchtime 'University' (COVID permitting)</li> <li>SEMH needs addressed</li> <li>Identified need through REST addressed, REST scores show improved resilience/engagement</li> <li>Y6 prepared for High School</li> <li>Improved spoken language ability</li> <li>Pupils have good mental health</li> </ul>
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