

COVID Catch-Up Fund Action Plan

- Objective 1: To adapt the curriculum to ensure gaps in skills and knowledge, due to Covid-19, are addressed (See Priority Action Plan 1) [\(Tier 1\)](#)
- Objective 2: To ensure gaps in pupil's skills, concepts and knowledge in English and Maths are identified through robust data analysis, targeted and addressed. ([Tier 1& 2](#))
- Objective 3: Pupil's early communication and language skills are prioritised for intervention. [\(Tier 2\)](#)
- Objective 4: Pupils have access to remote learning opportunities in event of bubble closure or school closure due to local lockdown. [\(Tier 1\)](#)

Success Criteria:

1: See Priority 1 action plan

2:

- a. Highest quality, good or better teaching across all year groups.
- b. High quality assessment identifies pupils gaps in skills, knowledge and concepts.
- c. Robust data analysis informs targeted teaching and intervention.

3. a. High quality assessment identifies gaps/delays in CL development

b. High quality teaching, staff interaction and intervention support children's language acquisition and development.

4. a. Staff are confident in their knowledge and ability to facilitate online/remote learning for pupils via Microsoft Teams

b. Pupils have access to a range of online learning opportunities, that support a broad and balance remote learning provision.

c. Pupils who have no/inadequate access to the internet are identified and alternative remote learning opportunities provided.

Milestones:

End of Key Stage 1 Attainment Milestones –

<u>Autumn</u> <u>Target % of pupils achieving ARE</u>	<u>Spring</u> <u>Target % of pupils achieving ARE</u>	<u>Summer RAPs Target</u> <u>Target % of pupils achieving ARE</u>
Reading : 21% Writing:19% Maths:18% Science: 22%	Reading : 43% Writing:38% Maths: 35% Science: 44%	Reading : 63% Writing:57% Maths: 53% Science: 67%

End of Key Stage 2 Attainment Milestones				
<u>Autumn</u> <u>Target % of pupils achieving ARE</u> Reading : 23% Writing:20% Maths:24% Science: 23%	<u>Spring</u> <u>Target % of pupils achieving ARE</u> Reading : 46% Writing:40% Maths: 48% Science: 46%	<u>Summer RAPs Target</u> <u>Target % of pupils achieving ARE</u> Reading : 69% Writing:60% Maths: 72% Science: 69%		
Abbreviations – CT = Class Teacher, ST= Set Teacher, SLT = Whole Senior leadership team, PL=Phase leader, IT = Inclusion Team AHT = Assistant Head Teacher, DHT= Deputy Head Teacher, HT = Head Teacher, BT = Business Team CEO = Chief Executive Officer.				
Actions		Costing	Who	Quality assured by
<u>Objective 1: To adapt the curriculum to ensure gaps in skills and knowledge, due to Covid-19, are addressed (See Priority Action Plan 1)</u>		£500 (MAT English Consultant cost dependent upon need and hours required)	SLT	EHT
<u>Objective 2: To ensure gaps in pupil’s skills, concepts and knowledge in English and Maths are identified through robust data analysis, targeted and addressed.</u>				
a. Highest quality, good or better teaching across all year groups.				
<ul style="list-style-type: none">Leaders and SLE provides CPD / coaching for teaching staff to ensure quality of teaching consistent across school.(Identified in WAVES document)HoS/DHT support middle/senior leaders to further develop skills and knowledge of teaching and learning to drive improvements within their area of leadership.Leaders complete regular learning walks/lesson visits, alongside termly monitoring, to ensure next steps in the teaching are identified and supported promptly.English Leader provides coaching and mentoring in line with RWI guidelines to ensure early reading and phonics is consistently taught.CM,DB,MH,VT to complete the Outstanding Teacher programme led by PH MAT SLEs.,VTid to complete creative teacher programme led by PH MAT SLEs.				

<ul style="list-style-type: none"> - RP, VJ, LR complete Outstanding TA Programme led by PHMAT SLEs. - All staff attend progress meetings and are involved in identifying pupils in need of target intervention. - SLT/SENCo monitor to ensure that evaluations and interventions are carried out that supports reshaping misconceptions and filling gaps in knowledge of pupils to move learning forward. - Investment in visualisers to support reviewing learning, addressing misconceptions and enhancing feedback for pupils. - Increased Staff meeting focus on assessment, AFL , Feedback and strategies supporting pupils to learn more and remember more. 	<p>£250 (cost per delegate) X 4= £1000</p> <p>£250 (cost per delegate) X 2= £500</p> <p>Visualiser cost x 3 £900</p>	<p>SENCo</p> <p>HoS</p>	<p>HoS/DHT</p> <p>EHT</p>
<p>b. High quality assessment identifies pupils gaps in skills, knowledge and concepts.</p> <ul style="list-style-type: none"> - School invests in the purchase of standardized reading assessments. - Phonics assessments completed for all R,Y1,Y2 and Y3 pupils - Baseline assessments in Reading and Maths completed by all KS1/2 pupils. Including: Salford reading assessment, High frequency word checks, reading speed/stamina assessments. - Teachers engage in inter-MAT moderation of writing to support accurate baseline assessments in writing. - Investment given to service level agreement for local authority CLL team to support leaders and teachers to improve the quality and consistency in baseline assessments. - Leaders work collaboratively with schools within the trust and the local authority to secure high quality assessments that will accurately identify gaps in pupil skills and knowledge. - High quality assessment focused CPD for leaders, developing the strongest data analysis skills - Leaders work collaboratively with LA consultant and other trust leaders to ensure forensic data analysis of pupil baseline assessments inform/drive school improvement. - Assessment/Data analysis CPD provided for staff to support the identification for priorities in teaching and targeted intervention. - All staff attend progress meetings and are involved in identifying pupils in need of target intervention. 	<p>Salford Reading test cost.</p>	<p>SLT</p> <p>Subject Leads and Staff</p> <p>SLT</p> <p>Staff and SLT</p>	<p>HoS</p> <p>HoS/EHT</p> <p>HoS/EHT</p> <p>HoS/EHT</p>
<p>c. Robust data analysis informs targeted teaching and intervention.</p> <ul style="list-style-type: none"> - High quality assessment focused CPD for leaders, developing the strongest data analysis skills 	<p>£2500 (CLL package costing.)</p>	<p>SLT/HoS</p>	<p>EHT</p>

<ul style="list-style-type: none"> - Leaders work collaboratively with LA consultant and other trust leaders to ensure forensic data analysis of pupil baseline assessments inform/drive school improvement. - Assessment/Data analysis CPD provided for staff to support the identification for priorities in teaching and targeted intervention. - All staff attend progress meetings and are involved in identifying pupils in need of target intervention. - In response to data analysis, high quality targeted small group teaching for identified pupils is prioritised. (<i>Data analysis currently indicates high need in upper Y6 / Y2</i>) - Additional targeted intervention , facilitated (by qualified teacher) for pupils identified through data analysis. - Timely assessments, in line with PHMAT assessment cycle, are conducted. Leaders to ensure further forensic data analysis is completed to review impact of actions taken and amend accordingly. 	<p>£10,000 (Qualified Teacher intervention cost)</p>	SLT/HoS	EHT
		SLT	HoS/EHT
		Staff	SLT/HoS
		Staff	SLT/HoS
<p><u>Objective 3: Pupil's early communication and language skills are prioritised for intervention.</u></p>			
<p>a. High quality assessment identifies gaps/delays in CL development</p> <ul style="list-style-type: none"> - ECAT assessments completed for all pupils across EYFS, plus some identified pupils in y1. - Baseline assessments in all strands of Communication and Language completed by staff for all EYFS pupils. - Talk for writing assessment completed in YR and Y1 -Support for staff in identifying next steps for teaching provided by Trust Early Years advisory teacher. 	<p>£200</p>	EYFS Staff /HoS	HoS/EHT
		EYFS Staff	HoS
<p>b. High quality teaching, staff interaction and intervention support children's language acquisition and development.</p> <ul style="list-style-type: none"> - Talk for writing training facilitated by Trust Early Years Advisory Teacher - Progression in Language Skills (PILS) Training for all EYFS & KS1 staff, facilitated by Early Years Advisory Teacher - Ongoing coaching support for staff in identifying next steps and planning for language development teaching provided by Trust Early Years advisory teacher - Teachers use assessment findings/ information to plan next steps and focus teaching activities. - Designated communication and language specialist working within EYFS , supporting early identification of CL needs. - All EYFS staff attend NELI training, facilitated by TRUST EYFS consultant. - Designated communication and language specialist complete ELKAN accreditation qualification. - Designated communication and language specialist develop skills and knowledge of other staff to support develop of children's CL skills. 		EYFS Ad Teacher &EYFS Staff	HoS

