



### SDP Key Intention 1 [Trust Catch-up Guidance]

Curriculum and Catch up – Adapt the taught and personal development curriculum to address the effect of the lock down on pupils' learning and development, so that they can thrive, develop, and catch up in their learning.

#### What will success look like [Trust Criteria]?

- Behaviour will be good, indicating that pupils have been well supported to cope with anxiety and the return to school.
- Curriculum plans will show clearly how pupils will catch up to their previous trajectory of learning.
- Catch-up funding spending is well-planned and targeted to ensure impact upon the children who most need it.
- Teachers use formative and summative assessment effectively to adapt teaching and improve learning.
- The pupils will catch up. Our aspiration for our pupils is that by Christmas at least half of the pupils will have 'caught up', by Easter three quarters will have 'caught up', and by the summer all children will have 'caught up'.

<b>Formula:</b>	<b>363 pupils x £80</b>	<b>Total Funding Received:</b>	<b>£29,404</b>
<b>Thematic Needs Identified</b>		<b>Success Criteria</b>	
Maths in KS2: mental maths strategies, security in place value, problem solving, confidence in 4 operations.		<ul style="list-style-type: none"> <li>- Confident independent selection and use of strategies underpins improved outcomes</li> <li>- Catch-up profiles demonstrate maths gaps are effectively filled</li> </ul>	
Reading comprehension: inference skills		<ul style="list-style-type: none"> <li>- KS1 children are able to verbally respond to inference questioning</li> <li>- % of children achieving GDS in all year groups is in line with typical</li> <li>- Catch-up profiles demonstrate reading gaps are effectively filled</li> </ul>	
Early reading: confidence in identifying phonemes and blending		<ul style="list-style-type: none"> <li>- % of year 1 and 2 children passing June phonics screening is in line with expectation for cohort</li> </ul>	
Writing: stamina in writing longer pieces, handwriting spelling		<ul style="list-style-type: none"> <li>- Writing outcomes are comparable with typical end of year pieces (moderation source: in school exemplar)</li> </ul>	
Emotional resilience and related behaviour support. Social, emotional support.		<ul style="list-style-type: none"> <li>- Behaviour settles, number of support interventions reduces</li> <li>- Lesson observations demonstrate consistently good behaviour for learning.</li> </ul>	



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Catch-Up Action Plan 2020-21

Key Actions	Anticipated Costs
Provide additional teaching assistant support (26 hours, fixed term)	£13,257 cost to school
Provide additional teaching assistant support (22 hours, fixed term)	£11,481 cost to school
Create class-specific catch-up profiles to identify class, group and individual gaps and plan provision	Release time for leader = £600
Introduce KS2 maths intervention 'Number Sense'	£1090 + related supply costs = £1490
Support parents in phonics teaching at home in case of further lock-down with guide videos	Release time to record = £600

**Detailed Actions: Embedded in SDP**

**Autumn Expected Impact:** A systematic approach to supporting the emotional well-being of children and a whole school tracking system to focus teaching, in-class support and out of class interventions will result in at least half of the pupils catching up by end of Autumn Term.

Lead	Implementation (Activities to facilitate outcomes)	When	Monitoring Timetable [Governor actions in green]	Monitor Lead	Cost	Impact Evaluation	RAG
						Autumn Term milestone	
<b>Communication and Support</b>							
LF SP	1.1 Designated Teacher and Inclusion Leader make contact with/ meet parents of post-adoption/ SEND children to ensure an up-to-date picture of needs and developments, and to adapt provision accordingly.	Sep 2020	Monitoring meetings with SEND and safeguarding governors [TBC]	AB FGB	-	Meeting completed and reported to FGB	
AB LF	1.2 Devise set of principles for the effective delivery of blended learning to clarify with parents available support with access.	Sep 2020	FGB heads report [12.10.20]	FGB		Principles are shared with parents and on the website	
AB SD	1.3 Make parents aware of the implications of an isolated year group lockdown, and ensure all have the IT equipment and knowledge to support online/remote learning via Teams.	Sep 2020				Parents are informed and accessibility issues are addressed.	
AB	1.4 Continue weekly updates via school newsletter, email and school website to ensure parents are well-informed of changes to risk assessment	Ongoing				Parents are well-informed	



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SP	1.5 Increased engagement with external agencies to re-assess and offer support.	Term 1	Monitoring meetings with SEND and safeguarding governors [TBC]	FGB		All pupils have appropriate support in place	
SLT	1.6 Increased SLT support of families and children to support with returning to school measures and procedures.	Term 1	Weekly SLT meetings focus children standing item	AB		Children without illness/covid-19 symptoms are all attending school	
<b>Socialisation</b>							
AB	1.7 All staff are trained on Anxiety Gremlins and the resources, activities and discussions are incorporated into daily and weekly timetables as appropriate.	Phase Meeting [30.9.20]	Phase Meeting [21.10.20] to review planning/explore usage.	KW/MP		Pupil survey identifies inconsistencies/challenges in children's happiness, sense of safety and well-being.	
KW MP	1.8 Second tier Anxiety Gremlins intervention/ support targets individual pupils, classes and groups as identified by pupil survey and staff.	Term 2 pending staffing	Emotional strand on catch up tracking board continuously reviewed	AB/LF	Catch-up funding	Pupil survey identifies further inconsistencies/challenges in children's happiness, sense of safety and well-being.	
AB	1.9 Outdoor/play time is timetabled and prioritised.	Sep 2020	SLT review [RA review WB 5.10.20]	AB		Pupil survey indicate positive response to quantity and format of play times.	
SS	1.10 OPAL approach is adapted for bubble separation (eg redistribution of playpod resources)	Term 1	SS review of lunchtime provision [RA review WB 5.10.20]	SS	£300	Children are engaged with play in line with our play ethos and policy.	
SP	1.11 Thrive play group is re-established within risk assessment restrictions and children identified.	Sep 2020	Governor review of updated Risk Assessment [WB 5.10.20]	CoG		SP termly review of provision and cohort	
SP	1.12 Individual and small group Thrive sessions commence/resume within year groups.	By 1.10.20	Monitoring meetings with SEND and safeguarding governors [TBC]	Govs		Thrive interventions are in place for all existing and newly identified children.	
All staff	1.13 Classroom routines repeatedly verbalised and reinforced.	Ongoing Term 1	Phase meeting to review and support [21.10.20]	Phase Leaders		Children successfully transition to risk assessed processes/ routines.	
LF	1.14 Attachment Awareness training session 1 led by Josie Bainton (virtual school Ed Psych)	Staff Meeting [18.11.20]					



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Assessment							
LF	1.15 Pira and Puma to identify raw list of children behind ARE. Teachers add names of children identified through other assessments to complete dynamic focus list for each class.	[Data in by 25.9.20]					Every child who has fallen behind their previous trajectory of attainment is identified, along with the specific gaps in their learning and their progress back on track is monitored centrally.
SLT	1.16 SLT to identify slippage according to trajectory and refine focus list for each class.	Phase leaders released: [16.10.20]					
Phase Leads	1.17 CTs identify gaps in learning for each child on the focus list	Phase Meeting [21.10.20]	Gaps compiled into whole school tracking [22.10.20]	AB/LF			
SLT	1.18 Whole school tracking of focus children established	[From 1.11.20]	AB/LF and Standards Chair meeting [TBC – Term 2]	Standards Govs			
LF/ KW	1.19 Phonics tracking across the school is re-established.	[1.10.20]	Data collection [2.12.20] Data screening [3.12.20]	LF/AB			
Curriculum and Learning							
Phase Leads	1.20 Each teacher identifies whole class foci based upon undelivered/insecure content and PIRA/PUMA data.	Phase Meeting [7.10.20]	Pupil Progress Meetings [12.11.20]	Phase Leaders			Half of the children identified as being behind trajectory are back on track.
AB/LF	1.21 Whole school gaps overview in HT office used to support SLT monitoring of progress and direction of interventions	October 2020			£100		
LF	1.22 Whole school short-term focus on restoring high expectations and standards in handwriting	[Launched 2.9.20]	Book Look [12.11.20]	Gov			Evidence in books is of improved standards since March 2020.
LF	1.23 Assess training needs of teachers to deliver quality phonics teaching	Sep 2020	Link Governor Meeting [ ]	Gov			Phonics is taught consistently and effectively in all year groups.
LF	1.24 Phonic interventions run in every year group	Term 2 [From DATE]	Subject Lead monitoring Link Governor Meeting [ ]	LF Gov			Half of the children identified as being behind trajectory are back on track.
LF	1.25 Synthetic phonics support in place for individual staff	Ongoing Term 1 and 2	Phonics drop in for staff [3.11.20 & 26.11.20]				
SP	1.26 Sound Discovery catch-up intervention in place for KS2	From Term 2					



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SP/CF	1.27 Success@Arithmetic: Number Sense intervention training in Key Stage 2 for one Teaching Assistant	Training [28.9.20]						
SP/CF	1.28 Success@Arithmetic: Number Sense intervention commences across Key Stage 2	From 1.10.20	Inclusion Leader monitoring of maths ages	SP				
AB	1.29 Review summer term blended learning offer and devise Autumn 2020 offer.	WB [14.9.20]	FGB heads report [12.10.20]	FGB		Provision is in place to support quality online learning in the event of a part closure.		
AB	1.30 Devise and share core expectations for online teaching, including timing of sessions.	Staff Meeting [16.9.20]	FGB heads report [12.10.20]	FGB				
SD	1.31 Ensure staff are confident in the use of Teams for live online teaching	Staff Meeting [9.9.20] [16.9.20] [23.9.20] [30.9.20]	SD to report to Gobs [FGB 7.12.20]				Provision is in place to support quality online learning in the event of a part closure.	
AB/LF	1.32 Source A-frame whiteboards/ pens to support home teaching in the event of closure.	Term 1			£400			
AB	1.33 Update staff on safeguarding measures surrounding online teaching	WB 4.10.20	Link Safeguarding Governor Meeting [TBC]	Gov				
AB/SD	1.34 Inform parents of blended learning offer and technical guide to using Teams for new parents/ those who didn't previously engage.	WB 4.10.20						
AB	1.35 Appoint 2 teaching assistants to enable catch-up interventions to take place across the school, using the tracking board to target children and focus programmes.	Start 3.11.20			Catchup funding circa £30k TBC	Half of the children identified as being behind trajectory are back on track.		

**Spring Expected Impact:** A systematic approach to supporting the emotional well-being of children and a whole school tracking system to focus teaching, in-class support and out of class interventions will result in at least three quarters will have catching up by the end of the Spring Term.

Lead	Implementation (Activities to facilitate outcomes)	When	Monitoring Timetable [Governor actions in green]	Monitor Lead	Cost	Impact Evaluation	RAG
						Spring Term Milestone	

### Communication and Support

LF/SP	1.1 Designated Teacher and Inclusion Leader continue to meet parents of post-adoption/ SEND children to	January 2021	Monitoring meetings with SEND and safeguarding governors [ ]	FGB [ ]		Meetings completed and reported to FGB	
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	ensure an up-to-date picture of needs and developments, and to adapt provision accordingly.					
AB	1.4 Continue weekly updates via school newsletter, email and school website to ensure parents are well-informed of changes to risk assessment	Ongoing				Changes and updates are shared with parents and on the website
SP	1.5 Maintain increased engagement with external agencies to re-assess and offer support.	Term 3	Monitoring meetings with SEND and safeguarding governors [ ]	FGB [ ]		Parents are informed and accessibility issues are addressed.
SLT	1.6 Maintain increased SLT support of families and children to support with returning to school measures and procedures.	Term 3	Weekly SLT meetings focus children standing item	AB		Parents are well-informed
<b>Socialisation</b>						
KW MP	1.8 Second tier Anxiety Gremlins intervention/ support targets individual pupils, classes and groups as identified by pupil survey and staff.	Term 3	Emotional strand on catch up tracking board continuously reviewed	AB/LF		Pupil survey identifies improvements in children's happiness, sense of safety and well-being.
AB	1.9 Outdoor/play time timetabling and provision is reviewed in line with changes to government guidance.	Jan 2021	SLT review (RA review)	AB		Pupil survey indicate positive response to quantity and format of play times.
SS	1.10 Adapt OPAL approach in line with changes to government guidance.	Term 3	SS review of lunchtime provision	SS		Children are engaged with play in line with our play ethos and policy.
SP	1.11 Thrive play group is re-established within risk assessment restrictions and children identified.	Sep 2021	Governor review of updated Risk Assessment [WB 28.9.20]	CoG		SP termly review of provision and cohort
SP	1.12 Individual and small group Thrive sessions continue within year groups.	Ongoing	Monitoring meetings with SEND and safeguarding governors [ ]	Govs		Thrive interventions are in place for all existing and newly identified children.
All staff	1.13 Classroom routines are reviewed in line with dynamic risk assessment and changes to government guidance.	Ongoing Term 3	Phase meeting to review and support [ ]	Phase Leaders		Children successfully transition to new risk assessed processes/ routines.



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LF	1.14 Attachment Awareness training session 1 led by Josie Bainton (virtual school Ed Psych)	Staff Meeting [13.1.21]						
<b>Assessment</b>								
SLT	1.17 Pira, Puma and teacher assessments are used to update whole school tracking of focus children	Jan 2021					Whole school tracking updated to accurately identify children and their specific gaps for targeted teaching and intervention	
LF/ KW	1.19 Synthetic phonics training provided for staff.	Term 3						
<b>Curriculum</b>								
AB/LF	1.19 Whole school gaps overview in HT office used to support SLT monitoring of progress and direction of interventions							
SD	1.28 Ensure staff are confident in the use of Teams for live online teaching through top-up training	Staff meet [ ]					Provision is in place to support quality online learning in the event of a part closure.	
AB	1.30 Update staff on safeguarding measures surrounding online teaching through top-up training	Staff meet [ ]					Provision is in place to support quality online learning in the event of a part closure.	
AB/ LF	1.32 Review progress of tracked cohort with catch-up teaching assistants. Identify slow progress and agree next steps/refined approaches.	Meeting [ ]				Catchup funding circa £30k TBC	3/4 of the children identified as being behind trajectory are back on track.	
<b>Summer Expected Impact:</b> A systematic approach to supporting the emotional well-being of children and a whole school tracking system to focus teaching, in-class support and out of class interventions will result in all previously identified children catching up by the end of the Summer Term.								
Lead	Implementation (Activities to facilitate outcomes)	When	Monitoring Timetable [Governor actions in green]	Monitor Lead	Cost	Impact Evaluation		RAG
						Summer Term Milestone		
<b>Curriculum</b>								
AB/LF	1.19 Whole school gaps overview in HT office used to support SLT monitoring of progress and direction of interventions							
SD	1.28 Ensure staff are confident in the use of Teams for live online teaching through top-up training	T5 Staff meet [ ]					Provision is in place to support quality online learning in the event of a part closure.	



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AB	1.30 Update staff on safeguarding measures surrounding online teaching through top-up training	T5 Staff meet [ ]				Provision is in place to support quality online learning in the event of a part closure.	
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