

# Whole School Pupil Catch Up Plan – Overstone Combined School



Purpose - to ensure:

- Children make accelerated progress in Reading, Writing and Maths
- Children are not disadvantaged long term by school absence related to Covid 19 & Lock down
- Appropriate use of the Catch Up Premium
- The most effective deployment of resources
- Staff wellbeing and manage their workload
- The school has an effective remote learning offer in case of pupil's self-isolation or partial school closure

Phase 1 ~ A positive return to school		
Desired outcomes	Actions	Evaluation and impact
All children returned to school and attendance 100%	<ul style="list-style-type: none"> <li>• Teachers to contact parents on INSET days if parents or children are known to be anxious about returning</li> <li>• Communication about arrangements need to be clear and sent repeatedly before the start of the term and continuing through the term to consider any updates</li> <li>• All staff on gates to welcome children initially and then reducing down to KE/AT/ZB and Reception and Nursery staff going forward</li> <li>• CC and DG to follow up with any children not attending</li> </ul>	
Children have opportunity to discuss any worries or concerns regarding return to school / virus / lockdown	<ul style="list-style-type: none"> <li>• Teachers plan opportunities for children to discuss concerns - contact via Class Dojo, video calls etc</li> <li>• Online learning platform to have some 'wellbeing activities' for the children to complete</li> <li>• Whilst isolating, weekly 'check in' telephone conversations between parents and children</li> </ul>	

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	<ul style="list-style-type: none"> <li>• All classes set up Worry Boxes for classrooms, continue to use 'time out' cards for quiet space (restorative cave etc)</li> <li>• Ensure children know who they can talk to if they have concerns</li> <li>• ZB and SW to agree the ELSA children</li> <li>• Play Therapy to recommence for specific children</li> <li>• Risk assessments written for key children and updated regularly</li> </ul>	
<p>Children with additional social and emotional needs are well supported in new school life</p>	<ul style="list-style-type: none"> <li>• Review of Behaviour Policy with all staff</li> <li>• SLT to support teachers with key children</li> <li>• Class teachers implement strategies to support children such as visual timetables, How we can help sheets, placement in classroom etc</li> <li>• Plan suitable wellbeing lessons – offer lunchtime clubs to support this with SW and CT</li> <li>• Regular open communication during the initial return to school, either via phone or dojo messaging.</li> </ul>	
<p>New children and their families are welcomed and settled in to school smoothly</p>	<ul style="list-style-type: none"> <li>• New children arrive through the phased plan to be welcomed and complete any outstanding admin (SLT and admin staff on hand to answer questions)</li> <li>• New children added to 'Evidence Me' promptly to aid communication</li> </ul>	

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	<ul style="list-style-type: none"> <li>Children given a 'buddy' in the class to support them in the first few days. CT to explain to new child our expectations to 'keeping us safe' in the classroom and playground.</li> <li>GM/ZB to link with previous schools re safeguarding, attendance or other concerns. If relevant, make links with allocated social worker.</li> </ul>	
<b>Phase 2 ~ Identification of gaps in learning and priority areas for curriculum</b>		
Desired outcomes	Actions	Evaluation and impact
Establish an effective handover to new class teacher	Staff to complete the 'Child, Concern, Reason' sheet highlighting any known areas of learning weakness alongside pastoral or attendance concerns	
Assessment for Learning via 'marking' and feedback is effective	<ul style="list-style-type: none"> <li>Effective use of whole class Curriculum Deficit Summary sheet to identify misconceptions, gaps in learning and individual children who may need support</li> <li>Phase Leaders to monitor use of these sheets to ensure they are being used as effectively as possible – feedback at SLT meetings</li> </ul>	
Children secure basic skills and have foundations for more complex learning	<ul style="list-style-type: none"> <li>Opportunity for over learning and repetition. Frequent, low stake assessment (quizzes, multiple choice, small tests) to assess understanding and retention</li> </ul>	
Children are on appropriate RWI stage in Yrs R-2 and children who have 'slipped' are identified  Children in KS2 whose reading has 'slipped' are identified	<ul style="list-style-type: none"> <li>All children in Yrs R-2 are assessed on RWI assessment sheets. Children placed in appropriate groups.</li> <li>RWI lead (DB) to undertake a review of children's levels compared to Spring 2 and identify children for additional support</li> </ul>	

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	<ul style="list-style-type: none"> <li>Accelerated reading scheme – children to be assessed every term. KS2 guided reading sessions linked to gaps needed to develop reading &amp; comprehension.</li> </ul>	
Ensure children have revisited areas of maths and English planned for summer term to ensure no gaps / identify those to be filled	<ul style="list-style-type: none"> <li>Teachers follow adapted planning framework from White Rose Maths, which has revisions, and revisits built in and use of interventions/catch up to address these areas.</li> <li>Using checklist in the front of books and evidence from work to identify areas to be consolidated or revisited.</li> <li>Use of Target Tracker to aid subject lead to identify children. Work with the CT to address in adapting planning, offer support teaching, alternative options to address gaps.</li> </ul>	
Teachers to have time to reflect on needs of cohort and adaptations needed to curriculum	<ul style="list-style-type: none"> <li>Staff meeting time used for these reflections as a phase</li> <li>Subject leaders to support CTs – staff to look at developing the use of Target Tracker for all subjects</li> </ul>	
Children continue to attend school regularly and attendance remains at 96% or above	<ul style="list-style-type: none"> <li>Class teachers and year groups maintain a focus on attendance through displays, attendance plans and rewards</li> <li>Phase Leaders monitor attendance in their phase and undertake actions to impact positively. Phase Leaders feedback at SLT meetings on attendance in their phase</li> <li>KE to contact families where children not attending and work with them to ensure good attendance</li> <li>KE and admin staff to undertake monthly monitoring of absence and send appropriate letters / hold meetings as necessary</li> </ul>	

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	<ul style="list-style-type: none"> <li>• Correct coding to be used for isolating pupils</li> </ul>	
Children not attending school due to isolation have learning provided for them and they are able to access all materials and demonstrate effective learning remotely	<ul style="list-style-type: none"> <li>• Agree on one platform that can be accessed by all staff in school and remotely – Class Dojo</li> <li>• Train staff to use Class Dojo</li> <li>• Share joining instructions and how to operate the platform with parents. Trouble shoot where necessary</li> <li>• Contingency Plan written to detail processes needed</li> <li>• The office will hold a paper copy of learning for the child, if unable to access online platform</li> <li>• CT to contact the child regularly, to check up on wellbeing, either verbally or via class messaging</li> </ul>	
Manage a teacher’s workload whilst providing remote learning and in class learning	<ul style="list-style-type: none"> <li>• If a single child is isolating, teachers provide a mixture of paper resources and links to Oak Academy lessons and other online programmes such as Mathletics</li> </ul>	
<b>Phase 3 ~ Identification and implementation of interventions</b>		
<b>Desired outcomes</b>	<b>Actions</b>	<b>Evaluation and impact</b>
To ensure children and staff recognise key knowledge to be retained	<ul style="list-style-type: none"> <li>• Review Curriculum Deficit Summary each half term alongside Target Tracker sheets in children’s books</li> <li>• Subject leaders to be involved to be aware of gaps and how staff are addressing them</li> </ul>	
Children have appropriate vocabulary for their age and can access age appropriate texts with understanding	<ul style="list-style-type: none"> <li>• Vocabulary progression documents used in class and new vocabulary is explicitly taught</li> </ul>	

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	<ul style="list-style-type: none"> <li>• Online vocab and reading apps offered as part of homework and for any isolation period</li> </ul>	
In class, same day interventions are used effectively to plug gaps	<ul style="list-style-type: none"> <li>• Whole class feedback sheets identify children / groups of children needing intervention</li> <li>• 'Traffic light' trays to be used at the end of the lesson to aid above</li> <li>• TAs deployed effectively by class teachers to assist in interventions</li> </ul>	
Children who have slipped in RWI stages to make accelerated progress	<ul style="list-style-type: none"> <li>• 1:1 RWI interventions to be led by TAs in pm sessions</li> </ul>	
Programme of interventions to meet current needs of cohorts	<ul style="list-style-type: none"> <li>• FW to create programme of afternoon interventions with measurable outcomes. The plan to include deployment of staff to lead these.</li> <li>• Interventions to be reviewed and evaluated by leadership staff after 6 weeks and adaptations made where necessary</li> </ul>	
Individual children of concern identified early and a robust plan made to help them catch up	<ul style="list-style-type: none"> <li>• Pupil progress meetings held in Autumn term, alongside Performance Management meetings, to discuss any child who has slipped from previous assessment point and any child a teacher is concerned about</li> <li>• Follow up staff meeting time to support teachers in completing actions and adapting planning / groupings to support the identified children</li> <li>• Follow up pupil progress meetings to evaluate the success of the interventions and any next steps for the children</li> </ul>	

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	<ul style="list-style-type: none"> <li>• Homework will be differentiated and given to individual to help with catch up</li> </ul>	
Targeted support set up for small groups or individuals where more in depth or sustained support is needed	<ul style="list-style-type: none"> <li>• Tutoring programme set up to be led by ZF for individuals and small groups of children</li> <li>• Money from Catch Up Premium to pay for release time for ZF to deliver tutoring across all year groups</li> <li>• Tutoring plan has clear measurable outcomes and is reviewed after a block of support</li> <li>• Money from Catch Up Premium to pay for part time staff (JB) to deliver interventions to Y6</li> </ul>	
Mindfulness with Art to be provided for children who need additional mental health and wellbeing support	<ul style="list-style-type: none"> <li>• Catch Up Premium used to pay supply staff to release ZF to run weekly art sessions</li> </ul>	
To meet the social and emotional needs of all pupils and to offer intervention to support mental wellbeing	<ul style="list-style-type: none"> <li>• Catch Up Premium used to facilitate Forest School for Y3 and Y4 on a rolling rota basis for the academic year</li> <li>• Wellbeing lunchtime clubs ran by the school ELSA trained TA</li> </ul>	