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| **School** | **Lakeside Primary Academy** |

**Catch Up Plan 2020-2021**

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| **Year Group** | **Evidence & Rationale** | **Chosen approach/approaches** | **Desired outcome**  |
| **EYFS** | Many children have not accessed online or paper based learning provided by school during lockdown period. Attainment is lower than expected for time of year.School routines and expectations have been forgotten.Some parents are still concerned about safety in school. Mixed messages about current Covid situation lead to some children being absent unnecessarily.Some children and parents feel anxious about return to school. Children may have been affected by incidents which have occurred during lockdown.Many children have spent long periods indoors with limited physical activity.Some teachers/TAs may need support/coaching to enable them to best meet children’s individual needs.SEND children will have additional barriers to settling to learn and making progressCOVID-19 Support Guide for Schools click [here](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf) supports our approach through their three strategies:• Teaching and whole-school strategies • Targeted support • Wider strategies | Reading, writing, maths prioritised.Two RWI phonics/reading sessions per day Diagnostic assessments and low stakes testing used.4-weekly cohort reviews to monitor progress and the effectiveness of interventions.F1/F2 children to in shared provision to support language development.VLE/Home Learning offer including links to RWI and White Rose Maths. If bubble closed, video lesson intros from teachers, all work on VLE, paper resources provided for families without access to devices.Learning Behaviours – establishing of prior and new routines, expectations and behaviour systems Attendance and punctuality monitoring and follow up systems in place. Parents kept informed.PHSE – ‘Jigsaw’ Recovery curriculum – additional resourcesTHRIVE whole class screeningPhysical – daily outdoor activity, PE taught by coaches, after school club, Forest SchoolCPD focus – quality first teachingSENDCO to monitor all support plans and ensure strategies and interventions are in place. Monitor progress via B Squared. Take part in all cohort review meetings for support and challenge. | GLD target met.Children well-adapted to routines and settle quickly to work.Parents confident to send children to school on regular basis. Attendance at maximum allowing for restrictions.Parents have maximum access to key learning points each week and a range of resources to support their child’s learning at home. Children with personal/emotional issues identified and supported through counselling, THRIVE, Forest School.Lesson/work monitoring shows that planned lessons are pitched effectively.SEND children make good progress and are rapidly meeting support plan targets. |
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| **Impact measures** |
| **Year Group** | **Autumn** | **Spring** | **Summer** |
| **1** | RWI assessment points completed.Phonics tracking shows all pupils making progress | RWI assessment points completed.Phonics tracking shows all pupils making progress | RWI assessment points completed.FFT50 targets are met for all children.Phonics screening targets met. |
| **2** | RWI assessment points completed.Phonics tracking shows all pupils making progressSATS assessments | RWI assessment points completed.Phonics tracking shows all pupils making progressSATs assessments | RWI assessment points completed.FFT50 targets are met for all children.Phonics screening targets met.SATs asessments |
| **3** | RWI assessment points completed.NFER tests | RWI assessment points completed.NFER tests | RWI assessment points completed.FFT50 targets are met for all children.NFER tests |
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| **Agreed with Trust on:** |  |