

# Catch Up Plan 2021-2022

School

Lakeside Primary Academy

Year Group	Evidence & Rationale	Chosen approach/approaches	Desired outcome
EYFS	<p>Many children did not access online or paper based learning provided by school during lockdown periods/bubble closures in 2020-21</p> <p>GLD was 52% at the end of 2020-21. This was approximately 20% below target.</p> <p>School routines and expectations were not embedded during 2020-21 because of lockdown/bubble closures.</p> <p>F1 children have not been able to socialise with other children.</p> <p>Some parents are still concerned about safety in school. Mixed messages about current Covid situation lead to some children being absent unnecessarily.</p> <p>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.</p> <p>Some teachers/TAs may need support/coaching to enable them to best meet children's individual needs.</p>	<p>Reading, writing, maths prioritised. Long term curriculum plans reviewed to focus on key learning priorities.</p> <p>RWI phonics/reading sessions per day</p> <p>Diagnostic assessments and low stakes testing used.</p> <p>NELI for identified pupils.</p> <p>4-weekly cohort reviews to monitor progress and the effectiveness of interventions.</p> <p>F1/F2 children to in shared provision to support language development.</p> <p>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.</p> <p>Learning Behaviours – establishing of prior and new routines, expectations and behaviour systems</p> <p>Attendance and punctuality monitoring and follow up systems in place. Parents kept Informed.</p>	<p>GLD target met</p> <p>Children well-adapted to routines and settle quickly to work.</p> <p>Parents confident to send children to school on regular basis. Attendance at maximum allowing for restrictions.</p> <p>Parents have maximum access to key learning points each week and a range of resources to support their child's learning at home.</p> <p>Children with personal/emotional issues identified and supported through counselling, THRIVE, Forest School.</p>

	<p>SEND children will have additional barriers to settling to learn and making progress. There is an increase in numbers of SEND pupils with high level needs this year.</p> <p>COVID-19 Support Guide for Schools click <a href="#">here</a> supports our approach through their three strategies:</p> <ul style="list-style-type: none"> <li>• Teaching and whole-school strategies</li> <li>• Targeted support</li> <li>• Wider strategies</li> </ul>	<p>PHSE – ‘Jigsaw’ Recovery curriculum – additional resources Physical – daily outdoor activity, PE taught by coaches, after school club, Forest School Lakeside Zest – Wellbeing and emotional learning curriculum, weekly session</p> <p>CPD focus – quality first teaching</p> <p>SENDCO 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.</p> <p>Additional support for families: Family Support Manager/Community Hub: Solihull, adult learning, ESOL, family support meetings.</p> <p>Wider opportunities: Breakfast club/After school clubs. Choir/brass/trombone.</p>	<p>Lesson/work monitoring shows that planned lessons are pitched effectively.</p> <p>SEND children make good progress and are rapidly meeting support plan targets.</p> <p>Attendance/PA at national.</p>
1	<p>Many children have not accessed online or paper based learning provided by school during lockdown period.</p> <p>EOY attainment was 20% below target.</p> <p>Some parents are still concerned about safety in school. Mixed messages about current Covid situation lead to some children being absent unnecessarily.</p> <p>Some children and parents feel anxious about return to school. Children may have been affected by incidents which have occurred during lockdown.</p>	<p>Reading, writing, maths prioritised. Long term curriculum plans reviewed to focus on key learning priorities.</p> <p>RWI phonics/reading sessions per day Diagnostic assessments and low stakes testing used.</p> <p>4-weekly cohort reviews to monitor progress and the effectiveness of interventions.</p> <p>VLE/Home Learning offer, including online platforms Maths with parents, TT Rockstars, Purple Mash, Reading on your Head, weekly overview of learning including links to RWI and White Rose</p>	<p>Children make rapid progress in basic skills so that attainment is broadly in line with FFT50 by Summer 2022.</p> <p>Phonics Screening outcomes in line with national.</p> <p>Parents have maximum access to key learning points each week and a range of resources to support their child’s learning at home.</p>

	<p>Many children have spent long periods indoors with limited physical activity during lockdown and bubble closures.</p> <p>Some teachers/TAs may need support/coaching to enable them to best meet children’s individual needs.</p> <p>SEND children will have additional barriers to settling to learn and making progress</p> <p>COVID-19 Support Guide for Schools click <a href="#">here</a> supports our approach through their three strategies:</p> <ul style="list-style-type: none"> <li>• Teaching and whole-school strategies</li> <li>• Targeted support</li> <li>• Wider strategies</li> </ul>	<p>Maths. If bubble closed, video lesson intros from teachers, all work on VLW, paper resources provided for families without access to devices.</p> <p>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.</p> <p>PHSE – ‘Jigsaw’ Recovery curriculum – additional resources Physical – daily outdoor activity, PE taught by coaches, after school club, Forest School Lakeside Zest – Wellbeing and emotional learning curriculum, weekly session</p> <p>CPD focus – quality first teaching</p> <p>SENDCO 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.</p> <p>Additional support for families: Family Support Manager/Community Hub: Solihull, adult learning, ESOL, family support meetings.</p> <p>Wider opportunities: Breakfast club/After school clubs. Choir/brass/trombone.</p>	<p>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.</p> <p>Children with personal/emotional issues identified and supported through counselling, THRIVE, Forest School.</p> <p>Lesson/work monitoring shows that planned lessons are pitched effectively.</p> <p>SEND children make good progress and are rapidly meeting support plan targets.</p> <p>Attendance/PA at national.</p>
2	<p>Many children have not accessed online or paper based learning provided by school during lockdown period.</p> <p>Attainment 2020-21 15-20% below targets.</p>	<p>Reading, writing, maths prioritised. Long term curriculum plans reviewed to focus on key learning priorities.</p> <p>Two phonics/reading sessions per day</p>	<p>Children make rapid progress in basic skills so that attainment is broadly in line with FFT50 by Summer 2021. Phonics Screening outcomes at least in line with predicted GLD (65-70%) for cohort.</p>

	<p>Some parents are still concerned about safety in school. Mixed messages about current Covid situation lead to some children being absent unnecessarily.</p> <p>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.</p> <p>Some teachers/TAs may need support/coaching to enable them to best meet children's individual needs.</p> <p>SEND children will have additional barriers to settling to learn and making progress</p> <p>COVID-19 Support Guide for Schools click <a href="#">here</a> supports our approach through their three strategies:</p> <ul style="list-style-type: none"> <li>• Teaching and whole-school strategies</li> <li>• Targeted support</li> <li>• Wider strategies</li> </ul>	<p>Diagnostic assessments and low stakes testing used</p> <p>4-weekly cohort reviews to monitor progress and the effectiveness of interventions.</p> <p>1:1 Phonics tutoring for additional support to pass Phonics screening.</p> <p>VLE/Home Learning offer, including online platforms Maths with parents, TT Rockstars, Purple Mash, Reading on your Head, weekly overview of learning including links to RWI and White Rose Maths. If bubble closed, video lesson intros from teachers, all work on VLW, 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.</p> <p>PHSE – 'Jigsaw' Recovery curriculum – additional resources</p> <p>Physical – daily outdoor activity, PE taught by coaches, after school club, Forest School</p> <p>Lakeside Zest – Wellbeing and emotional learning curriculum, weekly session</p> <p>CPD focus – quality first teaching via WalkThrus programme</p> <p>SENDCO 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.</p>	<p>Parents have maximum access to key learning points each week and a range of resources to support their child's learning at home.</p> <p>Children well-adapted to routines and settle quickly to work.</p> <p>Parents confident to send children to school on regular basis. Attendance at maximum allowing for restrictions.</p> <p>Children with personal/emotional issues identified and supported through counselling, THRIVE, Forest School.</p> <p>Lesson/work monitoring shows that planned lessons are pitched effectively.</p> <p>SEND children make good progress and are rapidly meeting support plan targets.</p> <p>Attendance/PA at national.</p>
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3	<p>Many children have not accessed online or paper based learning provided by school during lockdown period.</p> <p>Attainment 2020-21 15-20% below targets.</p> <p>School routines and expectations have been forgotten.</p> <p>Some parents are still concerned about safety in school. Mixed messages about current Covid situation lead to some children being absent unnecessarily.</p> <p>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.</p> <p>Some teachers/TAs may need support/coaching to enable them to best meet children's individual needs.</p> <p>SEND children will have additional barriers to settling to learn and making progress</p>	<p>Reading, writing, maths prioritised. Long term curriculum plans reviewed to focus on key learning priorities.</p> <p>Two phonics/reading sessions per day Diagnostic assessments and low stakes testing used 4-weekly cohort reviews to monitor progress and the effectiveness of interventions.</p> <p>VLE/Home Learning offer, including online platforms Maths with parents, TT Rockstars, Purple Mash, Reading on your Head, weekly overview of learning including links to RWI and White Rose Maths. If bubble closed, video lesson intros from teachers, all work on VLW, paper resources provided for families without access to devices.</p> <p>Learning Behaviours – establishing of prior and new routines, expectations and behaviour systems Attendance and punctuality monitoring and follow up systems in place.</p> <p>PHSE – 'Jigsaw' Recovery curriculum – additional resources Physical – daily outdoor activity, PE taught by coaches, after school club, Forest School Lakeside Zest – Wellbeing and emotional learning curriculum, weekly session</p>	<p>Children make rapid progress in basic skills so that attainment is broadly in line with FFT50 by Summer 2021. Children well-adapted to routines and settle quickly to work.</p> <p>Parents have maximum access to key learning points each week and a range of resources to support their child's learning at home.</p> <p>Parents confident to send children to school on regular basis. Attendance at maximum allowing for restrictions.</p> <p>Children with personal/emotional issues identified and supported through counselling, THRIVE, Forest School.</p>

	<p>COVID-19 Support Guide for Schools click <a href="#">here</a> supports our approach through their three strategies:</p> <ul style="list-style-type: none"> <li>• Teaching and whole-school strategies</li> <li>• Targeted support</li> <li>• Wider strategies</li> </ul>	<p>CPD focus – quality first teaching via WalkThrus programme.</p> <p>SENDCO 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.</p> <p>Additional support for families: Family Support Manager/Community Hub: Solihull, adult learning, ESOL, family support meetings.</p> <p>Wider opportunities: Breakfast club/After school clubs. Choir/brass/trombone.</p>	<p>Lesson/work monitoring shows that planned lessons are pitched effectively.</p> <p>SEND children make good progress and are rapidly meeting support plan targets.</p> <p>Attendance/PA at national.</p>
4	<p>Many children have not accessed online or paper based learning provided by school during lockdown period.</p> <p>Attainment 2020-21 15-20% below targets.</p> <p>Some parents are still concerned about safety in school. Mixed messages about current Covid situation lead to some children being absent unnecessarily.</p> <p>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.</p> <p>Some teachers/TAs may need support/coaching to enable them to best meet children’s individual needs.</p>	<p>Reading, writing, maths prioritised. Long term curriculum plans reviewed to focus on key learning priorities.</p> <p>Two phonics/reading sessions per day Diagnostic assessments and low stakes testing used 4-weekly cohort reviews to monitor progress and the effectiveness of interventions.</p> <p>VLE/Home Learning offer, including online platforms Maths with parents, TT Rockstars, Purple Mash, Reading on your Head, weekly overview of learning including links to RWI and White Rose Maths. If bubble closed, video lesson intros from teachers, all work on VLW, paper resources provided for families without access to devices.</p> <p>Learning Behaviours – establishing of prior and new routines, expectations and behaviour systems Attendance and punctuality monitoring and follow up systems in place.</p>	<p>Children make rapid progress in basic skills so that attainment is broadly in line with FFT50 by Summer 2021. Children well-adapted to routines and settle quickly to work.</p> <p>Parents have maximum access to key learning points each week and a range of resources to support their child’s learning at home.</p> <p>Parents confident to send children to school on regular basis. Attendance at maximum allowing for restrictions.</p> <p>Children with personal/emotional issues identified and supported through counselling, THRIVE, Forest School.</p>

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5	<p>Many children have not accessed online or paper based learning provided by school during lockdown period.</p> <p>Attainment 2020-21 15-20% below targets.</p> <p>School routines and expectations have been forgotten.</p> <p>Some parents are still concerned about safety in school. Mixed messages about current Covid situation lead to some children being absent unnecessarily.</p>	<p>Reading, writing, maths prioritised. Long term curriculum plans reviewed to focus on key learning priorities.</p> <p>4-weekly cohort reviews to monitor progress and the effectiveness of interventions.</p> <p>VLE/Home Learning offer, including online platforms Maths with parents, TT Rockstars, Purple Mash, Reading on your Head, weekly overview of learning including links to RWI and White Rose Maths. If bubble closed, video lesson intros from teachers, all work on VLW, paper resources provided for families without access to devices.</p>	<p>Children make rapid progress in basic skills so that attainment is broadly in line with FFT50 by Summer 2021.</p> <p>Parents have maximum access to key learning points each week and a range of resources to support their child’s learning at home.</p>

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6	<p>Many children have not accessed online or paper based learning provided by school during lockdown period.</p> <p>Attainment 2020-21 15-20% below targets.</p> <p>School routines and expectations have been forgotten.</p>	<p>Reading, writing, maths prioritised. Long term curriculum plans reviewed to focus on key learning priorities.</p> <p>1x catch-up tutor 3 days per week 1:1 precision teaching/small group catch up with identified children. Total cost: £33,022 p.a. (DfE catch-up funding total £26, 800 to fund this post).</p>	<p>Children make rapid progress in basic skills so that attainment is broadly in line with FFT50 by Summer 2021.</p>



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		Wider opportunities: Breakfast club/After school clubs. Choir/brass/trombone.	
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 progress SATs assessments	RWI assessment points completed. Phonics tracking shows all pupils making progress SATs assessments	RWI assessment points completed. FFT50 targets are met for all children. Phonics screening targets met. SATs assessments
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
4	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
5	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
6	RWI assessment points completed. SATs assessments	RWI assessment points completed. SATs assessments	RWI assessment points completed. FFT50 targets are met for all children. SATs assessments

Agreed with Trust on:	
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