

Catch Up Plan – Lacock Primary School

Parents have played a key role in supporting children to learn at home and it will be essential that schools and families continue to work together as pupils return to school. Schools have provided extensive pastoral support to pupils and families throughout the pandemic. Additional support in the new school year could focus on providing regular and supportive communications with parents, especially to increase attendance and engagement with learning. There is a risk that high levels of absence after the summer pose a particular risk for disadvantaged pupils.

Identify gaps in learning	Use formative assessment – teachers’ observations and professional judgements	<ul style="list-style-type: none"> • Year 1 maths – understanding of number • Year 2 maths – use of numbers represented on number lines • Year 5 maths – rounding to nearest 10 / 100 / 1, 000 / 10,000
Filling Gaps	Re-teaching as required for whole year groups	<ul style="list-style-type: none"> • year 1 maths where key concepts not embedded at the end of Reception year require that gap to be filled before starting the Year 1 maths units in Power Maths.
Support for pupils who have difficulty with emotions when returning to school:	Ensure targeted support	<ul style="list-style-type: none"> • Check in with trusted adult • Start school day earlier / later to enable easy entry • Garden of Dreams
	Liaise with parents / SENCo and other agencies	
		<p>All pupils in Y2 and above will attend a day of Outdoor and Adventurous activities at Braeside on the 1st October</p> <p>The aims are:</p> <ul style="list-style-type: none"> • Boost self-esteem • Compensate for missed summer term activities such as Sports Day • Improve teamwork • Provide physical activity

		<ul style="list-style-type: none"> • Provide physical challenge • Improve self confidence • Have fun • Enable staff to assess pupils' wellbeing
Increased access to technology	<p>Pupils' access to technology has been an important factor affecting the extent to which they can learn effectively at home. In particular, lack of access to technology has been a barrier for many disadvantaged children. Schools might find it helpful to invest in additional technology, by providing pupils with devices.</p>	<ul style="list-style-type: none"> • School will survey parents to identify those with no / limited internet access or limited access to suitable devices • School to purchase refurbished laptops ready for use by children without devices as home (subject to funding) • School will provide 4G internet access through filtered secure solution provided by Oakford technology to those families without internet access (subject to funding)
Interventions	<p>In order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary. A particular focus for interventions is likely to be on literacy and numeracy.</p>	<ul style="list-style-type: none"> • Focussed support each week from Mrs Whitbread focussing on Year 5 and 6 • Focussed support for all children in Year 2 daily in English and Maths • Qualified teacher to provide weekly catch-up tutoring for focus children in Year 2, 3 and 4 (Wednesday) • TA support for specific children in Year 4 • Additional TA support for daily reading and number bonds / tables practice to reinforce and consolidate basic skills

	Interventions might also focus on other aspects of learning, such as behaviour or pupils' social and emotional needs, or focus on particular groups of pupils with identified special educational needs	
Assessment	Standardised assessments in literacy or numeracy might be used to identify pupils who would benefit from additional catch-up support.	<ul style="list-style-type: none"> • Initial assessment will be through formative assessment and teacher observations. • End of Unit checks in Maths provide teachers with feedback about gaps in learning – using Power Maths assessments and White Rose end of term assessments. • Summative assessment using NFER standardised tests at the end of term 2 then at the end of term 4 and the end of term 6 to align with the usual school data collection pattern. •
Tutoring	There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. As a rule of thumb, the smaller the group the better. However, both small group and one to one tuition can be effective catchup approaches.	<ul style="list-style-type: none"> • Mrs Whitbread is employed for an extra morning each week to provide specific tutoring to a small group of Y5 and 6 pupils. • Mrs Tedds is employed for a day each week to provide specific tutoring to focus children in Year 2, 3 and 4 in 1:1 sessions, pairs or small groups. These groups may change during the term. • Mrs Thirkettle is employed three extra afternoons to provide catch-up support for a small group of individuals in Year 2, 3 and 4 – consolidating reading / phonics and number bonds / tables

	Tuition delivered by qualified teachers is likely to have the highest impact. However, tuition delivered by tutors, teaching assistants, or trained volunteers can also be effective.	
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