

PLC Catch-up Strategy 2020-21 – see [DfE guidance](#) (November 2020)

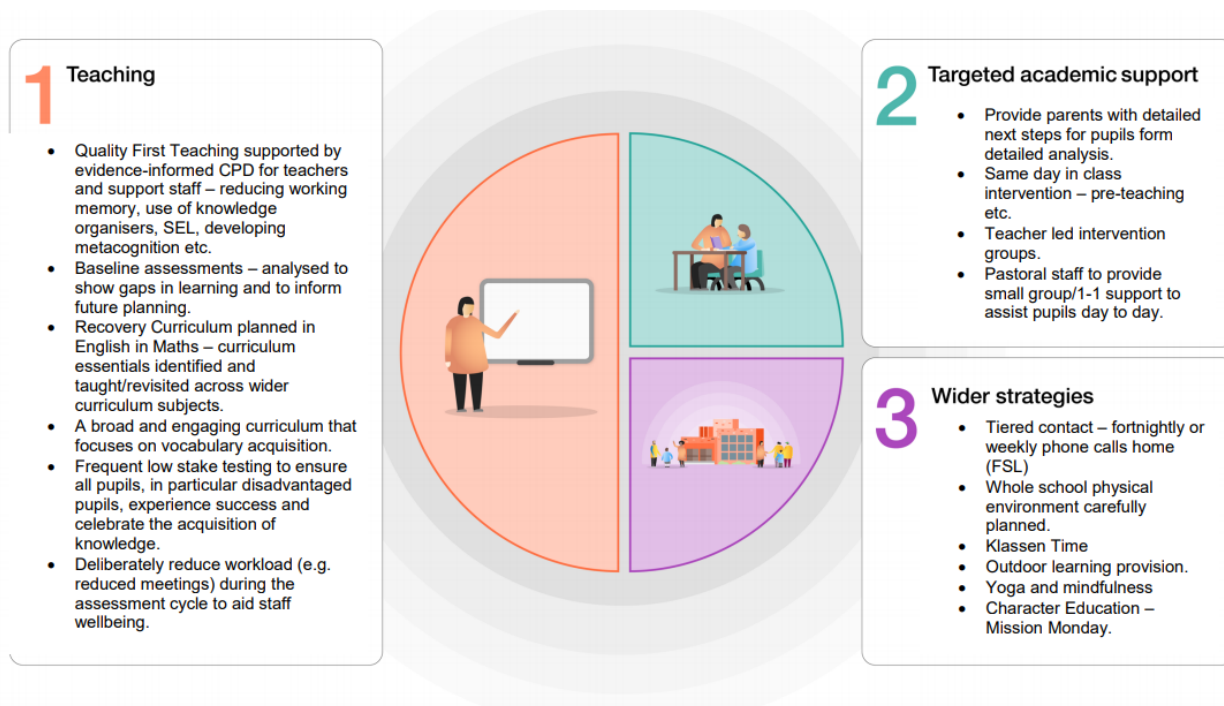
Restoration into school life – **Relationships** secured – **Responding** to need

Across the PLC (Wyndham Park and St Mark's C of E Junior School) our programme is based on:

- Working through well-sequenced, purposeful programmes
- Focus on consolidation of basic skills – the core skills which enable successful learning will require adjusted curriculum time in all year groups. These include cursive handwriting, spelling of high frequency words, basic sentence punctuation, times tables recall, basic addition and subtraction facts, reading skills relevant to age
- Additional lesson time on core teaching – Reading, writing and maths will require some additional time to address missed learning. We will endeavour to ensure the broad and balanced curriculum and may choose to block some items e.g. RSE
- Particularly focus on early reading and phonics – This has always been a priority for the schools and will continue to be so
- Assessment of learning of basic skills to identify major gaps (triaging) – teachers will work with their own children in their class to identify gaps in their knowledge, skills and understanding to give focused feedback or devise specific programmes
- Time spent on mental health, well-being and social skills – this will be through the Jigsaw programme, ad hoc in lessons as required, using ELSA where appropriate, using an external play therapist – this is because the majority of children have missed six months of schooling during the previous 12 months

Catch-up programme is not:

- Cramming missed learning
- Pressuring children and families into rapid learning
- Teachers time spent highlighting missed objectives
- Teachers time spent ticking off assessment points and extra tracking



School should use the funding for specific activities to support their pupils to catch-up for lost teaching over the past year, in line with guidance on curriculum expectations and the [EEF planning](#) guides. As with all government funding school leaders must be able to account for how this money

is being used to achieve our central goal of getting back on track and teaching as normally as possible and as soon as possible under the national restrictions.

For Wyndham Park the funding is £19,680 (246 x 80)

For St Mark's the funding is £28,960 (362 x 80)

Barriers to future attainment

		Barrier	Desired Outcome
Teaching Priorities	A	Staff need to develop a greater understanding of children's mental health needs in order to help and support children adversely affected by school closures and the pandemic	Staff are better informed and have a greater clarity about how to support children with mental health needs – when to intervene and when not to. This will be a focus of daily/weekly teaching as the teachers see fit. Support from Play therapist enables children to access learning
	B	Home learning is limited due to access to platforms, technology etc and can be further developed to improve access to learning at home for all pupils (pre-teaching/post-teaching; quizzes; reference material)	A strong remote learning platform to be in place (Tapestry for WP and Google Classroom for SM) and all staff trained and confident to use it appropriately. In-house training as required plus troubleshooting back-up. Weekly work and challenges uploaded and appropriate feedback given. See Remote Education Policy.
	C	Learning attitudes/characteristics leave the children in a weakened position to work at home or in school and less effective as learners	To have an overall increase in their learning dispositions/characteristics by focusing strategies and support to develop more resilience, self-confidence and independence
	D	Insufficient or unstable basic skills to 'build upon' for subsequent learning	School focus on simple sequenced programmes and targeted teaching to strengthen and focus on basic skills in reading, speech and language, writing and maths, occupational therapy
Targeted academic Support	E	Staff having a forensic understanding of the children's strengths, areas of development, gaps etc i.e. flexible assessment	School to use baseline assessments e.g. T2 data drop) to identify +/- issues, adjust planning and recovery curriculum options. Use pre-teaching and post-teaching strategies as required
	F	Some pupils have limited access to appropriate reading materials and their skills/confidence may lag behind their age/stage	Reading skills (decoding/phonics, comprehension, understanding etc) are much improved and back on track
Wider Strategies	G	Some pupils struggle to engage with tasks, relationships and structures/routines, socialisation due to issues with concentration, stamina, apathy	All pupils have the skills and learning behaviours/attitudes during lessons to engage in teaching and learning activities
	H	Attendance of vulnerable children who should be in school is affecting their learning	Attendance for all is 97%

I	Lack of physical/emotional exposure to the outdoors caused by being isolated indoors for prolonged periods	Children re-connecting with their peers outdoors as part of structured learning e.g. forest school
J	Reduced household capacity for IT	Release IT equipment home to support

The overall aims of our strategies are:

- Reduce attainment gaps between the most disadvantaged children and their peers
- Raise the attainment of all pupils to narrow the gap created by the pandemic

More detail on approaches/strategies:

Teaching priorities:

- A
- 1) Play Therapist (External) – one-to-one, SEMH work, anxiety on reintroduction, group sessions, junior readiness strategies;
 - 2) Social skills groups – as required, behaviour support (at risk of exclusion)
 - 3) ELSA sessions – one-to-one (outdoors)
 - 4) Jigsaw Programme
 - 5) Class teachers working with their own class/individuals
 - 6) Re-establish expectations, relationships, rules, challenge/support well-being
- B
- 1) Staff dedicated to training/troubleshooting with online platforms – both staff and parents
 - 2) Remote Education Policy published, shared and enacted
 - 3) CPD in house for using digital platforms (via Teams)
- C
- 1) In-house CPD as a kick-start for this upon return (Recovery Curriculum)
- D
- 1) Assessments made (to identify children/gaps/groups/improvements)
 - 2) Specific interventions as appropriate (vary over time) – structured, small group, 1-to-1
 - 3) Speech and Language interventions
 - 4) RTP (White Rose Maths) resources
 - 5) Extra-teaching capacity during the school day for small group work/back-filling
- E
- 1) Data drops when possible
 - 2) Pupil progress meetings/triangulation with book looks etc
 - 3) Dedicated CPD time to analyse work in teams
- F
- 1) Purchasing more quality reading texts
 - 2) Reading quality texts over a platform/recording i.e. making accessible for pre-teaching, over-learning
- G
- 1) Time with their peers and teacher
 - 2) Focus on this by teachers – learning characteristics
- H
- 1) Proactive support/challenge from PSA
 - 2) Inclusion team discussions and actions for key families

3) Keeping in touch with parents – via class teacher/SENCO etc

I 1) Forest School Provision

2) Daily activity e.g. daily mile

J 1) Lend existing school devices e.g. iPads, Chromebooks

2) Acquire devices through funding and donations