

Appendix 5 Catch-up

Objective: To catch-up gaps in learning caused by Covid partial closing

Success Criteria:

1. Increased attendance allows children to access quality first teaching.
2. High quality interventions and addressing gaps in learning through QFT, AfL, adult support in lessons and specific interventions.
3. Children who have struggled to integrate back into school will be supported to access the curriculum and ensure behaviour does not have an adverse effect on peers.

Milestones:

Autumn Term:	Spring Term:	Summer Term:
<ul style="list-style-type: none"> - Thorough baselining of all children in order to identify gaps in learning. - Recovery curriculum to address gaps in learning. - Regular MAT training to support with gaps in learning. - Appoint additional support staff. - Sign-up to Education Welfare Support plan 	<ul style="list-style-type: none"> - Regular pupil progress meetings and data analysis to identify children needing additional support - QFT, AfL used in lessons to close gaps through adult support in class and additional interventions. - Monitoring attendance and education welfare officer to support with attendance. 	<ul style="list-style-type: none"> - Regular pupil progress meetings and data analysis to identify children needing additional support - QFT, AfL used in lessons to close gaps through adult support in class and additional interventions. - Monitoring attendance and education welfare officer to support with attendance. - All children will have made at least expected progress and mainly will have made accelerated progress.

Abbreviations – CT = Class Teacher, ST= Set Teacher, SLT = Whole Senior leadership team, PL=Phase leader, IT = Inclusion Team
 AHT = Assistant Head Teacher, DHT= Deputy Head Teacher, HT = Head Teacher, BT = Business Team CEO = Chief Executive Officer.

Actions	Link to MAT Priorities	Costing	Who	Quality assured by
<ol style="list-style-type: none"> 1. Increased attendance allows children to access quality first teaching. <ol style="list-style-type: none"> 1.1. Office staff and HT to closely monitor attendance. 1.2. Build positive relationships with families to enable communication to take place. 1.3. Use of the Education Welfare Officer to support with persistent attendance issues. 		£3200	Office/ HT/ IT	SLT

<p>1.4. Work with other agencies (Social care, early family support, health) to improve attendance.</p>				
<p>2. High quality interventions and addressing gaps in learning through QFT, AfL, adult support in lessons and specific interventions.</p> <p>2.1 Baseline all children on their return to school in September.</p> <p>2.2. Training for teachers with PHMAT and consultants on addressing gaps and the recovery curriculum.</p> <p>2.3 Recovery curriculum modified and delivered to meet the needs of learners.</p> <p>2.4 Appoint additional support staff.</p> <p>2.5 Use of QFT, AfL and responsive teaching to improve progress in lessons.</p> <p>2.6 Interventions for children with specific gaps.</p> <p>2.7 Regular Pupil progress meetings to identify children at risk of not expected progress.</p>		£16500	CT/ SLT	SLT
<p>3. Children who have struggled to integrate back into school will be supported to access the curriculum and ensure behaviour does not have an adverse effect on peers.</p> <p>3.1 Identify children who demonstrate significant attachment issues with returning to school and re-integrating into “normal” routines.</p> <p>3.2 SEN support to be in place.</p> <p>3.3 Regular communication with parents by CT, SENDCo and HT.</p> <p>3.4 Personalised curriculum to accommodate needs.</p> <p>3.5 Strategies adopted to minimise impact on other learners.</p>		£7300	CT/ IT/ HT	SLT

End of year evaluation

Ref no.	Actions taken	Impact	Evidence Source
Ref to actions			