

## Emneth - Catch-up plan 2020-2021

### Context of the plan

The catch up plan has been put in place to ensure that the children at both academies are able to be supported in both their gaps in their learning and their well-being. This also incorporates how adults are to be supported as we try to recover the last months. The plan is based around the EEF research and is focused on 3 areas:

1. Teaching & Learning.
2. Targeted approach i.e. intervention.
3. Wider strategies.

1.	<b>Teaching &amp; Learning – the aim is to ensure that teachers are focussed on good teaching; that any assessment is timely and accurate; the curriculum in the Autumn term allows for transition from the previous year to aid recovery in core subjects.</b>				
Intent	Implementation	Time	Cost	Impact	Evidence
Plan for the Autumn term for assessment shared with all staff.	Timeline is created for each term – to include a benchmark and then reassessment to measure the impact of any intervention for each child.	Staff meet 15/9. In place 21/9 for Autumn term.	-	Clear plan in place and all know the key dates and their role.	Staff meeting minutes. RAG analysis. Assessments
All teachers are able to feel supported with T&L of the children.	Resources purchased that will support implementation of T&L plans e.g. WR maths planning, recovery, technology (IT) Staff given time to adapt planning for children. SENDCO to provide support for differentiation.	Autumn term  Teacher – PPA & L.ship weekly. Weekly – staff meet.	£2000	Curriculum plans are clear and regularly adapted to meet the needs of all children. Gaps are filled in their learning.	Staff plans Resources used Staff meeting minutes.
All teachers and children are able to successfully transition to the next class.	Transition resources including assessments are in place for all classes – planning evidences previous year.	Autumn term. Weekly staff meetings.	£200	Assessments show gaps are being filled. Plans reflect transition	Staff plans. RAG analysis.

2.	<b>Targeted approach – to ensure that intervention is focused on areas/gaps in learning using staff to provide support based on assessment in addition to good T&amp;L; intervention occurs as 1:1 or small group; staff are upskilled to be able to deliver high quality intervention in all years.</b>				
Intent	Implementation	Time	Costing	Impact	Evidence
Identify the gaps in the children’s learning.	Timeline for assessment with a RAG analysis for all years including phonics.	Done in place for Aut	-	Full RAG analysis of all children with gaps identified.	RAG analysis. Timeline.
Staff are aware of the specific gaps for the children.	Progress meetings with SLT and classes to discuss key children and next steps	15/9 See timeline	-	Key children identified for intervention.	Staff minutes.

Support staff are available for intervention each day in all years.	Specific staff allocated to intervention groups – based around skill set and need of children.	21/9 start. Half termly review	£12,600	Support staff deliver high quality intervention which is closing the gaps in learning.	RAG analysis. Review assessments. Quality of work in books.
Staff are able to provide high quality intervention and feel able to do this (upskilling).	Staff to undertake training through: Core offer – Trust support. On-line training to refresh skills e.g. phonics.	TBC Ongoing	- £600	Staff have accessed and completed courses.	Course certificate.

3.	<b>Wider strategies – to ensure parents, carers and staff are supported with their welfare and health by offering support; upskill support staff as mental health advocates; to audit all families to enable all to have access to appropriate technology to access learning.</b>				
Intent	Implementation	Time	Costing	Impact	Evidence
Staff are trained and able to support both adults and children with their well-being.	MH/anxiety training – x2 staff to receive training to support Adults and children. EMA Thrive practitioner to lead team of staff regarding best practise – support with interventions. Intervention programme in place.	Aut 1	£600	Identified children supported. High attendance of vulnerable children. Parents feel supported.	Attendance data. Intervention programme. Parent survey. Pupil survey.
Staff use other forms of communication due to restrictions on face to face	Class dojo in place for all classes. All parents in all classes are signed up to class dojo. Parent workshop to support use of other features – x1 staff	Daily. All invited. Autumn term.	- - £100	100% parent sign up for dojo. Evidence that parents are using portfolios.	Dojo platform – stats. Portfolio evidence. Attendance register.
All parents feel able to support their children with T&L of core through effective home learning.	Parent workshops for maths and literacy x 2 staff. Staff to develop remote learning through short videos (access through the website).	Half termly workshop	£180	Parents are confident with key aspects of maths & literacy.	Workshop attendance lists. Workshop resources.

**Feedback from staff meeting 16/9/20:**

Top 20 – look at how funds can support this scheme as well-being for children.

Speech – identify children, in particular in Reception, who would need support for Speech.

Dictionaries for all years (visual) – as part of T&L resources to support staff and children.