



Armley Park Primary School

Catch-up Plan

Context

The impact of Covid-19 in schools has been far reaching. Following on from the closure of schools in March 2020, many learners lost up to 5 months of face-to-face teaching, summer assessments were cancelled and schools had to adapt to new flexible approaches to blended learning. The disruptions continued into the follow academic year (2020-2021) due to a further national lockdown and many children isolating due to contacts with positive covid cases.

Moving forward, it is important to quickly identify which children require additional support and where the gaps in learning are. It is also essential that we are able to offer a quality curriculum to all children, including those who are required to be at home.

Armley Park Primary School Catch-up Strategy 2021-2022

Our catch-up strategy has three strands:

1. To ensure that children have caught up on their missed learning due to the school closure.
2. Ensure that we are delivering a high-quality curriculum to all children, including teaching missed subject areas.
3. Support children's social and emotional development.

We have adopted a 3-tier approach which is outlined below.

Teaching:	Targeted Support:	Wider Strategies:
Initial and ongoing diagnostic assessment	1:1 and small group interventions	Implementation of revised behaviour policy
Scaffolding and modelling	Additional adult support	Additional emphasis placed on social and emotional needs of all pupils
Flexible groupings	Bespoke support for pupils and their families	Theme weeks to address social and emotional needs
High-quality remote learning		
Teaching missed units		

Armley Park Primary School - Catch Up Action Plan 2021-2022

(this is a plan that will be regularly reviewed throughout the year and will be amended when necessary to meet the needs of our pupils)

Amount received: £13,680

Objective	Actions	Timescale	Resources	Success Criteria	Review/Evidence
<p>To identify children whose social skills and mental health have been affected by lockdown and provide the appropriate support.</p>	<p>All staff to monitor children throughout the academic year.</p>	<p>Ongoing</p>	<p>Mind resources.</p>	<p>Children who struggle with the change in routine are identified quickly and supported to adapt.</p>	<p>Discussions with staff and pupils.</p>
	<p>Staff in each year group to deliver 1:1 or small group sessions to support children.</p>	<p>Ongoing</p>	<p>PSHE resources.</p>	<p>1:1 and small group sessions are effective in supporting children in their return to school.</p>	<p>Pupil progress meeting forms.</p>
	<p>Pastoral staff to provide support for staff in planning sessions.</p>	<p>Ongoing</p>		<p>Target children apply the skills developed in sessions within the classroom to support their emotional wellbeing.</p>	
<p>To identify gaps in learning for pupils in reading.</p>	<p>-Teachers undertake a 1:1 reading assessment with all children</p> <p>-Pupils complete previous academic year's PIRA test.</p> <p>-Question Level Analysis of test completed by staff.</p>	<p>First 2 weeks</p> <p>First 4 weeks</p> <p>By the end of week 5</p>	<p>New reading scheme (already in school)</p> <p>PIRA papers (£1,000)</p> <p>MARK Question Level Analysis system</p>	<p>All children are on the correct book band.</p> <p>All teachers have a clear understanding of the gaps each individual child has of the previous year's curriculum.</p>	<p>Class book band tracking sheets completed.</p> <p>All PIRA tests completed.</p> <p>MARK Question Level Analysis completed for all year groups.</p>

To identify gaps in learning for pupils in writing.	-Teachers undertake focussed writing tasks to identify current gaps for pupils.	End of week 4	N/A	Teachers have a good understanding of all children's current writing attainment.	Writing in books across the curriculum.
To identify gaps in learning for pupils in maths.	-Pupils complete previous academic year's PUMA test. -Question Level Analysis of test completed by staff.	First 4 weeks By the end of week 5	PUMA papers (£1,000) MARK Question Level Analysis system	All teachers have a clear understanding of the gaps each individual child has of the previous year's maths curriculum.	All PUMA tests completed. MARK Question Level Analysis completed or all year groups.
To have focussed interventions for reading that close gaps for identified pupils.	MARK Question Level Analysis used to identify pupils with specific gaps. SHINE intervention set up for pupils in each year group. Interventions planned across the year group to ensure staff are used effectively. Interventions take place regularly. Termly assessments are used to inform the next term's intervention planning. Pupil progress meetings held with the leadership	End of week 5. End of week 6. End of week 6. Ongoing Termly	MARK Question Level Analysis SHINE intervention programme (£360) Additional learning support across EYs and KS1 (£6,000) Additional learning support across KS2 (£6,000)	Reading interventions take place regularly for pupils in all year groups. End of intervention assessments demonstrate that these are effective at closing gaps. Pupils' average scaled score, hodder score and reading age increase at the next summative assessment point. Pupil progress meetings are effective at focusing	Intervention tracker. Data analysis. NTS termly assessments. Pupil Progress Meetings.

	<p>team and teachers to discuss gaps for individual pupils and how they are being addressed.</p>			<p>provision for all pupils.</p> <p>By the end of the year there is an increase in the % of children at ARE+ in each year group from the baseline assessments.</p>	
<p>To have focussed interventions for writing that close gaps for identified pupils.</p>	<p>Interventions are planned well and focused on key gaps for individual pupils.</p> <p>Interventions planned across the year group to ensure staff are used effectively.</p> <p>Interventions take place regularly.</p> <p>Termly assessments are used to inform the next term's intervention planning.</p> <p>Pupil progress meetings held with the leadership team and teachers to discuss gaps for individual pupils and how they are being addressed.</p>	<p>Autumn 1</p> <p>Ongoing</p> <p>Termly</p>		<p>Interventions are effective at developing pupils' writing skills.</p> <p>There is an increase in the percentage of children achieving ARE+ in writing across a term.</p> <p>Pupil progress meetings are effective at focusing provision for all pupils.</p> <p>By the end of the year there is an increase in the % of children at ARE+ in each year group from the baseline assessments.</p>	<p>Pupil progress meetings.</p> <p>Data analysis.</p>

<p>To have focussed interventions for maths that close gaps for pupils.</p>	<p>MARK Question Level Analysis used to identify pupils with specific gaps.</p> <p>SHINE intervention set up for pupils in each year group.</p> <p>Interventions planned across the year group to ensure staff are used effectively.</p> <p>Interventions take place regularly.</p> <p>Termly assessments are used to inform the next term's intervention planning.</p> <p>Pupil progress meetings held with the leadership team and teachers to discuss gaps for individual pupils and how they are being addressed.</p>	<p>End of week 5.</p> <p>End of week 6.</p> <p>End of week 6.</p> <p>Ongoing</p> <p>Termly</p>	<p>MARK Question Level Analysis</p> <p>SHINE intervention programme (£360)</p> <p>Intervention tracker.</p> <p>Additional Learning Support KS1 (£5,000)</p> <p>Additional Learning Support KS2 (£5,000)</p>	<p>Maths interventions take place regularly for pupils in all year groups.</p> <p>End of intervention assessments demonstrate that these are effective at closing gaps.</p> <p>Pupils' average scaled score, hodder score and maths age increase at the next summative assessment point.</p> <p>Pupil progress meetings are effective at focusing provision for all pupils.</p> <p>By the end of the year there is an increase in the % of children at ARE+ in each year group from the baseline assessments.</p>	<p>Intervention tracker.</p> <p>Data analysis.</p> <p>NTS termly assessments.</p> <p>Pupil Progress Meetings.</p>
<p>To have whole class revisit lessons that close common identified gaps for all pupils.</p>	<p>Staff development on planning whole class revisit sessions.</p> <p>Ensure formative</p>	<p>Autumn 1</p> <p>Autumn 1 and ongoing</p>	<p>WRMH new curriculum plans</p>	<p>Planning responds to formative and summative assessment.</p> <p>Formative assessment</p>	<p>Book scrutiny.</p> <p>Discussions with staff</p>

	<p>assessment is used throughout the teaching sequence to inform whole class and small group revisit sessions.</p> <p>Resources shared with staff to support whole class revisit sessions.</p>			<p>is used well in the teaching sequence to inform whole class and small group revisit sessions.</p> <p>Learning in books demonstrates revisit sessions which support children to remember more.</p> <p>By the end of the year there is an increase in the % of children at ARE+ in each year group from the baseline assessments.</p>	<p>and pupils.</p> <p>Pupil progress meetings</p>
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