



## ***Theale C of E Primary School***

### **Catch up strategy 2020**

At Theale CE Primary School the children come first. They are central to every decision made in school. We will ensure that our children are happy and successful. They will grow to be ambitious and resilient and their talents will be nurtured so they become highly skilled. Our children will be courageous and always behave with integrity.

“And you shall love the LORD your God with all your heart, with all your soul, with all your mind, and with all your strength.’ This *is* the first commandment. And the second, like *it, is* this: ‘You shall love your neighbour as yourself.’ There is no other commandment greater than these.” *Mark 12: v 30-31*

“I have come that they may have life and that they may have it more abundantly.”  
*John 10:10*

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<b>Responsibility for next review</b>	Headteacher

National research tells us whilst many students continued to make strong progress during the period of school closure, some students struggled with their learning. There is therefore a central focus on catch-up in all schools this academic year.

At Theale this catch-up strategy consists of actions and provision which fit into five broad categories; attendance, in-class intervention, extra catch-up, wellbeing and confidence building and equity for disadvantaged students.

## **A: Attendance**

To ensure high levels of attendance we will:

- communicate clear and consistent expectations around school attendance to families in the new school year,
- ensure first day follow-up on all children's absence,
- complete an absence spreadsheet that will be scrutinised by headteacher daily,
- work closely with disadvantaged and vulnerable children and their parents, especially those who were persistently absent prior to the pandemic or who have not engaged with school regularly during the pandemic; this will be led by the SENDco with the Senior Leadership Team,
- use the EWO(Education Welfare Officer) to work directly with hard to engage families,
- use the additional catch-up funding, as well as existing provision (eg breakfast club) to put measures in place for those families who will need additional support to secure children's regular attendance,
- work closely with other professionals as appropriate to support the return to school, including continuing to notify the child's social worker, if they have one, of non-attendance.

## **B: High quality Teaching and Learning**

To maximise the impact of teaching and learning we will:

- ensure the School Development Plan has a strong focus on the impact of high quality teaching for all children as well as, personalised, in-class intervention,
- closely monitor the setting system to ensure the flexibility needed to provide extra support when a need is identified,
- ensure routines are established and that there are high expectations for every student (incl. target setting),
- focus on class based teaching at the start of year will enable class teachers to get to know the children in their class quickly, understand their emotional state following lockdown and re-establish our school behaviour expectations; they will be able to assess whether the children lack basic skills and quickly focus on filling gaps in areas which enable access eg handwriting, basic number skills and reading,

- ensure all the elements of effective teaching are present - for example through clear explanations, recapping, scaffolding and feedback - (more important than how or when lessons or support are provided) NB the October Inset focus on this for all teachers,
- ensure, following the INSET, that there is a strong focus on recapping and retrieval practice, providing opportunities for children to develop skills which they may not have used as regularly during lockdown,
- ensure that all staff are clear about the school's priorities regarding curriculum breadth whilst addressing the need to pay attention to basic skills re-acquisition, such as handwriting,
- get subject leaders to review their subject area to determine gaps and the space given in the curriculum to allow for knowledge to be stabilised and to plan for building further on learning; co-ordinator time allocated in the Autumn term,
- dedicate time given to ensuring a smooth handover to new teachers – passing on of knowledge from previous teacher,
- provide mentoring, training and support for Early Career teachers,
- create an IT specialist team in school and provide IT training for all staff to support blended/remote learning.

### **C: Extra catch-up provision**

It is important to focus on individuals who have fallen behind as identified by the school. Ongoing data will be useful as will initial feedback from teachers at the start of term. We will:

- from September – February, make additional timetabled provision for: nurture groups, intervention sets in years 2/3 and 4/5 small group sets in year 6,
- provide one-to-one tuition as a way to supplement the support provided by teachers in class and set teachers,
- follow a whole school timetable that will include basic skills time to ensure re-acquisition of basic skills,
- provide 8 hours per fortnight intervention time with qualified teachers for all year groups,
- prioritise daily reading across the school,
- use the National Tutoring Programme to provide support for key students (spring term),
- seek bespoke learning support advice from CALT/LAL, (Cognition and Learning Team)(Language and Literacy Resource),
- review SAPs (Support and Achievement Plans) to identify and agree next steps by November 2020,
- provide ongoing monitoring of remote learning engagement to prevent children falling behind due to disengagement.

## **D: Wellbeing and confidence building**

This is vital to ensure pupils can fully engage with the education they are being given. We will:

- provide INSET and induction in September to raise awareness of building positive relationships,
- build in extra time in classes during first two weeks back at school,
- focus on PSHE during first two weeks of term and devote additional time ongoing in autumn term,
- use pupil voice activities to monitor wellbeing levels,
- use ELSA (Emotional Literacy Support Assistant) and EHA (Emotional Health Academy) to provide targeted social and emotional support,
- use our Life Skills programme to prioritise well-being and safety,
- use IT to enhance engagement with families during COVID eg parents' evenings via ZOOM,
- put in place extra safeguarding checks in event of pupil absence or school closures.

## **E: Equity for Disadvantaged students**

We will:

- provide additional communication to disadvantaged families at start of new term to support engagement and ensure all children are ready to learn,
- continue to forge effective links with parents of vulnerable children to support and empower them,
- ensure disadvantaged students have the offer of access to a device if in isolation at home whilst school is open and prioritise disadvantaged children's attendance in event of reduced capacity due to COVID,
- target the use of Pupil Premium funding to encourage motivation and engagement of disadvantaged children,
- teach children how to engage with online resources to help those whose families are unable to provide support; for more detail about our prioritised work in school this year please see the SDP 2020-21.