



Covid-19 Catch Up Action Plan and Expenditure 2020-21



★ Explore ★ Respect ★ Flourish



Hassocks Infant School is going to commit time during the first half of the autumn term to ensuring that routines, expectations, standards, relationships and values are quickly re-established. At the heart of these plans, getting children “back-on-track” emotionally and academically is the absolute priority.

Our recovery plan is guided by our school vision and is divided into three strands:



Finding out what children know.

What have they achieved?
Where are the gaps?

Carefully planning a curriculum which starts from the children’s starting points.

Exploring new ways to work together as a community.



Supporting all children to learn new routines and expectations.

Respecting ourselves and others by following the new routines.



Nurturing all children to support their return to school.

Carefully planning teaching, support and interventions to support all children in their learning.

Providing a high level of support for personal, social and emotional development.

Levels of support for each strand will be implemented in a tiered approach:

Universal support: Provision that is applicable and appropriate to all children in school (relevant to age and key stage)

Focussed support: Additional measures for groups of children that can be delivered through class provision or additional family contact

Target support: Specific support for individuals or families, often involving external agencies

	<div data-bbox="369 178 748 320" style="background-color: #4a90e2; color: white; padding: 10px; text-align: center; border-radius: 15px;"><h2>Explore</h2></div> <p data-bbox="353 338 786 368">Finding out what children know.</p> <p data-bbox="353 418 689 448">Adapting our curriculum.</p> <p data-bbox="353 497 824 576">Finding new ways to work with our community.</p>	<div data-bbox="952 178 1330 320" style="background-color: #f7941d; color: white; padding: 10px; text-align: center; border-radius: 15px;"><h2>Respect</h2></div> <p data-bbox="952 338 1503 416">Learning and following new routines and expectations</p>	<div data-bbox="1550 178 1928 320" style="background-color: #76c74a; color: white; padding: 10px; text-align: center; border-radius: 15px;"><h2>Flourish</h2></div> <p data-bbox="1550 338 2114 416">Nurturing all children and staff to support the return to school.</p> <p data-bbox="1550 466 2092 496">Supporting wellbeing of our community.</p>
<p data-bbox="107 627 237 705">Universal Support</p>	<ul style="list-style-type: none"> <li data-bbox="400 632 927 735">☆ Baseline assessments in reading, writing, maths and phonics to be completed for all children. <li data-bbox="400 751 927 855">☆ 1:1 parent / child / teacher meetings for all new Reception families at the start of term. <li data-bbox="400 871 927 975">☆ Parent consultations for all children before half term to discuss transition, achievements and support. <li data-bbox="400 991 927 1094">☆ “Keeping up” packs for all year groups for families who are self-isolating. 	<ul style="list-style-type: none"> <li data-bbox="1001 632 1527 694">☆ Pre-recorded KS1 assemblies to re-establish school routines and ethos. <li data-bbox="1001 710 1527 772">☆ Phased transition for new Reception children. <li data-bbox="1001 788 1527 850">☆ Time set aside in each class to learn new routines and expectations. <li data-bbox="1001 866 1527 970">☆ New routines and expectations written with children and displayed in each classroom. <li data-bbox="1001 986 1527 1134">☆ Whole school reward system to replace celebration assemblies – headteacher’s awards presented to each class weekly. <li data-bbox="1001 1150 1527 1212">☆ Induction for all staff focussing on new procedures / routines. <li data-bbox="1001 1228 1527 1291">☆ Visual prompts and signage around the school. <li data-bbox="1001 1307 1527 1422">☆ Playtime support from sports coaches to develop new games at playtimes. 	<ul style="list-style-type: none"> <li data-bbox="1599 632 2125 719">☆ High quality play experiences for all year groups to re-establish friendships. <li data-bbox="1599 735 2125 798">☆ Whole school following Jigsaw programme. <li data-bbox="1599 813 2125 901">☆ Staff applying “repair and rupture” training.

Focused Support	<ul style="list-style-type: none"> ☆ SEND progress and review meetings with teachers ☆ SEND: Meetings with parents / SENCO to discuss support to meet individual need ☆ Disadvantaged: Meetings with parents / DHT to discuss support to meet individual need. ☆ Targeted interventions for identified pupils following baseline assessments. 	<ul style="list-style-type: none"> ☆ SEND: Individual risk assessments completed for all SEND pupils. ☆ Additional transition session for identified vulnerable children in Reception. 	<ul style="list-style-type: none"> ☆ Nurture groups led by PE groups. ☆ KIT calls from a senior leader for families who are self-isolating. ☆ KIT calls from a senior leader for staff who are self-isolating. ☆ SEND: Individual risk assessments completed for all SEND pupils.
Targeted Support	<ul style="list-style-type: none"> ☆ Additional KIT calls for vulnerable families to support home learning when self-isolating. 	<ul style="list-style-type: none"> ☆ Individualised support, offered through risk assessments and individual plans. ☆ Regular KIT calls with families. ☆ Support from DSLs and external agencies, where needed. 	<ul style="list-style-type: none"> ☆ DSLs to provide regular support for identified families.



Hassocks Infant School
Catch-Up Action Plan 2020-2021

School Overview

Metric	Data
School name	Hassocks Infant School
Pupils in school	265
Catch-Up allocation this academic year	£21,360
Academic year	2020 -2021
Review date	Ongoing

Also see SIP Recovery Plan for overview of universal, focussed and Target support

Catch Up Funding Priorities Overview 2020-2021

Priorities	Objectives	Rationale
To support our school community with the transition into school and enable children to catch up on missed learning.	<p>Develop an assessment system which enables teachers to identify gaps in children’s learning.</p> <p>Employ an additional part-time teacher to support with catch-up sessions.</p> <p>Ensure teaching and learning in prime and core subject areas is responsive to pupils needs.</p>	<p>Children had a range of experiences throughout lockdown which impacted their progress and academic attainment in various way (see baseline assessment overviews).</p> <p>Assessment will ensure what is being taught is building on secure foundations.</p> <p>Assessment will allow teachers to identify those children who would benefit from catch-up support (EEF source).</p> <p>Tuition delivered by qualified teachers is likely to have the highest impact (EEF source).</p> <p>Reducing class size can result in around three months' additional progress for pupils (EEF source).</p>

<p>To further develop and resume the delivery of a clearly designed curriculum which supports the needs of all learners.</p>	<p>Adapt curriculum to focus on key skills and knowledge</p> <p>Ensure high quality phonics and reading teaching.</p> <p>Ensure teaching and learning in prime and core subject areas is responsive to pupils needs (focusing on writing).</p>	<p>Baseline assessments identified key skills and knowledge need to be taught in order to support next steps in learning (see baseline assessment overviews).</p> <p>High quality phonics teaching and learning has a significant impact on outcomes (EEF Source).</p> <p>Baseline assessment identified writing and specific areas within maths as a priority for the school. A Maths mastery approach will be further developed across the school; maths mastery is said to have a significant impact on outcomes (EEF source). In English a Literacy consultant, alongside guidance offered on EEF website, will be used to develop the teaching and learning in this area (EEF source).</p>
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Catch Up Action Plan for academic year 2021 – 2021

Objective	Actions	Who and When?	Resources and spending	Success Criteria	Monitoring
Adapt curriculum to focus on key skills and knowledge.	<p>Linked to SIP</p> <ul style="list-style-type: none"> Following baseline, MTPs to be updated and in line with gap and strength analysis. Clear timeline to be shared with staff of expectations. This will be reviewed following any lockdown/bubble isolation. Subject leaders to monitor coverage of skills / knowledge and identify any gaps during recovery period. Monitoring undertaken by SLT to focus on monitoring of gap analysis in teaching and the learning environments. 	<p>MH/JG – ongoing</p> <p>SLT - Autumn 1</p> <p>Subject leaders – termly</p> <p>SLT – ongoing</p>	<p>SLT and staff meeting time.</p>	<p>Monitoring demonstrates that curriculum planning is clearly linked to assessments.</p>	<p>Autumn 2 learning walk.</p> <p>Termly subject leader book looks and pupil conferencing.</p>
Develop an assessment system which enables teachers to identify gaps in children’s learning.	<p>Linked to SIP</p> <ul style="list-style-type: none"> Develop key performance indicators for each year group. Staff training to develop new assessment procedures. Set up new tracking system which enables teachers to identify gaps in children’s learning. Monitoring of interventions against pupil progress action plans by subject leaders. Regular moderation of KPI’s in each year group. First month of academic year teachers to focus on completing baseline assessments on all children. Pupil Progress proforma reviewed to allow for clear gap and strength analysis and next steps to be identified. Identify universal, targeted and individual support. Pupil progress meetings to take place each term with a clear focus on impact. Teaching staff to track children’s progress against gap / strength analysis. 	<p>LS / JG / MH – Autumn</p> <p>LS – Autumn 2</p> <p>ABH</p> <p>MH MB SLT – Ongoing</p> <p>JG MG – Termly</p> <p>CTs – Sept 20</p> <p>LS – Sept 20</p> <p>MH, JG - Ongoing</p> <p>CTs – Sept</p>	<p>SLT and staff meeting time.</p> <p>Staff meetings / SLT time to review baseline assessments.</p>	<p>Teaching and learning is supported by a robust assessment system.</p> <p>Monitoring demonstrates that assessment is used effectively to support all children.</p> <p>Baseline assessments clearly identify gaps and strengths across the school.</p> <p>Curriculum planning is responsive to the needs of all children.</p>	<p>Termly key stage leader report</p> <p>Autumn 2 Learning walk. Focus on pupil progress action plans.</p>

<p>Employ an additional part-time teacher to support with catch-up sessions.</p>	<p>Linked to SIP</p> <ul style="list-style-type: none"> • Employ an additional intervention teacher to provide targeted support for individual children with significant gaps in learning. • Half-termly support in small groups to be provided. • Intervention teacher to work with year group teams to adapt planning to ensure children are well supported. • Intervention teacher alongside class teachers, create key knowledge organisers for their sessions. • Intervention teacher to closely monitor the progress of children and report to SLT. 	<p>ABH, LS, JH</p> <p>Intervention teacher</p> <p>Year group teams</p> <p>Intervention teacher and LS</p>	<p>Intervention assessment time</p> <p>Intervention teacher support £19,795 Catch up grant</p>	<p>Pupil progress monitoring demonstrates children are making good or better progress.</p> <p>Gap analysis demonstrates that children gaps are being identified and closed as part of intervention teacher's role.</p> <p>Monitoring demonstrates high quality teaching focusing on skills.</p>	<p>Pupil progress meetings</p> <p>Learning walk. Focus on pupil progress action plans.</p>
<p>Ensure high quality phonics and reading teaching.</p>	<p>Linked to SIP</p> <ul style="list-style-type: none"> • Small group teaching for SEN and PP pupils in phonics. • Review support for daily reader programme. • Training for new members of staff on SoS approach for phonics. • Support for Year 2 to develop SoS approach alongside No Nonsense spelling. • Develop year group resource packs to support first hand learning experiences in phonics. • Parent workshops for each year group to support home-school learning. 	<p>MH – Autumn 1</p> <p>LS – Autumn</p> <p>CTs - Ongoing</p> <p>MH – Autumn</p> <p>MH – Autumn</p>	<p>£500 phonics resources Catch up grant</p> <p>3 days release time Literacy lead – £600 (linked to SIP)</p> <p>Reading intervention training – In house support</p>	<p>Pupil outcomes in phonics are in line with national data by the end of the year.</p> <p>Monitoring demonstrates high quality phonics teaching with practical opportunities to apply skills.</p>	<p>Termly key stage leader report</p> <p>Autumn 2 learning walk</p>
<p>Ensure teaching and learning in prime and core subject areas is responsive to pupils needs.</p>	<ul style="list-style-type: none"> • Further develop writing curriculum across the school to ensure a clear, progressive approach to writing. • Ensure that key texts are embedded in all year groups to support writing. • Work with Literacy consultant to develop teaching of fiction, non-fiction and poetry. 	<p>MH</p>	<p>4 x 0.5 day support from Peter Campbell</p> <p>3 x staff meetings with consultant</p>	<p>A clear long-term plan demonstrates progression in key skills across the school.</p> <p>Assessment data and monitoring demonstrates that children make strong</p>	<p>Autumn 2 book look with PC / MH</p>

	<ul style="list-style-type: none"> • Further support and training to develop a mastery approach to mathematics. • Support and training from Maths leader to 		£1400 Catch up grant	progress from starting points.	Termly progress report
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Expenditure marked in green = Covid-19 catch up grant expenditure