

Post School Closure Catch Up Plan September 2020

School:		Headteacher/Head of School:		Pupil Premium Lead:		
Litherland Moss Primary		Sarah Greer		Joely Gibbons		
Number of Students:		Projected Additional PPF (No. Pupils x £80):				
195		15,500				
<p>Aim: To support students, particularly those for whom the school is in receipt of pupil premium funding, on whom the extended school closure has had a significantly detrimental effect academically, socially and/or emotionally in order to rapidly reverse the negative impact on their progress.</p> <p>Priorities:</p> <ol style="list-style-type: none"> 1. Identify students who have been disproportionately impacted by the extended school closure pastorally and/or academically, using a range of sources of information. 2. Research & develop a range of student specific academic and pastoral interventions to rapidly close attainment gaps, based on pastoral and academic assessment of need, using evidence based strategies such as those published by EEF. 3. Plan effective CPD to ensure quality first teaching remains the most effective tool in improving attainment & progress and narrowing attainment gaps; communicate clear school-wide teaching & learning priorities and provide support to ensure these are implemented consistently. 						
Priority Development Area:	Ref:	Actions:	Staff Responsible:	Timeframe:	Cost:	Progress/ evidence:
Identify students who have been disproportionately impacted by the extended school closure pastorally and/or academically, using a range of	1.1	Two week recovery curriculum in place (focus on PSHE, PE and Thrive) Formative assessment used to establish gaps	JG/ Class Teachers	Sept 20	N/A	
	1.2	Target setting meetings with current and previous teachers Thrive class profiling with current and	JG	Oct 20	N/A	

sources of information.	1.3	previous teachers	MG/SC/KS	Sept 20	PPG	
	1.4	Purchase and implement GL Assessment 'Pupil Attitude to School and Self' (PASS) survey to further allow identification of students requiring additional pastoral intervention.	KS	Nov 20	£530	
<p>Objective: Identify students who have been disproportionately impacted by the extended school closure pastorally and/or academically, using a range of sources of information</p> <p>Success Criteria/Impact: A clear and comprehensive tracking of students who require either pastoral or academic intervention to ensure they are able to make rapid progress and catch up to their peers. Post intervention summative assessment demonstrates students are making progress towards Thrive targets and individual academic targets.</p>						
Research & develop a range of student specific academic and pastoral interventions to rapidly close attainment gaps, based on pastoral and academic assessment of need, using evidence based strategies such as those published by EEF	2.1	Thrive intervention- all classes to receive one hour Thrive across the week and 1:1/ small group sessions for identified pupils	MG/SC/KS	Sept 20	PPG	
	2.2	Access an academic mentor x 2 from Teach First. 1 x English and 1 x Maths support. Key focus will be Y1 and Y3 to begin with.	JG	Jan 20	£3500 x 2 (£7,000) <i>DFE to pay salary</i>	
	2.3	0.2 NQT to plan and teach small group phonic sessions and gap teaching for mathematics – focus on Y6 and Y2	JG	Oct 20	NQT cost- £6100	
	2.4	Teaching assistants will deliver small group phonics group sessions	JG	Sept 20	School budget	
	2.5	All classes receive responsive intervention from teaching assistant allocated to class	JG	Sept 20	School budget	

	2.6	Project CodeX delivered by specialised teaching assistants	JG	Sept 20	School budget	
<p>Objective: Research & develop a range of student specific academic and pastoral interventions to rapidly close attainment gaps, based on pastoral and academic assessment of need, using evidence based strategies such as those published by EEF.</p> <p>Success Criteria/Impact: Students are supported to close knowledge gaps identified through assessments in Priority 1. Classroom activity is focused on addressing deficits holistically, intervention for specific students is in place to address their academic and pastoral needs. Assessment in spring and summer term identified gaps have closed and students are making progress based on their prior starting points.</p>						
Plan effective CPD to ensure quality first teaching remains the most effective tool in improving attainment & progress and narrowing attainment gaps; communicate clear school-wide teaching & learning priorities and provide support to ensure these are implemented consistently.	3.1	RWI training for x2 Teaching assistants	JG/ KP	ASAP (not currently running)	£350 x2 (£700)	
	3.2	Use of Blue sky developed to support Quality Assurance, appraisal and CPD, to enable tracking of developmental needs and progress.	JG	Ongoing	School budget	
	3.3	Team teach training for all teachers and teaching assistants	ST	Oct 20	School budget	
	3.4	NQT CPD/ Mentoring from ECF project via Ambition	JG/ MB	Oct 20	School budget	
	3.5	RWI development day (additional) to support the monitoring and development of early reading and phonics	JG/ KP	Jan 20	£800	
<p>Objective: Plan effective CPD to ensure quality first teaching remains the most effective tool in improving attainment & progress and narrowing attainment gaps; communicate clear school-wide teaching & learning priorities and provide support to ensure these are implemented consistently.</p> <p>Success Criteria/Impact: Quality assurance activities demonstrate highly effective teaching and learning strategies (class-based and small group/1:1 intervention), with pupils challenged, engaged and making good progress in terms of developing and embedding knowledge. Assessment demonstrates students are rapidly closing knowledge gaps and are meeting age related expectations.</p>						