

The Orchards Primary Academy

COVID Catch Up Implementation Plan – Year 2 cohort Spring Term

Problem (why?)	Intervention Description (what?)	Implementation Activities (how?)	Implementation Outcomes (how well?)	Final Outcomes (and so?)
<p>Autumn term projections for the disadvantaged group in year 2 demonstrate that no disadvantaged child is currently on track to achieve combined at ARE.</p> <p>Autumn data:</p> <ul style="list-style-type: none"> 0% disadvantaged on track for RWM @ GDS 46% PP children are on track to achieve RWM @ ARE, compared to 81% npp children and 66% of the whole class <p>Reading and Maths appear to be the subjects where children are falling below age related expectations, therefore affecting their combined outcome.</p> <p>We have identified a group of 6 target children who we feel with intervention, could meet the required standard in individual subjects of reading and maths, to allow them to achieve combined.</p> <p>If these children were to achieve combined, this would improve the data as such:</p> <ul style="list-style-type: none"> 84% of pp children achieving RWM @ ARE+ 81% npp children achieving RWM @ ARE+ 85% whole class achieving RWM @ ARE+ <p>We have identified 2 children who are currently working at ARE in RWM, who we believe that with targeted support, could tip in to GDS combined.</p> <p>If successful, this would give the following data:</p> <ul style="list-style-type: none"> 14% RWM GDS for the disadvantaged group compared to 17% others, thus reduced the gap significantly 	<p>Additional teacher at a cost of roughly £225 per day, for 2 days per week. This would cost us £2700 to cover the first part of the Spring Term, commencing on 5th January 2021 (period of 6 school weeks)</p> <p>This teacher would be responsible for the following:</p> <ul style="list-style-type: none"> Delivering reading catch up intervention on a 1:1 or small group basis (supply teacher) Deliver additional Close Reading sessions (Rachel Hughes to deliver whilst supply teacher provides class cover) Deliver Maths catch up for identified children Providing the CT with release time during afternoon sessions, so that she is able to deliver planned interventions (Rachel Hughes) Provide the CT (Rachel Hughes) with release time every half term, to carry out impact assessments Identified children for ARE: Identified children for RWM @ GDS: 	<p>Baseline the children to elicit the gaps in their reading and maths knowledge. Use this information to group the children accordingly and plan interventions. (supply teacher used to release Rachel Hughes / CT to carry out baseline assessments)</p> <p>Close Reading sessions carried out during the afternoon sessions for children to apply their learning and work on comprehension. (Rachel Hughes)</p> <p>1:1 reading for children identified as not reading regularly at home. (Rachel Hughes and Mandy Jones (TA) to carry out whilst supply teacher provides class cover)</p> <p>Maths and Reading packs for home learning to be produced and shared with parents</p>	<p>Short term</p> <p>Children will be identified for the catch-up intervention support.</p> <p>Consistently good or better teacher sourced and appointed to continue with us in to the Spring term</p> <p>Training delivered for appointed teacher on Close Reading Approach, upon induction.</p> <p>Medium term</p> <p>4 weekly assessments will demonstrate progress being made by targeted children.</p> <p>Focused learning gaps will be identified and shared with parents; engaging them in the children's learning.</p> <p>Long term</p> <p>Gaps between PP and others will reduce to within 5%.</p> <p>Selected pupils identified for intervention will make accelerated progress and gaps will reduce.</p> <p>Vulnerable group outcomes will be at least in line with national for 2021.</p> <p>The gap between PP and others will reduce to within at least -10% for RWM combined at both ARE and GDS</p>	<p>Gaps between PP and others will reduce significantly in all subjects, therefore positively affecting RWM outcomes.</p> <p>End of KS1 projections will be at least in line with national.</p> <p>The gap between PP and others will reduce to within at least -10% for RWM combined at both ARE and GDS</p>