

The Orchards Primary Academy

COVID Catch Up Implementation Plan – Year 5 cohort Spring Term

Problem (why?)	Intervention Description (what?)	Implementation Activities (how?)	Implementation Outcomes (how well?)	Final Outcomes (and so?)
<p>The current Year 5 cohort has 52% of children receiving SEN support. 1 child is in receipt of an EHCP.</p> <p>Projections for W, M and C were all significantly below national at the point of national school closure.</p> <p>We were anticipating that 64% of this cohort would achieve 25/25 in the MTC, with only 55% of the PP group on track to meet this standard.</p> <p>End of autumn term assessments show that currently:</p> <p>RWM: 40% / 20% GDS R: 60% / 32% W: 60% / 20% M: 68% / 24%</p> <p>PP group: R: 36 / 27 W: 54 / 27 M: 72 / 27</p>	<p>Additional teacher at a cost of roughly £225 per day, for 2 days per week. This would cost us £2,700 to cover the Autumn Term, commencing on 4th January 2021 (period of 6 school weeks)</p> <p>This teacher would be responsible for the following:</p> <ul style="list-style-type: none"> Assess the gaps in children's learning and x tables specifically Deliver appropriate interventions to plug gaps Deliver additional writing sessions during the afternoons Times tables catch up on a 1:1 basis Provide regular release time 2x weekly during afternoon sessions, for Katie Bell (CT) to deliver interventions outlined above Provide release time for the class teacher; Katie Bell, every half term so that she is able to assess progress towards targets <p>*in receipt of pupil premium Target for ARE Target for GDS</p>	<p>Baseline the children to elicit the gaps in their knowledge. Use this information to group the children accordingly and plan interventions. TA (Alicia Flynn) will be responsible for carrying out the baseline assessments.</p> <p>Deliver 1:1 intervention as appropriate (Katie Bell and supply teacher)</p> <p>Deliver additional reading sessions in either 1:1 or small groups (Katie Bell)</p> <p>1:1 reading sessions for children identified as not reading regularly at home (supply teacher - SH)</p> <p>Maths surgery to focus on instantly arising gaps in k&u in Maths; led by supply teacher (SH)</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.</p> <p>Training delivered for appointed teacher on appropriate interventions if necessary, upon induction.</p> <p>Medium term</p> <p>Half-termly assessments will demonstrate progress being made by targeted children.</p> <p>More children will be on track to achieve the required standard in the MTC</p> <p>Projections for end of year will show a reduced gap between the PP group and others nationally, and will move closer to national in Reading, Writing, Maths and Combined.</p> <p>Long term</p> <p>Gaps between PP and others will reduce to within 10% in each subject.</p> <p>% of children on track to meet ARE in RWM is at least in line with national.</p> <p>Cohort are well prepared to access the year 6 curriculum in the 2021 / 22 academic year.</p>	<p>Cohort are well prepared to access the year 6 curriculum in the 2021 / 22 academic year.</p> <p>Gaps between PP and others will reduce significantly.</p> <p>End of KS2 projections for the 2021/22 academic year will be at least in line with national.</p>