

The Orchards Primary Academy

COVID Catch Up Implementation Plan – Year 2 cohort Autumn Term

Problem (why?)	Intervention Description (what?)	Implementation Activities (how?)	Implementation Outcomes (how well?)	Final Outcomes (and so?)
<p>The current Year 2 cohort had phonic projections which were significantly below national before the period of national school closure.</p> <p>72% of children in this cohort were on track to meet the phonic standard by the end of year 1, compared to 83% national.</p> <p>60% of children who are in receipt of the pupil premium were projected to meet the expected standard in phonics by the end of y1. This is significantly below the national level of 84% for all other pupils nationally, and the results of PP children nationally (71%).</p> <p>The selected group of children to receive additional support is the disadvantaged group. Our in-house data analysis tells us that of this group, 73% spent less than 5 hours accessing the home learning portal during the period of national school closure.</p> <p>The % of PP children who were judged to be below age related expectations or just tipping into working towards, were as follows: R: 55% / W: 64% / M: 64%</p> <p>This cohort of children are a significant concern in terms of their catch up.</p>	<p>Additional teacher at a cost of roughly £180 per day, for 2 days per week. This would cost us £3,600 to cover the Autumn Term, commencing on 5th October 2020 (period of 10 school weeks)</p> <p>This teacher would be responsible for the following:</p> <ul style="list-style-type: none"> • Delivering a phonic intervention on a 1:1 or small group basis (supply teacher) • Deliver SALT support for children on Red and Amber Wellcomm screenings • Deliver additional Close Reading sessions Rachel Hughes to deliver whilst supply teacher provides class cover) • Lead a phonics group to enable us to set the children in homogenous groups for their morning sessions • 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 	<p>Baseline the children to elicit the gaps in their phonic 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>Homogenous groups taught daily for phonics. (supply teacher to lead a group daily)</p> <p>Additional phonic sessions carried out 1:1 for identified children (supply teacher to deliver)</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 cover)</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 with RWI experience.</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 set sounds 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 10%.</p> <p>Selected pupils identified for intervention will make accelerated progress and gaps will reduce.</p> <p>Phonic projections for the end of year 2 will be at least in line with national.</p>	<p>Gaps between PP and others will reduce significantly.</p> <p>Projections for the % of children who would have passed the phonic screening test will be at least in line with national.</p> <p>Pupils will be well placed to access the Year 2 curriculum.</p> <p>End of KS1 projections will be at least in line with national.</p>