

The Orchards Primary Academy

COVID Catch Up Implementation Plan – Year 5 cohort

Problem (why?)

The current Year 5 cohort has 52% of children receiving SEN support. 1 child is in receipt of an EHCP.

End of year projections for this class for the 2020 academic year were as follows, at the mid-year data collection point (nat in red):

R: 72% (73%)

W: 64% (79%)

M: 72% (79%)

C: 56% (65%)

Projections for W, M and C were all significantly below national at the point of national school closure.

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.

During the Autumn and Spring terms, we had appointed an additional teaching assistant, for 12 hours per week, with a Masters level degree in Maths, to work with this group and positive progress was demonstrable.

During the period of national school closure, 94% of the disadvantaged group in year 5, spent less than 5 hours accessing the home learning. 65% of this group spent less than 1 hour accessing the learning platform, with many having 0 log ins during this time.

End of year projections for the % of disadvantaged group who were not on track to meet ARE or were just tipping in to working towards:

R: 75%

W: 75%

Intervention Description (what?)

Additional teacher at a cost of roughly £180 per day, for 3 days per week. This would cost us £5,400 to cover the Autumn Term, commencing on 5th October 2020 (period of 10 school weeks)

This teacher would be responsible for the following:

- 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 3x 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

Implementation Activities (how?)

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.

Deliver 1:1 intervention as appropriate (Katie Bell and supply teacher)

Deliver additional writing sessions in either 1:1 or small groups (Katie Bell)

1:1 reading sessions for children identified as not reading regularly at home (supply teacher)

Implementation Outcomes (how well?)

Short term

Children will be identified for the catch-up intervention support.

Consistently good or better teacher sourced and appointed.

Training delivered for appointed teacher on appropriate interventions if necessary, upon induction.

Medium term

Half-termly assessments will demonstrate progress being made by targeted children.

More children will be on track to achieve the required standard in the MTC

Projections for end of year will show a reduced gap between the PP group and others nationally, and will move closer to national in Writing, Maths and Combined.

Long term

Gaps between PP and others will reduce to within 10% in each subject.

% of children on track to meet ARE in RWM is at least in line with national.

Cohort are well prepared to access the year 6 curriculum in the 2021 / 22 academic year.

Final Outcomes (and so?)

Cohort are well prepared to access the year 6 curriculum in the 2021 / 22 academic year.

Gaps between PP and others will reduce significantly.

End of KS2 projections for the 2021/22 academic year will be at least in line with national.