



Catch Up Plan for Mersea Island School



Allocation of 'Catch Up' funds for Mersea Island School

The government has provided schools with a 'Catch Up' premium designed to mitigate the effects of the unique disruption of COVID 19. Please see below for our schools allocation of funds. Mersea Island School is fully committed to helping our pupils 'Catch Up' not only with regard to any gaps in learning but also in ensuring their emotional and physical are being fully addressed.

Autumn and Spring Term payments based on: 362 x £46.67	£7,820.00 £9,080.00
Summer Term payment based on: 362 x £33.33	£12,065.46

Our journey

Since March 23rd 2020, the Covid pandemic has caused considerable disruption to the education of pupils within all schools. During the first lockdown, Mersea Island School offered provision for the children of Key Workers and those deemed 'vulnerable' according to DfE guidance, together with our knowledge of our pupils and family circumstances. As the pandemic appeared to gather pace, the number of parents wishing for their child to attend school reduced dramatically and so we found ourselves in a position whereby the school was closed for a short period of time, between 31st March and 28th April 2020. However, by 29th April, we re-opened provisions for Key Worker pupils and 'vulnerable' pupils as demand increased and were pleased to welcome back approximately 125 pupils throughout the course of the summer term. A remote learning offer was in place for all pupils from day one of the lockdown. This included planning and instructions for English, maths and foundation subjects with additional activities which purely focused on promoting wellbeing. All pupils were provisioned with books and any relevant resources. Pupils who were eligible for free school meals were provisioned with lunch packs, vouchers and regular food drop offs to their homes. Dedicated email accounts were set up to aid communication with parents, together with a comprehensive package of support, including pastoral, SEND, SEMH with the vast majority of our families maintaining daily contact with a member of staff from school. Robust monitoring systems and processes were put in place to ensure safeguarding remained an absolute priority but also so that we were able to maintain an overview of what was happening for our pupils and families and tailor our focus our efforts to offer the very best support possible.

Throughout the Summer term, we prioritised provision in school for our youngest pupils, with approximately half of our Reception and Year One pupils attending school, in addition to all of the children of Key workers and those who were identified as 'vulnerable'. A mixture of remote and face to face provision continued for the remainder of the summer term. We were very mindful of the need for all our pupils to have the opportunity to attend school prior to the summer holidays, in preparation for the anticipated full return to school in September 2020. We timetabled 'Social Circles' which enabled all pupils to meet, socially distanced, outside, with their class teacher and LSAs, for approximately an hour each week. These sessions focused predominantly on promoting positive mental health, enabling pupils to share their experiences but also to see their friends and have the opportunity to ask any questions and have some much needed fun together. The Social Circles then seamlessly progressed to 'Transition Circles' which gave the children chance to meet their new teachers, to prepare for the new term, they also enabled staff to make contact with their new parents and for us to build pupil confidence back up, and put in the necessary tailored transition plans for pupils with EHCPs and also for those with specific needs. Throughout this period, we also worked incredibly hard on building relationships with our new intake for Reception in September and their parents. A wide range of activities, videos, meetings, transition booklets, virtual tours and story times were delivered with excellent feedback received. September 2020 saw the return to school for all our pupils, with Covid safety came the introduction of one way systems, social distancing, and another reorganisation of classrooms to minimise risks.



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We thought carefully about our curriculum offer and the need to focus on pupil wellbeing but also felt strongly that we had a duty of care to make sure every minute of the learning day counted. We were aware of the gaps in learning and keen to address these whilst providing a broad and balanced curriculum. *'Teach an ambitious and broad curriculum in all subjects from the start of the Autumn term, but make use of existing flexibilities to create time to cover the most important missed content'*. DfE Guidance for wider opening July 2020.

We were flexible in our approach, openly celebrating all the successes of the lockdown period. We shared the cherished learning times we had all experienced, including some of the amazing life skills many of the pupils had learned. The children quickly settled back in to the routines within the confines of their class bubbles! Staff were given flexibility, within their timetabling and curriculum planning, to spend time addressing gaps and consolidating previous learning. Number was prioritised in maths, along with reading and phonics. We gave pupils time to settle back in before finalising plans for 'Catch Up' to ensure we were tailoring provision in the most productive way. We used educational research including to help us inform our planning for 'Catch Up'. *'Assessment can help teachers determine how to most effectively support their pupils. Every pupil will have been affected differently by COVID 19.'* *'Schools will have to deploy their own assessment approaches to sensitively diagnose the actual impact that COVID 19 school closures may have had on their pupils. Teachers need to recognise the importance of every small piece of information which contributes towards the bigger picture of the child'*. (EEF)

The first phase of 'Catch Up' took place during Autumn 2:

See below plan.

'Catch up' Action Plan – Autumn 2 2020 Date: October 2020



Action Plan to be reviewed at end of Aut 2 (ongoing assessments) – Outcomes will inform our 'next steps' for Spring 1

Follow up meeting with SLT Wk 14th December 2020

Share how the implementation of the plan is going and feedback from pupils and staff with Governing Board 30th November 2020



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FOCUS	ACTIONS	COST?	WHO? WHEN?	WHAT WILL SUCCESS LOOK LIKE? IMPACT?
Prioritise curriculum areas and year groups/pupils identified for additional 'Catch up' input 1 Aut 2020	Reading – 25 pupils have been identified, from across the school, for additional reading support. These pupils will have allocated 1-1 reading time, twice a day for six weeks. Year 6 Reading – 2 groups, 3 x per week for 1 hour. Writing – Whole School Focus + dedicated targeted teaching time 4 hours per week. Maths – 2 groups, 3 x	£4326	A Edwards J Elson D Smith A Waites N Wyatt	Pupils will have made accelerated progress. Percentage of pupils 'on track' will have increased since Aut 1 data drop. Pupils will have increased confidence and enjoyment of learning. Evaluation: Individual readers = 25 identified whose reading age was below chronological on return to school. 23/25 (92%) of pupils receiving additional 1-1 reading support made accelerated progress with 18/23 (78%) making accelerated progress of at least 6 months progress in 6 weeks. 7 more pupils now have reading ages at least in line with their chronological age. Year 2 Reading skills focus pupils = 7 identified. All pupils (100%) made at least expected progress. 1 pupil (14%) made accelerated progress. Further focus required – follow next steps from feedback and reflections. Year 2 Writing focus pupils = 7 identified All pupils (100%) made at least expected progress. 1 child (14%) made accelerated progress. Further focus required – follow next steps from feedback and reflections. Year 2 Maths focus pupils = 17 identified All pupils (100%) made at least expected progress. 13/17 (76%) made accelerated progress. 3 of these pupils are now back 'on track' in maths.



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	per week for 1 hour. Year 2 Phonics – Additional HLTA time allocated to Year 2 – 3 x am Reading – 2 groups, 3 x per week for 30 mins Writing – 2 groups, 2 x per week for 40 mins Maths – 3 groups, 2, 3 x per week for 30 mins 1, 2 x per week for 40 mins Year 4 – Multiplication catch up – 3 x 60 min per week			Year 6 Reading focus pupils = 25 pupils identified. All pupils (100%) made accelerated progress, enabling 18 pupils to be back 'on track'. Year 6 Maths focus pupils = 17 pupils identified. 16/17 (94%) pupils made at least expected progress. 7/17 (41%) made accelerated progress. 7 of these pupils are now back 'on track'. Year 4 Multiplication focus = All pupils included. All pupils (100%) showed improvement in the speed of recall of some times table facts. See analysis sheets. Class Improvement Plans will reflect 'next steps' for pupils who are still 'off track'.
Ensure all pupils have access to	Purchase phonics books	£500 £1839	M Turnbull Wb 2 nd November	Reading scheme will support our approach to teaching early reading – pupils will have phonics books which directly match their reading needs.



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high quality texts, to support reading across the school.	to support early reading. Purchase copies of class texts to enable every child, across the school, unrestricted access to the texts.		A Waites Wb 2 nd November	All pupils will have access to high quality texts, increasing the amount of exposure to vocabulary and increasing opportunities to share texts and develop key skills. Evaluation: We have increased our reading resources to enable our emerging readers access to books which match their stage of learning (Phonic books). All classes are now equipped with key quality texts with all pupils having hands on free access to the books. Increased focused curriculum time with pupils engaging in quality reading, developing their vocabulary and strengthening links with prior knowledge. Action: Ensure there are sufficient texts for all terms, including copies of books in series available for children to access, to maintain momentum and to further nurture enjoyment of reading.
Resources to support reading.	Purchase CGP books to support reading comprehension for Years 2 and 6.	£230	TW for Wb 2 nd November	Pupils will have developed confidence in answering comprehension based questions and responding to texts. The impact of this will be reflected positively in accelerated progress being evident in end of term assessments. Evaluation: See above data. Year 6 accelerated progress 100%. Year 2 limited accelerated progress. Consider future approach to accelerating reading attainment for Year 2.
Pupils who have fallen behind in reading.	Additional LSA/HLTA time to be scheduled so that every pupil who has been identified	£925	TW to Timetable additional support provided by LSAs & HLTAs.	Pupils will have made accelerated progress in reading, closing the gap between their Reading and chronological age and giving them wider access to texts and information. Evaluation: See data above – 92% made accelerated progress, therefore helping to narrow the gap.



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	as having 'fallen behind', has dedicated 1-1 time to be heard reading twice a day and to enjoy sharing a book.			
	Total	£7820.00		

In January, a further nationwide lockdown, meant we went back into bubbles to provide face-to-face learning for our 'Key Worker' and 'vulnerable' children. With very short notice we provided an enhanced Remote Learning Offer with immediate effect. All teachers provided both face-to-face teaching in school along with three virtual teaching sessions (through the use of Google Classrooms and Google Meet) to pupils at home, one English/phonics, Maths and a third session which focused on wellbeing. Pupils were also set foundation subject learning tasks to complete which included PE, as we felt this was a vital for our pupils, and would contribute positively towards their mental health and wellbeing. Learning Support staff worked closely in collaboration with teachers, providing additional support during virtual sessions, delivering extra individual interventions and small group focused learning sessions. This ensured our pupils who had been identified previously as 'off track' continued to receive support, regardless of their learning setting. We received highly complementary feedback from our parents and pupils regarding the engagement of the children, the quality of our provision and the strength of the support, communication and relationships throughout this time.

'I just wanted to say thank you. I can't put into words how impressed I am, not only with how the school have managed to once again pull out all the stops to make learning away from the classroom successful, but for the dedication and care that has been shown every step of the way.' Parent feedback March 2021

***'You are all doing an amazing job of keeping our children safe and continuing to support their education and mental well-being.'* Parent feedback March 2021**

Schools reopened on 8th March for all pupils. Again we were mindful of the need to allow the children to transition back in to school and dedicated time specifically to ensure pupils wellbeing needs were able to be addressed. We were aware of pupils who had experienced particular challenges and were able to channel our resources and expertise to support, not only our pupils and staff, but also to extend this to our families most in need. Teachers planned to continue to deliver the relevant learning for their year group curriculum with the understanding that there would be the need to be flexible with timings to secure knowledge and understanding or to address any gaps in learning.

Considerable time was invested by our staff and pastoral lead, to support pupils in their return to school, working on developing pupil resilience and equipping them with the strategies necessary for them to be able to cope with the continued changes they were experiencing. Our children, once again, settled back quickly in to their learning routines. It was a joy to see the overwhelming majority of our pupils really happy to be back in school, to see their friends and keen to learn. However, it was also clear to see



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the ways in which the continued disruption and interruptions to learning and routine had affected many of our pupils in different ways, emotionally, physically and academically. However, we were also aware of the fact that many pupils appeared to truly thrive throughout the period of remote learning and we, as a school, were able to reflect on the positives so that we could continue to build on the successes going forwards.

'Catch up' Action Plan – Summer 1 Date: April 2021



Action Plan to be written following assessments at end of Spring term, to be reviewed end of Summer 1 – Outcomes will inform our 'next steps' for Summer 21

Follow up meeting with SLT Wk bg 24th May

Share how the implementation of the plan is going and feedback from pupils and staff with Governing Board 5th July 2021

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Catch up for pupils in reading, writing and maths.	All pupils identified to receive provision for half term. <i>'Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment'</i> EEF Year 4 – Reading – 5 pupils identified for 2 x additional 45 minute sessions per week. Year 4 Reading – 4 pupils identified for 2 x additional 45 minute sessions per week. Year 3 Maths – 5 pupils identified for 2 x additional 45 minute sessions per week. Year 3 Maths – 6 pupils identified for 2 x additional 45 minute sessions per week. Year 3 Maths – 5 pupils identified for 2	£4490	A Waites (English Lead) D Smith C Rathbone (Year 3 teacher) A Clarke (Maths Lead) D Smith J Clarke D Smith S Meanley (Maths Specialist) K Tokley (Year 4 teacher)	There will be an increased number of pupils who are 'on track' from starting points. Data tracking will reflect the improved outcomes for the Individuals and year groups targeted. Pupils will feel more confident in their knowledge, understanding and application of their skills. Pupils will have increased their vocabulary through increased exposure to mathematical language and a wide range of reading materials. Pupils will experience increased self-confidence and self-esteem. Improved outcomes for pupils compared to data capture from Spring 2 below: <table><tr><td>Year 3</td><td>3R</td><td>Reading</td><td>70.80%</td><td>33.30%</td><td>Writing</td><td>66.70%</td><td>25%</td><td>Maths</td><td>50%</td><td>12.50%</td><td>% Combined ARE and above</td><td>50%</td><td>% Combined GD</td><td>12.50%</td></tr><tr><td>Combined ARE = 44.9%</td><td></td><td>Reading</td><td></td><td></td><td>Writing</td><td></td><td></td><td>Maths</td><td></td><td></td><td>% Combined ARE and above</td><td></td><td>% Combined GD</td><td></td></tr><tr><td>Combined GD = 10.2%</td><td>3C</td><td></td><td>60%</td><td>20%</td><td></td><td>60%</td><td>12%</td><td></td><td>44%</td><td>12%</td><td></td><td>40%</td><td></td><td>8%</td></tr><tr><td>Year 4</td><td>4B</td><td>Reading</td><td>72.70%</td><td>31.80%</td><td>Writing</td><td>68.20%</td><td>22.70%</td><td>Maths</td><td>45.50%</td><td>22.70%</td><td>% Combined ARE and above</td><td>40.90%</td><td>% Combined GD</td><td>22.70%</td></tr><tr><td>Combined ARE = 52.3%</td><td></td><td>Reading</td><td></td><td></td><td>Writing</td><td></td><td></td><td>Maths</td><td></td><td></td><td>% Combined ARE and above</td><td></td><td>% Combined GD</td><td></td></tr><tr><td>Combined GD = 18.5%</td><td>4G</td><td></td><td>61.90%</td><td>23.80%</td><td></td><td>71.40%</td><td>52.40%</td><td></td><td>66.70%</td><td>28.60%</td><td></td><td>52.40%</td><td></td><td>19%</td></tr><tr><td></td><td>4T</td><td>Reading</td><td>72.70%</td><td>45.50%</td><td>Writing</td><td>72.70%</td><td>13.60%</td><td>Maths</td><td>63.60%</td><td>31.80%</td><td>% Combined ARE and above</td><td>63.60%</td><td>% Combined GD</td><td>13.60%</td></tr><tr><td>Year 6</td><td>6A</td><td>Reading</td><td>66.70%</td><td>30.40%</td><td>Writing</td><td>58.30%</td><td>30.40%</td><td>Maths</td><td>71%</td><td>26.10%</td><td>% Combined ARE and above</td><td>58.30%</td><td>% Combined GD</td><td>13%</td></tr><tr><td>Combined ARE = 46.8%</td><td></td><td>Reading</td><td></td><td></td><td>Writing</td><td></td><td></td><td>Maths</td><td></td><td></td><td>% Combined ARE and above</td><td></td><td>% Combined GD</td><td></td></tr><tr><td>Combined GD = 8.7%</td><td>6Y</td><td></td><td>34.80%</td><td>13%</td><td></td><td>47.80%</td><td>13%</td><td></td><td>52.20%</td><td>30.40%</td><td></td><td>34.80%</td><td></td><td>4.30%</td></tr></table> Class Improvement Plans identify all pupils who are currently 'off track' from starting points. There will be clear actions which address each child's next steps and this information will be clearly understood and being actioned by all staff who are working with the pupils.	Year 3	3R	Reading	70.80%	33.30%	Writing	66.70%	25%	Maths	50%	12.50%	% Combined ARE and above	50%	% Combined GD	12.50%	Combined ARE = 44.9%		Reading			Writing			Maths			% Combined ARE and above		% Combined GD		Combined GD = 10.2%	3C		60%	20%		60%	12%		44%	12%		40%		8%	Year 4	4B	Reading	72.70%	31.80%	Writing	68.20%	22.70%	Maths	45.50%	22.70%	% Combined ARE and above	40.90%	% Combined GD	22.70%	Combined ARE = 52.3%		Reading			Writing			Maths			% Combined ARE and above		% Combined GD		Combined GD = 18.5%	4G		61.90%	23.80%		71.40%	52.40%		66.70%	28.60%		52.40%		19%		4T	Reading	72.70%	45.50%	Writing	72.70%	13.60%	Maths	63.60%	31.80%	% Combined ARE and above	63.60%	% Combined GD	13.60%	Year 6	6A	Reading	66.70%	30.40%	Writing	58.30%	30.40%	Maths	71%	26.10%	% Combined ARE and above	58.30%	% Combined GD	13%	Combined ARE = 46.8%		Reading			Writing			Maths			% Combined ARE and above		% Combined GD		Combined GD = 8.7%	6Y		34.80%	13%		47.80%	13%		52.20%	30.40%		34.80%		4.30%
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Pupil voice reflects increased self confidence and sense of achievement.																																																																																																															
Action: Carefully monitor areas where outcomes look less favourable and ensure individual analysis is undertaken with next steps being highlighted and clearly communicated with all staff working with pupils.																																																																																																															



Catch Up Plan for Mersea Island School



	Year 6 Reading – 6 pupils identified for 3 x additional 45 minute sessions per week. Regular Readers – 24 pupils across the school have been highlighted as being 'off track' with their key reading skills. Targeted individual approach to be taken to improve reading skills. See Class Improvement Plans and Provision maps. 1-1 interventions and support in place for all identified pupils.			Continue to ensure all pupils who are 'off track' in reading are earmarked as daily readers on Class Improvement Plans.
Develop Phonics provision further including purchase of additional reading books to support	Increase the range of reading books available to our emergent readers. Ensuring books match reading ability.	£3000	M Turnbull (Phonics Lead)	There will be a clear progression for the teaching of phonics through the Foundation Stage and into Key Stage One and beyond. There will be sufficient reading materials which will enable pupils' reading books to be carefully matched to the skills being learnt/rehearsed. There will be a consistent approach to the teaching of phonics and early reading skills which is understood by all pupils and followed by all staff. Staff will be confident in matching reading material to each child's stage of reading development. Improved outcomes for pupils. Evaluation:



Catch Up Plan for Mersea Island School



emergent readers.				As a school we are now well resourced with reading books which match pupils' stage of phonics learning/reading. Training has been delivered to staff so that they are confident in ensuring reading books match where each child is at. Pupils are equipped with books which are relevant, providing them with opportunities to rehearse their skills and the enjoyment of reading is being nurtured. Action: Ensure that books are distributed to ensure maximum availability to all pupils who need to access them.
Quality First Teaching & Trauma Perceptive Practice.	Allocate funds for training/INSET to increase staff skills and confidence levels in QFT and the Trauma Perceptive Practice approach. <i>'What happens in the classroom makes the biggest difference' EEF</i>	£1000	T Wright S Poole All LSAs and Teachers included.	There will be increased confidence levels amongst staff regarding their understanding and delivery of Quality First Teaching. Their practice will be informed and will reap higher levels of engagement along with increased rates of progress. Evaluation: All staff have been given additional time and dedicated INSET to focus on Quality First Teaching, what it actually means and to reflect on and adapt their planning and approach to ensure the way they are delivering their lessons is achieving maximum engagement. There is now increased consistency of approach across the entire school, with agreed planning formats, use of 'flashbacks' and an agreed way of evidencing work. Training has started on Trauma Perceptive Practice – Mrs Gibbons has received training which will enable her to train staff going forwards. Action: To ensure there is a continued focus on embedding agreed approaches.
Pastoral Support	Increase hours for Pastoral Lead to enable increased support/signposting to be given to individuals and families.	£590	T Gibbons	All identified pupils will have access to ongoing quality pastoral support which will enable them to build resilience, to develop coping strategies and access learning confidently. Evaluation: The number of pupils who are receiving one-to-one pastoral support has increased as too has the number of families for whom Mrs Gibbons is being able to work with and signpost. Mrs Gibbons has also been able to attend weekly safeguarding meetings with the team. Pupil voice feedback is very positive about this provision. There has been a clear impact on improved attendance for specific pupils.



Catch Up Plan for Mersea Island School



	Total	£9080.00		
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'Catch up' Action Plan – Autumn 2021

The remaining funds will be allocated according to the needs identified following summer assessments, observations and outcomes.

Remaining funds to allocate: £12,065.46

Barriers to success

- 1) Lack of parental engagement to support pupils in 'catching up'.
- 2) Poor attendance for individual children due to ongoing Covid related issues, isolation and anxiety.
- 3) Change in priorities given personal experiences of different families, including those who have experienced bereavement, loss and who have faced difficult and challenging times.
- 4) Change will not be sustainable due to the workforce within school becoming sick.
- 5) Data used to inform decisions made may not be robust and rigorous to inform reliable teacher assessment.
- 6) Timetabling restraints, given safety guidance being followed within school and maintaining the integrity of bubbles.
- 7) Financial restraints – insufficient funds to address all areas identified.
- 8) Teacher and pupil fatigue.

Summer/Autumn – 2021 - Priorities to help support pupils to 'Catch Up'

- To ensure all pupils have access to a high quality, broad and balanced curriculum, continuing to allow flexibility within the timetabling to address 'missed learning', to revisit key concepts and to consolidate previous learning.
- Ensuring pupils academic, social and emotional needs are being met and support is available for pupils and families.
- For staff to accurately assess pupils' needs to inform a tailored approach for 'next steps'.



Catch Up Plan for Mersea Island School



- For INSET and training to be focused on Quality First Teaching for all staff to ensure high levels of pupil engagement, enjoyment and to improve outcomes.
- For staff to receive training on Trauma Perceptive Practice with a view to reviewing our behaviour policy and updating our approach.
- To purchase high quality resources which support learning and promote high levels of engagement and enjoyment.

FOCUS	ACTIONS	COST?	WHO? WHEN?	WHAT WILL SUCCESS LOOK LIKE? IMPACT?
Prioritise reading as a curriculum area for any pupils 'off track' small groups/pupils identified for additional 'Catch up' input Aut 2021	Year 1 - 2 x pupils, twice daily reading every day. Year 2 – 4 x pupils, 2 x 30 mins Year 3 – 2 x pupils, 2 x 45 mins Year 4 – 10 x pupils in 2 groups, 2 x 45 mins, with 1 pupil receiving 1-1	£2000.00	S Richardson (HLTA) daily J Elson (Year 2 teacher) Tues & Thurs 8.10 – 8.40 J Clarke (SEN specialist LSA) Tues & Thurs 8.00 – 8.45 R Wilkins (Teacher) Mon & Wed, Tues & Thursday 8.00 – 8.45 J Clarke (SEN specialist LSA) 8.00 – 8.45 Mon & Wed D Smith (LSA) Mon & Wed Tues & Thurs 8.00 – 8.45 N Reynolds (Year 6 LSA)	There will be an increased number of pupils who experience accelerated progress and who will be 'on track' from starting points. Data tracking will reflect the improved outcomes for the individuals and year groups targeted. Pupils will report an increase in the enjoyment of reading and will feel more confident to read aloud. There will be an improvement in the fluency of reading and the understanding of texts. Pupils will be able to use their phonics knowledge with increasing confidence. Evaluation: 34 pupils attended Catch Up sessions which proved very successful with 82% of pupils making accelerated progress. 37 pupils had been targeted of which 34 attended and 28 of those had made accelerated progress. Juniper Benchmarking provides a positive reflection of our overall outcomes. Action: Explore barriers to learning for the 6 pupils who made expected progress and for whom we are still needing to accelerate progress. Arrange meetings with parents. Ensure Class Improvement Plans clearly show next steps and that these pupils are being prioritised within planning.



Catch Up Plan for Mersea Island School



	Year 5 – 7 x pupils in 2 groups, 2 x 45 mins Year 6 – 9 x pupils in 2 groups with 1 pupils working 1-1		Mon & Wed Tues & Thurs 8.00 – 8.45 J Clarke (SEN specialist LSA) 1-1 8.15 – 8.45 Tues & Thurs	
Additional classroom support to ensure all classes have and LSA.	Increase the number of LSA hours to ensure all classes have additional support.	£3646.00	LSAs	LSAs will be fully informed regarding pupils who are 'off track' and will have a clear plan, working collaboratively with the class teacher, which identifies each pupils next steps. Provision will be in place to address any gaps in knowledge and skills. Evaluation: All classrooms have LSA support, LSAs have attended weekly training sessions and are fully involved and informed about which pupils are 'off track', by how much and what the pupil's next steps are in order for them to progress. Teachers and LSAs are able to work collaboratively, with a shared understanding and focus. Action: To ensure all LSAs have opportunities to share good practice and success stories.
Resources to support reading.	Purchase of CGP books for Years 3, 4 and 5.	£407.00	A Waites/M Turnbull (English Leaders/SLT)	Pupils will have developed confidence in answering comprehension-based questions and responding to texts. The impact of this will be reflected positively in the accelerated progress being evident in end of term assessments.
Pupils who have fallen behind in reading.	Pupils who are off track in reading will be targeted through CIP for additional reading.	LSA time	LSAs within classrooms & J Clarke (SEN Specialist LSA)	Class Improvement Plans will clearly identify pupils who have been identified for additional reading. Pupils will develop confidence in applying their phonics knowledge and develop greater fluency and understanding of texts.



Catch Up Plan for Mersea Island School



Further roll out of phonics resources across Key Stage 2	Phonics scheme to be extended with resources and materials for Key Stage 2. INSET and teacher support to be provided to ensure all staff are confident in knowledge, skills and delivery.	£1500	M Turnbull (Phonics Leader/SLT)	All teachers will be confident in the delivery and application of phonics and sound buttoning. There will be a consistent approach across the entire school towards teaching and learning and application of phonics. All staff will be well equipped and very well resourced. Our expert lead will be available to support staff. Evaluation: There is a whole school Phonics scheme in place which is consistent, thorough and provides a rigorous approach to teaching and learning. Teachers are very well equipped and resourced. Monitoring reflects the increased confidence of staff with the teaching of phonics and the use of a 'common language'. Pupils are able to use their phonics knowledge to help them with their writing and spelling too, using sound buttoning effectively as a tool. Action: Ensure all LSAs and upper KS2 staff are as confident in their use of phonics as those staff in EYFS and KS1. Provide opportunities for staff to observe, practice and receive feedback from class teachers and phonics lead.
Trauma Perceptive Practice training and roll out.	Trainer to deliver TPP INSET to all staff, to ensure that our practice and approach towards behaviour management is aligned.	£194.00	T Gibbons (Pastoral Lead) All staff to engage.	All staff will receive TPP training from Mrs Gibbons (our Pastoral Lead and TPP trainer). Our Behaviour Policy will be reviewed so that it is in alignment with the TPP approach. There will be a consistent approach towards the management of behaviour across the school, where pupils feel safe, secure and able to take responsibility for their actions. Pupils will be ready to learn. Evaluation: All staff have received Trauma Perceptive Practice which has enabled us, as a staff to review our behaviour policy. We now have a renewed Positive Approach to Behaviour Policy which aligns to the TPP approach. Pupils feel safe and understand that they are responsible for their behaviour/actions. Action: Continue to embed our approach, ensuring all staff are consistent in their approach, gathering pupils' feedback and monitoring behaviour incidents.
	Total	£7747.00		



'Catch up' Action Plan – Spring/Summer 2022

The remaining funds will be allocated according to the needs identified following assessments, observations and outcomes.

Remaining funds to allocate:

Barriers to success

- 1) Lack of parental engagement/support.
- 2) Poor attendance at sessions for some children.
- 3) Change in priorities given personal experiences of different families, which has resulted in many parents just wanting their child to be happy and seeing further focus on 'catching up' as too much.
- 4) Increase in social and emotional/pastoral issues which act as a barrier to learning – limited access to expert services.
- 5) Teacher and pupil fatigue.



Spring/Summer 2022 - Priorities to help support pupils to 'Catch Up'

- To ensure all pupils continue to have access to a high quality, broad and balanced curriculum, continuing to allow flexibility within the timetabling to revisit key concepts and to consolidate previous learning. All lessons to begin with a 'flashback' and build on previous knowledge, skills and learning.
- Ensuring pupils academic, social and emotional needs are being met and support is available for pupils and families.
- For staff to accurately assess pupils' needs to inform a tailored approach for 'next steps'.
- For INSET and training to be focused on Quality First Teaching for all staff to ensure high levels of pupil engagement, enjoyment and to improve outcomes.
- For staff to embed our positive approach to behaviour.
- To continue to improve resourcing to maximise 'hands on' experiences which support learning and promote high levels of engagement and enjoyment.

FOCUS	ACTIONS	COST?	WHO? WHEN?	WHAT WILL SUCCESS LOOK LIKE? IMPACT?
Prioritise reading as a curriculum area for any pupils 'off track' small groups/pupils identified for additional 'Catch up' input	Reading Club – 5 x per week for all identified pupils to attend.	£600	R Wilkins (Teacher) 8.15 – 8.50 Mon - Fri	Pupils will feel more confident about reading, using their phonics skills to decode and improve fluency. Accelerated progress for pupils identified and attending sessions. End of term outcomes
Purchase of resources for writing stations	All classes to be provided with high quality resources for writing stations.	£651.79	M Turnbull and A Waites (English Subject Leaders/SLT)	All children will be able to independently access high quality resources which support them with their writing. Pupils will transition well as there will be a consistent approach across the school. Pupil outcomes will improve.
Increase resourcing for music	Purchase of large outdoor glockenspiels to promote enjoyment of	£800	J Williams (Music Subject Leader)	Increase pupil engagement and wellbeing by providing pupils opportunities to engage in musical activity both in and out of the classroom setting. To ensure all pupils have access to musical instruments and 'hands on' resources to maximise participation, enjoyment and performance opportunities, building confidence and promoting a positive approach to good mental health.



Catch Up Plan for Mersea Island School



	music within EYFS and class sets of glockenspiels to ensure 100% engagement.			
Training sessions on TPP for new staff	Pastoral Leader to deliver TPP training for all new staff.	£200	T Gibbons 2 X 1 1/2 hour sessions	All staff will be fully aware of what Trauma Perceptive Practice is and how this relates to our positive approach to behaviour within the school.
		£2251.79 to date		