

## Post COVID Catch up

### Context:

At RMI we reopened to Year 1 in June. Attendance for this year group was 73.88 %. We opened on a rota basis to Reception; the children could attend 1 day per week. Attendance for this group was 64.55%.

Engagement with online learning was variable. The majority of families did have a device, but for some families this was a phone, which was not ideal for children to do activities on. Paper packs were delivered to people with no access to a device, or printer, but often work was not returned or incomplete. Parents reported to school that they found it difficult to find the time to work with their children when they were working from home.

From September 2020 Whole school strategies:

- Refresher training for phonics teaching for all staff/Lead to offer coaching sessions (£650).
- Training of 5 new TAs to support teaching of phonics (£550)
- Purchase of additional phonics materials for all staff to use. (£250)
- September- purchasing new reading books to further support phonics and accelerate progress (rather than old stock).
- INSET day to look at effective feedback strategies/retrieval practice etc... to improve quality of teaching.
- Autumn parents' evening to take place earlier to encourage and enable more targeted support at home.

Catch up grant from Government = £13,800

Year Group	Cohort concerns prior to COVID ie high % vulnerable/ Send etc	Catch up plans in September (including £)	Intended impact
Reception	The impact of missed time at pre-school is currently unknown for specific children. However, it is likely that social development will have been affected for some children, as well as speaking and listening skills.	<ul style="list-style-type: none"> <li>- Begin targeted interventions in September</li> <li>- Incorporate Phase 1 phonics to develop speaking and listening skills.</li> <li>- Build opportunities for enlarging children's vocabulary into curriculum.</li> <li>- Early 2021 involvement NELI project (training costs £600).</li> <li>- Extra TA hours- TA to be in Reception in the afternoon for 'catch up sessions', focusing on social skills and communication, e.g. Lego therapy; musical interaction.(£5488)</li> </ul>	To close gaps caused by children not having been in an educational setting.

Yr 1	<p>70% of children had been on track to reach GLD in March.</p> <p>30% of children were identified as either not likely to meet GLD or would need intervention to get there.</p>	<ul style="list-style-type: none"> <li>- ELSA/Nurture 1:1 or group sessions to support specific SEMH issues, should they arise.</li> <li>- Sept- morning full phonics session/ afternoon 10-15 mins phonics.</li> <li>- 1:1 catch up phonics sessions spring/summer (£2418)</li> </ul>	<p>PSC will be above National.</p>
Year 2	<p>In March ARE Reading=85% Writing= 82% Maths=80% Combined= 73%</p> <p>Baseline shows a dip in all areas.</p> <p>16% of the year group is PP. 50% of the PP children did not attend when school reopened in June.</p>	<ul style="list-style-type: none"> <li>- July- looking at DFE Maths guidance and starting points for White Rose for Yr2 curriculum.</li> <li>- ELSA/Nurture 1:1 or group sessions to support specific SEMH issues, should they arise. ELSA TA training-(£98.28)</li> <li>- Sept- 1:1 phonics coaching x 2 hrs per day 12 weeks. (£1209)</li> <li>- Jan- July comprehension based interventions (£1632)</li> <li>- Alteration to Yr2 curriculum to incorporate more reading/writing opportunities through topics.</li> </ul>	<p>Yr2 PSC will be above National.</p> <p>Children's fluency in reading will accelerate and word reading abilities will be in line with expectations.</p> <p>FFT50+ will be achieved for reading.</p>