

# Albert Bradbeer Primary Academy

## COVID Catch Up Implementation Plan – Foundation Stage

Problem (why?)	Intervention Description (what?)	Implementation Activities (how?)	Implementation Outcomes (how well?)	Final Outcomes (and so?)
<p>Children in the Foundation Stage have missed a key period of their education. The summer term is considered to be the time where children make the most development in Foundation Stage</p> <p>It is very difficult to replicate the experiences that the children have in the classroom whilst they are at home, particularly the way that children learn through 'free-flow' activities.</p> <p>Children going into Year 1 are very quickly having to come to terms with the more rigorous Year 1 curriculum when they are not ready and still have aspects of the Foundation Stage Profile to complete.</p>	<p>Set up a Free-flow area for those pupils that need it so that learning can be blended between the Foundation Stage Curriculum and the Year 1 Curriculum.</p> <p>Split the learning diet that the children have between Year 1 curriculum and Foundation Stage curriculum in mornings and afternoons</p> <p>An additional member of staff will support the existing Year 1 team to move seamlessly through both aspects of provision</p> <p>This will be for the Autumn Term only.</p> <p>Cost of additional teacher for 12 weeks = £10,000 Cost of additional equipment = £2000 (Has previously worked at AB - Extremely confident Practitioner) (This member of staff has already worked in our foundation stage and has a knowledge of our method of working)</p>	<p>Use each child's individual Foundation Stage Profile to identify aspects that had not yet been experienced by the children.</p> <p>Set up of Reception Style class environment next to the Year 1 classrooms</p> <p>Year 1 staff to split themselves between both teaching spaces. (Additional member of staff will allow this)</p> <p>Each Year 1 bubble to alternate the use of the area so that it can be cleaned thoroughly in between use</p>	<p><b>Short term</b></p> <p>Children will be identified for the catch-up intervention support.</p> <p>Children will be able to access the Year 1 curriculum at an earlier point</p> <p><b>Medium term</b></p> <p>Monthly assessments will demonstrate progress being made by targeted children.</p> <p>Gaps in learning will be addressed</p> <p><b>Long term</b></p> <p>Pupils who have been identified for intervention will make accelerated progress and there will be no gaps between disadvantaged and non-disadvantaged pupils.</p> <p>Year 1 outcomes will reflect pupil's positive progress</p>	<p>Children will have the necessary start to their education and same entitlement as other year groups.</p> <p>There will be no long term impact to children's education and they will have the same opportunities to achieve as other year groups</p>