

Catch Up Plan 2020-2021

- Our focus will be on identifying gaps in learning.
- Gap teaching will be through the release of the class teacher to give 1:1 and small group support.
- Pupils will be identified by class teachers through data analysis and individual diagnostic assessments.
- The initial focus will be on English and Maths.

Additional Government funding of £80 per pupil from Reception to Year 6

Date of strategy publication			Review dates		
Total number of pupils:		374	Total catch-up premium budget		
Disadvantaged pupils (%)	16	Pupils with EHC plans (%)	0	Pupils on SEND support (%)	5.6

Year Group	Evidence & Rationale	Chosen approach/approaches	Desired outcome
1	<ul style="list-style-type: none"> • Pupils have not received directed phonics teaching since December 2020. • Pupils have not all had the opportunity to read to others, access stories and enjoy books. • Transition to KS1 has not been able to happen, so pupils need transition support • Pupils to be assessed in Phonics in September. 	<ul style="list-style-type: none"> -Priority teaching of Early Reading and class / group time to enjoy reading and stories. -Focus on The Characteristics of Learning. NELI Catch up programme for EYFS -Catch up 1:1 and small group teaching will take place when teachers have identified gaps in learning. -Children will be assessed at the end of SPR2 2021 through Headstart assessments to track progress and identify any other gaps in learning. 	<ul style="list-style-type: none"> • Early reading skills developed. • Enjoyment in reading and stories. • Phonics attainment and confidence raised. • On – track for passing the Phonics Screening Check. • Pupils have a smooth transition to Y1 • Y1 staff have a clear understanding of those pupils achieving GLD and which pupils need to develop areas further.
2	<ul style="list-style-type: none"> • Pupils have not received directed phonics teaching since December 2020. 	<ul style="list-style-type: none"> -Catch up 1:1 and small group teaching will take place when teachers have identified gaps in learning. 	<ul style="list-style-type: none"> • Early reading skills developed. • Enjoyment in reading and stories. • Phonics attainment and confidence raised.

	<ul style="list-style-type: none"> • Pupils have not all had the opportunity to read to others, access stories and enjoy books. • 	<p>-Priority teaching of Early Reading and class / group time to enjoy reading and stories.</p> <p>--Detailed and rigorous analysis and tracking – swiftly informs teaching.</p> <p>-Fluid groupings and teaching to meet exact gaps in phonics.</p> <p>-Children will be assessed at the end of SPR 2 2021 through Headstart assessments to track progress and identify any other gaps in learning.</p>	<ul style="list-style-type: none"> • On – track for passing the Phonics Screening Check. • Pupils become fluent, confident readers who enjoy reading.
3	<ul style="list-style-type: none"> • Pupils who have not passed their KS1 Phonics Screening Check have not received directed phonics teaching since December 2020. • Pupils have not all had the opportunity to read to others, access stories and enjoy books. • 	<p>--Priority teaching of Early Reading and class / group time to enjoy reading and stories.</p> <p>- Catch up 1:1 and small group teaching in place from Spring 2.</p> <p>- Fluid groupings and teaching to meet exact gaps in phonics.</p> <p>-Detailed and rigorous analysis and tracking which then swiftly informs teaching.</p> <p>-Children will be assessed at the end of SPR2 2021 through Headstart assessments to track progress and identify any other gaps in learning.</p>	<ul style="list-style-type: none"> • Early reading skills developed. • Enjoyment in reading and stories. • Confidence raised. • Pupils become fluent, confident readers who enjoy reading. • Pupils are confident in reading and use this to access the curriculum and all aspects of learning. • Pupils enjoy reading.
4	<ul style="list-style-type: none"> • Pupils have not all had the opportunity to read to others, access stories and enjoy books. • Pupils require additional support in previous programmes of study in maths. 	<p>-Priority teaching of Reading and class / group time to enjoy reading and stories.</p> <p>---Detailed and rigorous analysis and tracking which then swiftly informs teaching.</p> <p>-Children will be assessed at the end of SPR2 2021 through Headstart assessments to track progress and identify any other gaps in learning.</p>	<ul style="list-style-type: none"> • Early reading skills developed. • Enjoyment in reading and stories. • Phonics attainment and confidence raised. • Pupils become fluent, confident readers who enjoy reading. • Pupils are confident in reading and use this to access the curriculum and all aspects of learning. • Pupils enjoy reading. • Children on track for year 4 times table assessment.
5	<p>➤ Pupils are not on – track to meet their end of Key Stage attainment in reading, writing and / or maths due to lack of teaching in Summer 2020 and Spring 2021</p>	<p>--Detailed and rigorous analysis and tracking which then swiftly informs teaching.</p> <ul style="list-style-type: none"> • Teachers complete teacher assessments and add to their individual targets. 	<ul style="list-style-type: none"> • Pupils who were on – track pre Covid 19 closure and were not then on – track at the end of Spring 2021 are back on – Track to meet their end of year and end of Key Stage attainment.

	<ul style="list-style-type: none"> ➤ Teachers (Spring 2, 2021) observe, discuss and then report of pupils needing additional or intensive support to catch – up. ➤ Pupils require additional support in previous programmes of study in maths. ➤ Pupils are not on track with their writing; there are gaps in their understanding of GPS. 	<ul style="list-style-type: none"> • Teachers then SLT identify those with gaps, and whether they require additional (In-class) support or Intensive (Additional teacher / boosting) support to gap fill. • Question Level Analysis identifies specific gaps to be planned for taught and embedded. • Additional teaching of pupils identified as requiring intensive support by experienced teacher in Reading, Writing and / or Maths. • -Children will be assessed at the end of SPR2 2021 through Headstart assessments to track progress and identify any other gaps in learning. 	<ul style="list-style-type: none"> • Pupils receive Quality intervention through teaching from a highly knowledgeable and experienced dedicated teacher. • Termly assessments show progress, in scaled scores and attainment. • QLA and communication with class teachers and SLT ensures pupils are well – supported and intervention supports class learning and visa-versa.
6	<ul style="list-style-type: none"> • Pupils are not on – track to meet their end of Key Stage attainment in reading, writing and / or maths due to lack of teaching in Summer 2020 and Spring 2021. • Teachers (Spring 2, 2021) observe, discuss and then report of pupils needing additional or intensive support to catch – up. • Pupils require additional support in previous programmes of study in maths. Pupils are not on track with their writing; there are gaps in their understanding of GPS. 	<ul style="list-style-type: none"> • Teachers complete teacher assessments and add to their individual flight paths. • Teachers then SLT identify those with gaps, and whether they require additional (In-class) support or Intensive (Additional teacher / boosting) support to gap fill. • Question Level Analysis identifies specific gaps to be planned for taught and embedded. • -Children will be assessed at the end of SPR2 2021 through Headstart assessments to track progress and identify any other gaps in learning. 	<ul style="list-style-type: none"> • Pupils who were on – track pre Covid 19 closure and were not then on – track at the end of Spring 2021 are back on – Track to meet their end of year and end of Key Stage attainment. • Pupils receive Quality intervention through teaching from a highly knowledgeable and experienced dedicated teacher. • Termly assessments show progress, in scaled scores and attainment. • QLA and communication with class teachers and SLT ensures pupils are well – supported and intervention supports class learning and visa-versa.
Impact measures			
Year Group	Autumn	Spring	Summer

1	<ul style="list-style-type: none"> • Pupils attain GLD, they display the Characteristics of Learning in their Y1 class. • Pupils successfully transition and settle to learn and enjoy Y1 • Pupils have 1:1 pupil progress meetings and Parent’s Consultation about their strengths and development areas. • Pupils have formed excellent relationships with their adults and peers. • Pupils supported as needed emotionally. 	<ul style="list-style-type: none"> • Phonics screening check – 60% of pupils pass the phonics screening check. • Pupils enjoy reading; they have daily opportunities to read and share stories. They know the importance of reading and the wealth of knowledge reading opens up to them for all aspects of life. • The gap between attainment prediction and end of Autumn attainment is diminishing. • Pupils are tracked, assessments are analysed and QLA informs teaching • The gap between identified pupil groups and all other pupils is narrowing. • Improved outcomes for all pupils, with a focus on identified groups, aligned to targets set. • Recovery of lost learning time. 	<ul style="list-style-type: none"> • Phonics screening check –88% of pupils pass the phonics screening check. • Pupils attain end of year expectations when they were predicted GLD • Pupils who did not attain a GLD have made accelerated progress to be in – line with Age Expected expectations for Y1. • Pupils are in – line for their age expectations in Thrive Assessments; those who are not continue to receive additional mentoring support and in – class Thrive support. • The gap between identified pupil groups and all other pupils has diminished. • Improved outcomes for all pupils, with a focus on identified groups, aligned to targets set. • On – track for end of KS target outcomes
2	<ul style="list-style-type: none"> • Pupils successfully transition and settle to learn and enjoy Y2 • Pupils have 1:1 pupil progress meetings and Parent’s Consultation about their strengths and development areas. • Pupils have formed excellent relationships with their adults and peers. • Pupils are supported as needed emotionally. 	<ul style="list-style-type: none"> • Pupils enjoy reading; they have daily opportunities to read and share stories. They know the importance of reading and the wealth of knowledge reading opens up to them for all aspects of life. • The gap between attainment prediction and end of Autumn attainment is diminishing. • Pupils are tracked, assessments are analysed and QLA informs teaching (SATS past papers) • The gap between identified pupil groups and all other pupils is narrowing. • Improved outcomes for all pupils, with a focus on identified groups, aligned to targets set. • Recovery of lost learning time. 	<ul style="list-style-type: none"> • Pupils attain end of KS1 expectations if they attained GLD when they completed EYFS. • Pupils who did not attain a GLD have made accelerated progress to be in – line with Age Expected expectations for the end of KS1. • Pupils are in – line for their age expectations in Thrive Assessments; those who are not continue to receive additional mentoring support and in – class Thrive support. • The gap between identified pupil groups and all other pupils has diminished.
3	<ul style="list-style-type: none"> • Pupils successfully transition and settle to learn and enjoy Y3 • Pupils have 1:1 pupil progress meetings and Parent’s Consultation about their strengths and development areas. • Pupils have formed excellent relationships with their adults and peers. • Pupils are supported as needed emotionally. 	<ul style="list-style-type: none"> • Pupils enjoy reading; they have daily opportunities to read and share stories. They know the importance of reading and the wealth of knowledge reading opens up to them for all aspects of life. • Phonics screening check – 75% of pupils pass the phonics screening check. • The gap between attainment prediction and end of Autumn attainment is diminishing. • Pupils are tracked, assessments are analysed and QLA informs teaching (NFER) • The gap between identified pupil groups and all other pupils is narrowing. 	<ul style="list-style-type: none"> • Pupils who attained Working Towards at the end of KS1 make accelerated progress to be in – line with Age Expected expectations for the end of KS1. • Pupils who attained Age Related Expectations or Greater Depth at the end of KS1 continue to make at least good progress to maintain or surpass their end of KS1 attainment. • Pupils are in – line for their age expectations in Thrive Assessments; those who are not continue to receive additional mentoring support and in – class Thrive support. • The gap between identified pupil groups and all other pupils has diminished.

		<ul style="list-style-type: none"> Improved outcomes for all pupils, with a focus on identified groups, aligned to targets set. 	
4	<ul style="list-style-type: none"> Pupils successfully transition and settle to learn and enjoy Y4 Pupils have 1:1 pupil progress meetings and Parent's Consultation about their strengths and development areas. Pupils have formed excellent relationships with their adults and peers. Pupils supported as needed emotionally. 	<ul style="list-style-type: none"> Pupils enjoy reading; they have daily opportunities to read and share stories. They know the importance of reading and the wealth of knowledge reading opens up to them for all aspects of life. Phonics screening check – All pupils pass the phonics screening check. The gap between attainment prediction and end of Autumn attainment is diminishing. Pupils are tracked, assessments are analysed and QLA informs teaching (NFER) The gap between identified pupil groups and all other pupils is narrowing. Improved outcomes for all pupils, with a focus on identified groups, aligned to targets set. 	<ul style="list-style-type: none"> Pupils are in – line for their age expectations in assessments; those who are not continue to receive additional mentoring support and in – class support. The gap between identified pupil groups and all other pupils has diminished. 85% of children pass times table statutory test.
5	<ul style="list-style-type: none"> Pupils successfully transition and settle to learn and enjoy Y5 Pupils have 1:1 pupil progress meetings and Parent's Consultation about their strengths and development areas. Pupils have formed excellent relationships with their adults and peers. Pupils supported as needed emotionally. 	<ul style="list-style-type: none"> Pupils enjoy reading; they have daily opportunities to read and share stories. They know the importance of reading and the wealth of knowledge reading opens up to them for all aspects of life. Pupils enjoy reading; they have daily opportunities to read and share stories. They know the importance of reading and the wealth of knowledge reading opens up to them for all aspects of life. The gap between attainment prediction and end of Autumn attainment is diminishing. Pupils are tracked, assessments are analysed and QLA informs teaching. (NFER) Pupils receive 1:1 feedback about their progress, next steps and understand their targets in Reading, Writing and Maths The gap between identified pupil groups and all other pupils is narrowing. Improved outcomes for all pupils, with a focus on identified groups, aligned to targets set. 	<ul style="list-style-type: none"> Pupils are in – line for their age expectations in assessments; those who are not continue to receive additional mentoring support and in – class support. The gap between identified pupil groups and all other pupils has diminished.

<p style="text-align: center;">6</p>	<ul style="list-style-type: none"> • Pupils successfully transition and settle to learn and enjoy Y6 • Pupils have 1:1 pupil progress meetings and parents consultation about their strengths and development areas, with specific targets set. • Pupils have formed excellent relationships with their adults and peers. • Pupils are tracked and support targeted as needed. 	<ul style="list-style-type: none"> • Pupils enjoy reading; they have daily opportunities to read and share stories. They know the importance of reading and the wealth of knowledge reading opens up to them for all aspects of life. • The gap between attainment prediction and end of Autumn attainment is diminishing. • Pupils are tracked, assessments are analysed and QLA informs teaching. • Pupils are well – prepared for their statutory tests; they are encouraged to read dialogically and have Mock SATS weeks. • Pupils receive 1:1 feedback about their progress, next steps and understand their targets in Reading, Writing and Maths • The gap between identified pupil groups and all other pupils is narrowing. • Improved outcomes for all pupils, with a focus on identified groups, aligned to targets set. • 	<ul style="list-style-type: none"> • Pupils are in – line for their age expectations in assessments; those who are not continue to receive additional mentoring support and in – class support. • The gap between identified pupil groups and all other pupils has diminished. • Sats results of: <table data-bbox="1563 331 1733 437"> <tr> <td></td> <td>Exp</td> <td>GD</td> </tr> <tr> <td>Reading</td> <td>85</td> <td>24</td> </tr> <tr> <td>Writing</td> <td>85</td> <td>20</td> </tr> <tr> <td>Maths</td> <td>85</td> <td>26</td> </tr> </table> 		Exp	GD	Reading	85	24	Writing	85	20	Maths	85	26
	Exp	GD													
Reading	85	24													
Writing	85	20													
Maths	85	26													
<p>Agreed with Trustees on:</p>															