



South Tawton Primary School – Catch up Plan – Autumn/Spring 2021/22

Catch up premium: £15,600 plus £3017 carry over.



Note: This is a flexible rolling plan schedule and new priorities can be added at any point			
What are the identified catch up priorities and how do you know?	What actions will effectively address the identified learning priorities? Which pupils/cohorts will benefit?	Resources, capacity and time frame required to deliver impact.	Expected learning impact.
<p>1. Boys - Early learning goals not met.</p> <p>2020: 79% achieved GLD. 73% of boys achieved GLD</p> <p>2021: 86% achieved GLD 71% of boys achieved GLD</p>	<p>Continuous provision is continued into Year 1 and observations are completed for all pupils to ensure that all have the opportunity to meet the ELGs. This runs alongside phonics and the Year 1 National Curriculum.</p> <p>Areas of weakness identified:</p> <ul style="list-style-type: none"> - Gross motor skills - Writing - Independent problem solving <p>Storage solutions for the above.</p>	<p>Additional resources in class to allow for independent learning.</p> <p>£500 resources budget</p>	<p>ELGs to be met by all children by Jan 22 to provide basis for future learning.</p>
<p>2. Phonics scheme not completed</p> <p>26/30 Year 2s passed PSC – Dec. 20.</p>	<p>Children in EYFS, Year 1 and 2 have missed parts of the phonics scheme.</p> <p>Year 1 and 2 children to be grouped and streamed so lowest 20% are identified and can access specialised teaching and 1:1 coaching.</p>	<p>Additional RWI resources.</p> <p>£1124.06 – See attached quote from OUP.</p>	<p>Ensure all of phonics teaching scheme has been covered and is secure with catch up where necessary. End of Year 2</p>

<p>93% Year 1s passed PSC – July 21</p>	<p>Children in KS2 with phonics gaps will access 1:1 intervention.</p>		
<p>3. Early reading</p> <p>95% YR / 74% YEAR 1 / 77% YEAR 2</p>	<p>New EYFS cohort to be assessed through reception baseline. Year 1 and 2 to continue daily guided reading lessons. Review and ensure reading materials are appropriate and available. Right to read programme to be introduced.</p>	<p>Library subscription - £550 Nessy subscription - £450 Right to read £159 training</p>	<p>All children to be efficient readers to enable access to the wider curriculum throughout the school.</p>
<p>4. Spelling, Grammar and punctuation</p> <p>Y6 81% but no data for other year groups</p>	<p>Every literacy lesson to include a grammar and spelling focus giving the children the chance to access, revisit and consolidate learning. Children with gaps in knowledge to be given pre and post teach.</p>	<p>RWI resources</p> <p>£1124.06 as above.</p>	<p>A good command of grammar, punctuation and spelling will enable improved writing across all curriculum areas.</p>
<p>5. Maths knowledge</p> <p>Whole school 75%</p>	<p>PUMA assessments used to identify class and group gaps. QLA Those with gaps given post and pre-teach sessions</p>	<p>Revision of mathematical concepts will continue through the year to address misconceptions or gaps. Focused intervention, pre and post teach will be used to address gaps.</p> <p>Adult time: £1560 (78 hours in the year)</p>	<p>Mathematical foundations in place in order to support future learning</p>
<p>6. Maths reasoning and problem solving</p>	<p>Increased opportunities for reasoning and problem solving. Discussion, explanation and mathematical vocabulary will be a focus</p>	<p>TT Rockstars £94.90</p> <p>Staff training – Jurassic Hub mastery programme - £TBC</p>	<p>Resilience in problem solving across the school.</p>

<p>Y6 69% Y2 70% (No QLA at present)</p>	<p>through lessons. Modelling of these at all times by staff and encouraged in children. Children at risk of not making ARE+ or less than expected progress access pre and post teach sessions</p>	<p>Release time - TBC</p>	
<p>7. English writing</p> <p>Y6 79% Y2 70% WS 69%</p>	<p>Regular assessment for learning enables gaps in writing to be identified and addressed through quality first teaching. Teachers read to their pupils daily to increase exposure to vocabulary and good text structures which can be used in their writing. Literacy sequences are text based to extend children's awareness of quality texts and provide models for their own writing. There is increased use of cross curricular literacy lessons to give writing a meaning and interest for learner groups. Early writing is grounded in phonics. Pupils identified as needing extra input are supported during planning and writing phases.</p>	<p>To be incorporated in quality first teaching. Quality texts for teaching writing: £500 estimated cost</p>	<p>Skills mastered in English writing to improve writing across the curriculum</p>
<p>8. Children with SEND</p> <p>2021: 67% of EYFS, SEND children achieved GLD WS Writing 28% Reading 44% Maths 32%</p>	<p>Teachers to complete the graduated response tool for SEND children. Provision maps drawn up by teachers detailing support and targets. Reviewed half termly. Scaffolding in daily lessons to support achievement and access to the curriculum. Social and emotional support as part of a 'whole child' approach.</p>	<p>Time for staff to complete graduated response tool. £280</p> <p>Time for interventions to be completed: £1560 (78 hours in the year)</p>	<p>Children with SEND to make similar or improved progress to their non-SEND peers. July 22</p>

<p>9. Disadvantaged children</p> <p>Disadvantaged children were disproportionately negatively impacted by school restrictions.</p> <p>2021: 100% of EYFS, PP children achieved GLD.</p> <p>WS Writing 42% Reading 42% Maths 37%</p>	<p>Teachers to be aware of disadvantaged children and ensure they are 'ready to learn'. Social, emotional and pastoral support as necessary as part of 'whole child' approach.</p>	<p>Time for interventions to be completed: £1560 (78 hours in the year)</p>	<p>Increased gaps in learning experienced by disadvantaged pupils to be addressed.</p> <p>Disadvantaged children to make similar or improved progress to their non-disadvantaged peers. July 22</p>
<p>10. School vision and ethos – pupil voice</p> <p>Following school restrictions, children are less able to articulate the school's vision and ethos</p>	<p>Vision and ethos to be re-launched with children to promote the positive outcomes for the 'whole child' upon leaving the school at Year 6.</p> <p>Regular class and virtual assemblies to ensure children hear the consistent messages of vision and ethos.</p>		<p>Children are able to articulate the schools vision and ethos and how it impacts upon their day to day interactions. Jan 22</p>

<p>11. Increase the % of children achieving GDS.</p> <p>Number of children making GDS has declined.</p>	<p>QFT. Identifying gaps which would impact on their ability to achieve GDS and run intervention or catch-up sessions as appropriate.</p>	<p>Additional materials needed for intervention. Materials: £200 materials Adult time: £1560 (78 hours in the year)</p>	<p>All children to make at least expected progress by end of academic year. July 22</p>
<p>12. Enrich the curriculum to ensure a broad and balanced offer which includes sport and healthy lifestyles</p>	<p>Plan enrichment trips, visitors and activities across the curriculum.</p>	<p>£4200 to provide 3 trips/visits per year across 7 classes.</p>	<p>Children to have experienced a rich, broad and balanced curriculum which has enhanced their cultural capital. July 22</p>
		<p>£14,257.96</p> <p>Plus TBC costs of maths mastery release and course.</p>	