



Northlew C of E Primary School – Catch up Plan – Autumn/Spring 2021/22

Catch up premium: £3, 440

<i>Note: This is a flexible rolling plan schedule and new priorities can be added at any point</i>			
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>2021: 3/5 cohort 60% achieved GLD 33% 1/3 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"> - Secure understanding of number - Writing - Secure understanding of the phonics programme – phase 2 and 3 	<p>Additional resources in class to allow for independent learning. Keep up sessions provided daily for maths, writing and phonics</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 catch up programme for year 1 and 2</p> <p>1 retake - Year 2s passed PSC June 21</p> <p>100% Year 1s passed PSC – June 21</p>	<p>Children in EYFS, Year 1 and 2 have missed parts of the phonics scheme. Year 1 and 2 children to be grouped and streamed so lowest 20% are identified and can access specialised teaching and 1:1 coaching. Developing fluency in reading and greater understanding with comprehension skills</p> <p>Children in KS2 with phonics gaps will access keep up programme in small group intervention.</p>	<p>Additional reading resources to support letters and sounds phonics programme. Keep up sessions provided for phonics and individual reading</p> <p>£300 to cover teaching assistant hours</p>	<p>Ensure phonics teaching scheme has been covered and is secure with catch up where necessary. End of Year 2</p>
<p>3. Early reading</p> <p>60% (3/5) YR ARE 60% YEAR 1 ARE 40% YEAR 2 ARE</p>	<p>New EYFS cohort to be assessed through reception baseline. Year 1 -3 to continue daily guided reading lessons, as well as individual reading Review and ensure reading materials are appropriate and available.</p>	<p>Babcock Library subscription - £550 Nessy subscription - £450</p>	<p>All children to be efficient readers to enable access to the wider curriculum.</p>
<p>4. Spelling, Grammar and punctuation</p> <p>Y6 67% ARE</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 teach and keep up sessions Grammar displays evident within the classroom.</p>		<p>A good command of grammar, punctuation and spelling to enable improved writing.</p>
<p>5. Maths knowledge</p> <p>Whole school 60% ARE</p>	<p>White Rose assessments used to identify class and group gaps. QLA supported whole class teaching and pre teach and keep up sessions. Maths MICE evident within every lesson (Manipulative, Image, Calculation and Explanation).</p>	<p>Revision of mathematical concepts will continue through the year to address misconceptions or gaps.</p>	<p>Mathematical foundations in place to build upon further learning</p>

		Focused intervention, pre teach and keep up sessions will be used to address gaps.	
6. Maths reasoning and problem solving Y6 83% ARE Y2 40% ARE	Increased opportunities for reasoning and problem solving. Discussion, explanation and mathematical vocabulary will be a focus 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-teach and keep up teach sessions Evidence gathered in children's books	TT Rockstars £100 RM Easimaths £100	Resilience in problem solving across the school. Clear written explanations evident in 4/5 weekly maths lessons
7. English writing Y6 67% ARE Y2 40% ARE WHOLE SCHOOL 47% ARE	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 high-quality 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.	To be incorporated in quality first teaching. Quality texts for teaching writing.	Skills mastered in English writing to improve writing across the curriculum
8. Children with SEND 2021: 60% (3/5) of EYFS children achieved GLD (20% PP no SEND) WHOLE SCHOOL Writing (1/7) 14% ARE Reading (2/7) 28% ARE Maths (3/7) 43% ARE	Teachers to complete the graduated response tool for SEND children. Provision maps drawn up by teachers detailing support and targets. Reviewed half termly and shared with parents Scaffolding in daily lessons to support achievement and access to the curriculum. Small, targeted intervention groups to revisit learning	Time for staff to complete graduated response tool. £280 Time for interventions to be completed: £100	Children with SEND to make good or better progress to their non-SEND peers. July 22
9. Vulnerable (PP and SEND) offered places in weekly nurture groups	Teachers to be aware of PP/SEND children and ensure they are 'ready to learn'. Social, emotional and pastoral support given through weekly nurture groups in order to build children's self-esteem and well being	Time for interventions to be completed: £300	Decreased gaps in learning experienced by PP and SEND to be addressed. PP and SEND to make similar or improved progress to their non-disadvantaged peers. July 22

<p>10. 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>£400 to provide 3 trips/visits per year across both classes.</p>	<p>Children to have experienced a rich, broad and balanced curriculum which has enhanced their cultural capital. July 22</p>
		<p>£3080</p>	