



# South Tawton Primary School – Catch-up Plan – Autumn/Spring Term 2020/21

Catch-up Premium: £15,850



**Note:** This is a flexible rolling plan schedule and new priorities can be added to 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 pupil groups/cohorts will benefit?	Resources, capacity and time frame required to deliver impact	Expected learning impact or the 'so what?'
1. Early learning goals not met	Continuous provision is continued into year 1 and observations are completed for all pupils to ensure that all have the opportunity to meet all ELG. This runs alongside phonics and the year 1 national curriculum.	Additional resources in class to allow for independent learning. 2Simple programme extended into year 1 to allow to track observations and progress. Continued provision to last until at least Christmas and then assess impact and advantages of continuing. Resources £350 2Simple licence £TBC	ELGs need to be met in order to provide the basis for future learning.
2. Phonics scheme not completed	The entire year 2 cohort are having daily phonics lessons as they were in year 1 when schools closed. Year 1 and 2 children have been grouped and streamed so that the lowest 20% are identified and can access specialised teaching and 1:1 coaching. Key stage 2 children who have not yet passed the phonics screen are accessing phonics with KS1 (socially distanced) and daily 1:1 coaching.	Additional reading books needed to allow for more children in each group at any one time. Additional staff training for TAs new to KS1 Timetable the hall for group work as more space needed due to social distancing. To continue through academic year. KS2 children to leave programme when they pass the phonics screen if appropriate.	All children to be fluent readers to enable access to wider curriculum throughout school.

		All KS1 staff to be trained and run separate groups. Books £350	
3. Pupil well-being	Additional PSHE lessons following the new SCARF scheme focus on pupil mental health and well-being. Class bubbles mean that many teachers are supporting their classes through lunch time and this has led to improved teacher/pupil relationships and time to talk. Pastoral support on a one to one basis will be put in place for children with social/emotional difficulties. This will include THRIVE-like principles and practice and will be carried out by a trained practitioner. Boxall profile training planned for all staff.	PSHE lessons and pastoral support will run throughout the academic year. More TA hours may be needed if need for support increases.  More MTAs needed to staff all class bubbles.  £75	Children to settle quickly back into school and to be 'ready to learn.' Mental health problems to be quickly identified and addressed with further referral to additional services if necessary.
4. Early reading	Phonics as above began quickly at the start of term. All pupils will be assessed again before half term and groups are expected to change regularly as children re-learn the process and sounds and make accelerated progress. Key stage 2 children who completed phonics before the R,W,I scheme started and are not yet free readers have been benchmarked and provided with reading books at the appropriate level. Guided reading lessons take place daily. IDL and Nessy programmes are used in supported environments as extra intervention. Additional one to one reading support daily/weekly as required.	Additional targeted support for at least duration of Autumn term, but may be necessary for full year. SLS preparing books suitable to support early free readers. Old book banded books still suitable for KS2 children who haven't accessed the R,W,I programme. Nessy subscription: £450 Library subscription contribution £550 Additional Fresh Start resources: £500 Teacher time to run Fresh Start intervention in KS2 5 hours a week for two terms £3672	All children to be efficient readers to enable access to wider curriculum throughout school.

5. Spelling, Grammar and punctuation	Every literacy lesson includes a grammar and spelling focus giving children the chance to access content, revisit or consolidate learning. Children who have gaps in their learning are supported by teachers and TAs during these sessions and pre and post teaching is also timetabled in to support learners.	Catching up and filling gaps from last year will continue throughout year and be revised alongside current year group objectives. RWI Spelling: £967.59	A good command of grammar and punctuation will enable improved writing across all curriculum areas.
6. Maths knowledge	QLA of PUMA tests is being carried out to identify class and group gaps. Extra teaching of these is made a focus for morning work. Children use the IDL programme to address individual gaps and receive support and intervention from class teachers and TAs.	It is expected that revision of mathematical concepts and knowledge will continue throughout the year to address any misconceptions or missed work during closure. Focused intervention and IDL will continue throughout the year, but individuals accessing this may change as mathematical topics change.	Mathematical foundations need to be in place in order to be used as building blocks for future learning.
7. Maths problem solving and reasoning	Use of the White Rose scheme allows for increased opportunities for problem solving and reasoning. Discussion and explanations are a focus throughout the lessons and good modelling of these is demonstrated by staff at all times and encouraged in children. A move away from calculations and into problem solving and 'dive deeper' tasks is adopted in all classes. Children at risk of not meeting ARE or making less than expected progress use IDL, access pre and post teaching and are supported by staff throughout the week.	To be incorporated in quality first teaching throughout the school, throughout the year.  Online maths programme subscription £5000TBC	Resilience in problem solving needs to be developed and practised for far reaching effects across the curriculum.
8. English writing	Regular assessment for learning enables gaps in children's writing to be identified and addressed through quality first teaching. Teachers read to pupils daily to increase exposure to vocabulary and good text structures which can be used in their own writing. Literacy sequences are text based to extend children's awareness of quality texts and provide models for their own writing. There is	To be incorporated in quality first teaching throughout the school, throughout the year.	Skills mastered in writing will improve work across the curriculum.

	<p>increased use of cross curricular literacy lessons to give writing meaning and interest for learner groups.</p> <p>Early writing is grounded within phonics.</p> <p>Pupils identified as needing extra input are supported during planning and writing phases.</p>		
9. Transition back to full school day	<p>The year 1 experience closely mirrors what the children were experiencing in year R before schools closed to smooth their transition back into school and enable meeting of ELGs.</p> <p>KS2 pupils' daily dash is scheduled to give pupils an outside break and exercise during the school day.</p> <p>KS1 lessons are kept short and interspersed with regular breaks and exercise.</p> <p>Year 3 tasks are more carefully broken down into smaller chunks compared to previous years in order to allow children to experience success.</p> <p>Year 5 daily PSHE lessons incorporating SCARF to monitor emotional and mental well-being</p>	<p>Providing there are no further closures, it is expected that all children should be fully integrated back to school by the end of the first term.</p>	<p>Improved resilience as learners</p> <p>Increased pupil well-being</p> <p>Further curriculum access.</p>
10. Children with SEND	<p>Teachers are completing the graduated response tool for SEND pupils to identify needs and next steps.</p> <p>Provision maps will be drawn up by teachers detailing support and targets. These will be reviewed and updated half termly.</p> <p>Children who have gaps in phonics/maths/writing will be supported as per the detail above.</p> <p>Pastoral support on a one to one basis will be put in place for children with social/emotional difficulties. This will include THRIVE-like principles and practice and will be carried out by a trained practitioner.</p>	<p>Time for teachers to complete graduated response tool.</p> <p>Teacher and teaching assistants to timetable and carry out interventions.</p> <p>£1071</p>	<p>SEND children make similar or improved progress as their peers.</p>
11. Disadvantaged children	<p>Have laptops ready to go home with disadvantaged pupils in case of year group or class isolation.</p> <p>Clear explanations, scaffolding and feedback targeted towards disadvantaged pupils.</p>	<p>Laptops need to be set up and ready to use for home learning.</p> <p>All staff to ensure that disadvantaged pupils are</p>	<p>Any increased gaps in learning experienced by disadvantaged pupils through closures to be addressed and closed.</p>

	<p>Any support in class to include explicit instruction on working independently.</p> <p>Sustained and targeted interventions aimed at accelerating progress and addressing gaps for disadvantaged pupils carried out for groups in class.</p>	<p>considered in all planning and teaching.</p>	
<p>12. Remote Learning</p>	<p>Learning platform to be up and running for use.</p> <p>All teachers to be knowledgeable and trained to use Google Classroom in order to be able to deliver home-learning should a bubble have to self-isolate or lockdown be reinstated.</p> <p>Face-to face lessons possible for children to have access to direct teaching and learning activities.</p>	<p>Learning Platform to be available for use and all pupils to have email address/login and trained to use it effectively.</p> <p>Chromebooks available for loaning to pupils without devices at home.</p>	<p>Learning will be continuous, blended between home and school.</p>