

Total catch up funding received		£3200 approx.		
Priorities for Change (no more than 3) based on assessment/ observation data		KS1 and Year 3 RWI catch up KS2 reading for deeper meaning; inference Year 3/4 application of formal written calculations for addition, subtraction, multiplication and division.		
Key questions	Actions	Milestone by December 2020 (success criteria completed in advance)	Milestone by April 2021	Milestone by July 2021 Evaluation
Teaching: "evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils."				
What new routines and habits do teachers and other staff need to integrate into their work? How have we raised our capacity to make those changes and ensure they are sustainable?	Use of assessment <ul style="list-style-type: none"> Refine the use of assessment / pit stops in lessons / success criteria/steps to success to enable teachers to refine their teaching to address the learning gaps and support pupils to be more independent in their learning. 	Training for all staff (with a focus on early career teacher) on the most effective use of formative and diagnostic assessment that has enabled teachers to effectively identify gaps in individuals' learning in reading, writing and maths. Teachers adjust their planning to address common 'gaps' and refer pupils for targeted support where appropriate. Planning scrutiny and lesson obs demonstrate that teachers are using well scaffolded success criteria. Lesson obs demonstrate that teachers are using well timed 'pit stops' to check on pupil understanding and reference is made back to the success criteria to embed independence within the class.	Pupil conferencing evidences that pupils can talk about how they use the success criteria to support their learning and how its use develops their independence as a learner. Pupils can talk about when the teacher uses a 'pit stop' and how this affects them as a learner. The use of success criteria and 'pit stops' in classrooms is well established. Pupils are confident to use success criteria independently or with their peers to provide feedback and improve their work before an adult sees it.	Pupils in class are able to make greater progress and achieve their targets, as evidenced in July data collection. Pupils accessing remote learning are able to do so more successfully as a result of more effective independent study skills (embedded use of success criteria, self-feedback etc.).
	Cost: £1500	Evaluation: Monitoring shows that most teachers are using pit stops and success criteria during lessons to secure learning - this is particularly evident in English books. Further development is still required to secure consistency across the school. Following on from English planning scrutiny, whole school move towards non-differentiated success criteria and progressive success criteria with the inclusion of 'High 5' focus.	Evaluation: The use of success criteria in writing is developing in terms of the use of tool kits to support T4W. Pupils spoken with can talk with increasing confidence as you move up the school in relation to the use of them to inform their learning and to assess against. The use of pit stops across the school varies and remains a focus for summer term.	
Targeted academic supports structured academic support provided 1:1 or in small groups, linked to classroom teaching				
Is there a clear understanding of what is being implemented and how? Are targeted interventions clearly communicated between teacher and person delivering targeted support?	Daily RWI catch up in pairs/small bubble groups Y1, Y2, Y3 and Y4.	65% of year 1 at RWI pink + level 70% at green+ level 72% of year 2 at RWI grey+ level 75% at yellow+ level 15/ 19 year 3 remaining on the programme need to be off 7/10 of Year 4 off the programme 100% of children on track for closing of the gap.	70% of Year 1 at RWI yellow+ level 75% at pink+ 72% off the programme 80% at yellow+ level A further pupil of the remaining 4 to come off the programme. 100% of children on track for closing of the gap.	75% of Year 1 at RWI blue+ level 80% at yellow 80% off the programme 85% at yellow+ level 100% of pupils targeted to be working at age related expectation as evidenced through Maths Whizz and Star Maths
	Maths and reading intervention for targeted pupils across KS2 (after school tuition). Cost: £25300	Evaluation: 64% of year 1 at RWI pink + level 81% at green + level 41% of year 2 RWI grey + level 88% at yellow + level 84% of year 2 pupils passed the November phonic test. 16/18 year 3 remain on the programme however 7 pupils are on grey level, 4 on blue and the remaining children on yellow.	57% of year 1 at RWI yellow+ level 70% at pink + 47% of year 2 off the programme, 86% at yellow+level. Year 3: 13/18 remain on the programme. 7 at grey, 4 at blue, 4 at yellow and 1* in ditty All year 4 children have completed the programme.	

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8/8 remain on the programme however all have moved up groups with 6 at grey and the remaining 2 at blue.

Maths

Target Group	Autumn Baseline GDS	Autumn 2	Autumn Baseline ARE	Autumn 2
1	0/6	1/6	2/6	6/6
2	0/6	1/6	1/6	1/6
3	0/6	2/6	0/6	2/6
4	0/6	0/6	0/6	2/6
5	0/6	0/6	1/6	2/6
6	0/6	1/6	0/6	2/6
7	0/6	1/6	4/6	5/6
8	0/6	2/6	0/6	5/6
Total	0/6	6/48	4/48	25/48

Reading

Target Group	Autumn Baseline GDS	Autumn 2	Autumn Baseline ARE	Autumn 2
1	0/6	0/6	0/6	3/6
2	0/6	0/6	0/6	1/6
3	0/6	0/6	0/6	2/6
4	0/6	0/6	0/6	2/6
5	0/6	0/6	0/6	2/6
6	0/6	0/6	1/6	1/6
7	0/6	1/6	1/6	3/6
8	0/6	0/6	1/6	2/6
Total	0/48	1/48	3/48	16/48

Year 6 Mocks SATs Results - Reading

After school tuition was suspended over spring term due to lockdown in term 1 and pupils settling in term 2. After school tuition will begin again Summer 1 for the remaining two terms.

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Pupil	Baseline Score	Autumn 2 score	Difference
1	29	28	-1
2	5	13	+8
3	10	23	+13
4	9	21	+12
5	23	28	+5
6	11	18	+7
7	15	18	+3
8	7	13	+6
9	12	21	+9
10	5	4	-1
11	12	28	+16
12	5	21	+14

Year 6 Mocks SATs Results - Maths

Pupil	Baseline Score	Autumn 2 score	Difference
1	68	83	+15
2	56	66	+10
3	30	54	+24
4	49	72	+23
5	49	70	+21
6	19	52	+33
7	5	25	+20
8	40	59	+19
9	12	71	+59
10	38	37	-1
11	17	46	+19

Wider strategies: including attendance, behaviour and social and emotional support				
How will we be best placed to respond to new challenges that arise during the academic year ahead eg significant falls in attendance?	<p>Blended learning</p> <ul style="list-style-type: none"> • Provide staff training on the use of eSchools to upload videos and staff voice so that they can record and teach the pupils. • Purchase of learning platform to enable effective home and school learning. • Purchase of home learning resources e.g. CGP books for reading and maths KS1/LKS2 and also grammar, mental maths for UKS2. • Train HLTAs in the use of the learning platform in case they need to cover for teachers. <p>Cost: £5200 Training = £200 CGP+books = £3500 Learning platform = £1500</p>	<p>All teachers and HLTAs have received training in the use of the tools within the VLP to engage learners and provide quality first teaching.</p> <p>After the point of first bubble closure parents are asked to complete an online survey to provide constructive feedback on the blended learning pack and offer improvements to ensure all learners engage.</p> <p>Evaluation: The school is proactive in communicating with parents and carers through the use of the VLP. At present this has not needed to be used for whole bubble closures however it has been used to support those pupils self isolating. This has been well received by the majority of parents/carers who have had their children use it.</p>	<p>95% of pupils who have had to be off due to COVID isolation have engaged daily in the home/school blended learning.</p> <p>After the point of further bubble closure parents are asked to complete an online survey to provide constructive feedback on the blended learning pack and offer improvements to ensure all learners engage. Feedback shows that more children have engaged and more feedback that is positive is received in light of changes made following previous bubble closure.</p> <p>Evaluation: Due to the further lockdown in January 2021 the school introduced video lessons across the school to support and encourage greater home/school learning engagement. Parental feedback, with the exception of one or two parents has been extremely positive with overall the majority of pupils engaging in daily learning.</p>	<p>July assessments show that there has been no further significant gap in learning and clear evidence that the gap found in September is reducing significantly</p>