

Catch Up Plan 2020-2021

St Peter and St Paul Catholic Primary



Academy

Our focus will be on Early Reading, Including Phonics, as well as identifying gaps in Writing and Mathematics. Early gap analysis on key knowledge, skills and concepts to acquire from previous year groups will be identified so teachers can start to weave these skills into their Autumn Term planning, and delivered through quality first teaching. Baseline assessment will also be carried out on phonics and reading. During this first half term pupils will be identified by class teachers through formative assessment over a half term of teaching and summative assessment at the end of a half term. Through pupil progress the teachers will state which pupils need additional support and more intensive support. SLT will then plan and formalise the intervention timetable. Gap teaching will be through small group intervention, quality first teaching in the first instance. Additionally, we will review progress and funding to also give some hours to Teachers and Teaching Assistants additional time to lead additional intervention as booster classes. Predicted Catch Up Funding - £17,200.

Year Group	Evidence & Rationale	Chosen approach/approaches	Desired outcome
1	<ul style="list-style-type: none"> Pupils have not received directed small group phonics teaching since March 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 EYFS curriculum; pupils need to focus in Autumn on the EYFS curriculum – including mathematics. 	<ul style="list-style-type: none"> -EYFS teachers to support transition and Early reading Autumn 1 -Priority teaching of Early Reading and class / group time to enjoy reading and stories. -Baseline assessment of phonics -Phonics intervention daily based upon baseline assessment -Focus on The Characteristics of Learning. -Effective communication and support between EYFS and Y1 adults. -Teaching writing and mathematics skills form EYFS in Autumn Term. 	<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 ❖ Pupils are able to display and further develop The Characteristics of Learning. ❖ 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 March 2020. Pupils have not all had the opportunity to read to others, access stories and enjoy books. Pupils will take the Phonics Screening Check in Autumn 2 2020 	<ul style="list-style-type: none"> -Priority teaching of Early Reading and class / group time to enjoy reading and stories. -Intervention for Y2 pupils who are able to Blend -Fluid groupings and teaching to meet exact gaps in phonics. - Assessment of Early Reading. -Detailed and rigorous analysis and tracking swiftly informs teaching. 	<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 become fluent, confident readers who enjoy reading.

	<ul style="list-style-type: none"> Pupils may not be on track to meet their end of year attainment in reading, writing and / or maths due to lack of engagement in home learning during lockdown 2020. 	<ul style="list-style-type: none"> -Gap analysis key skills woven into Autumn Term planning. -Maths teaching in Autumn term taken from Summer term. -Interventions introduced for writing and/or maths as identified in pupil progress. 	<ul style="list-style-type: none"> ❖ On track for meeting end of year expectations in writing and maths.
3	<ul style="list-style-type: none"> Pupils have not received directed phonics teaching since March 2020. Pupils have not all had the opportunity to read to others, access stories and enjoy books. Pupils may not be on track to meet their end of year attainment in reading, writing and / or maths due to lack of engagement in home learning during lockdown 2020. 	<ul style="list-style-type: none"> -Priority teaching of Reading and class / group time to enjoy reading and stories. -Increased timetabled sessions of reading skills -Increased timetabled sessions of reading class novel -Phonics baseline to identify intervention for those who may have regressed - Fluid groupings and teaching to meet exact gaps in phonics. -Detailed and rigorous analysis and tracking which then swiftly informs teaching. 	<ul style="list-style-type: none"> ❖ 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. ❖ On track for meeting end of year expectations in writing and maths.
4	<ul style="list-style-type: none"> Pupils have not all had the opportunity to read to others, access stories and enjoy books. Pupils have not all had the opportunity to read to others, access stories and enjoy books. Pupils may not be on track to meet their end of year attainment in reading, writing and / or maths due to lack of engagement in home learning during lockdown 2020. 	<ul style="list-style-type: none"> -Priority teaching of Reading and class / group time to enjoy reading and stories. -Increased timetabled sessions of reading skills -Increased timetabled sessions of reading class novel - Fluid groupings and teaching to meet exact gaps in phonics. -Detailed and rigorous analysis and tracking which then swiftly informs teaching. 	<ul style="list-style-type: none"> ❖ 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. ❖ On track for meeting end of year expectations in writing and maths.
5	<ul style="list-style-type: none"> Pupils have not all had the opportunity to read to others, access stories and enjoy books. Pupils may not be on track to meet their end of Key Stage attainment in reading, writing and / or maths due to lack of 	<ul style="list-style-type: none"> -Detailed and rigorous analysis and tracking which then swiftly informs teaching. -Teachers then SLT identify those with gaps, and whether they require additional (In-class) support or Intensive (Additional teacher / boosting) support to gap fill. 	<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 Summer 2020 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

	<p>engagement in home learning during lockdown 2020</p> <ul style="list-style-type: none"> Teachers (Autumn1, 2020) 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. 	<p>-Additional teaching of pupils identified as requiring intensive support 3 x 30 mins a week by experienced Teaching Assistant.</p>	<p>knowledgeable and experienced dedicated teaching assistant.</p> <ul style="list-style-type: none"> ❖ Interleaving activities, low stake quizzes and recapping previous year's Key knowledge, skills and concepts support consolidation, gap teaching and progression. ❖ Termly assessments show progress and attainment. ❖ Half termly pupil progress meetings ensures pupils are well supported and intervention supports class learning and visa-versa.
6	<ul style="list-style-type: none"> Pupils have not all had the opportunity to read to others, access stories and enjoy books. Pupils may not be on track to meet their end of Key Stage attainment in reading, writing and / or maths due to lack of engagement in home learning during lockdown 2020 Teachers (Autumn1, 2020) 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. 	<p>-Detailed and rigorous analysis and tracking which then swiftly informs teaching.</p> <p>-Teachers then SLT identify those with gaps, and whether they require additional (In-class) support or Intensive (Additional teacher / boosting) support to gap fill.</p> <p>-Additional teaching of pupils identified as requiring intensive support 5 x 30 mins a week by experienced Teaching Assistant.</p> <p>-Booster classes provided by two experienced teachers 1 hour per week.</p>	<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 Summer 2020 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 teaching assistant. ❖ Interleaving activities, low stake quizzes and recapping previous year's Key knowledge, skills and concepts support consolidation, gap teaching and progression. ❖ Termly assessments show progress and attainment. <p>Half termly pupil progress meetings ensures pupils are well supported and intervention supports class learning and visa-versa.</p>

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 Parent's Consultation about their strengths and development areas. Pupils have formed good relationships with their adults and peers. Pupils are 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 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. Pupils have 1:1 pupil progress meetings and Parent's Consultation about their strengths and development areas. 	<ul style="list-style-type: none"> Phonics screening check – at least 90% 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. 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"> Phonics screening check – 90% of pupils pass the phonics screening check. Pupils successfully transition and settle to learn and enjoy Y2 Parent's Consultation about their strengths and development areas. Pupils have formed good 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 informs teaching (SATS past papers) The gap between identified pupil groups and all other pupils is narrowing. 	<ul style="list-style-type: none"> Phonics screening check – 100% of pupils pass the phonics screening check. 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. 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. Recovery of lost learning time. Pupils have 1:1 pupil progress meetings and Parent's Consultation about their strengths and development areas. 	
3	<ul style="list-style-type: none"> Pupils successfully transition and settle to learn and enjoy Y3 Parent's Consultation about their strengths and development areas. Pupils have formed good relationships with their adults and peers. Pupils are supported 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. 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 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. Pupils have 1:1 pupil progress meetings and Parent's Consultation about their strengths and development areas. 	<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 Year 3. 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 Year 3 attainment. The gap between identified pupil groups and all other pupils has diminished.
4	<ul style="list-style-type: none"> Pupils successfully transition and settle to learn and enjoy Y4 Parent's Consultation about their strengths and development areas. Pupils have formed good 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 – All pupils pass the phonics screening check. The gap between attainment prediction and end of Autumn attainment is diminishing. 	<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 Year 4. 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 Year 4 attainment.

		<ul style="list-style-type: none"> • Pupils are tracked, assessments are analysed and 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. • Pupils have 1:1 pupil progress meetings and Parent's Consultation about their strengths and development areas. 	<ul style="list-style-type: none"> • The gap between identified pupil groups and all other pupils has diminished.
5	<ul style="list-style-type: none"> • Pupils successfully transition and settle to learn and enjoy Y5 • Parent's Consultation about their strengths and development areas. • Pupils have formed good 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. • 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. • Recovery of lost learning time. 	<ul style="list-style-type: none"> • All pupils have passed the phonics screening check. • 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"> Pupils have 1:1 pupil progress meetings and Parent's Consultation about their strengths and development areas. 	
6	<ul style="list-style-type: none"> Pupils successfully transition and settle to learn and enjoy Y6 Parents consultation about their strengths and development areas, with specific targets set. Pupils have formed good 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 informs teaching. Pupils are well – prepared for their statutory tests; they are encouraged to read dialogically and have practise 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. Recovery of lost learning time. Pupils have 1:1 pupil progress meetings and Parent's Consultation about their strengths and development areas. 	<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 KS2. 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. Year 6 pupils feel confident and well – prepared for Secondary school. The gap between identified pupil groups and all other pupils has diminished.