

Catch Up Plan 2020-2021



Stannington Infant School

A friendly, creative environment for learning together.

School and home worked successfully in partnership during national restrictions and there was a high level of engagement in learning, however the lack of direct teaching, limited social interaction and exposure to new learning experiences does mean that many children are entering the new academic year at a different starting point in comparison to previous years.

There are some significant gaps in knowledge in the curriculum where units of work have not been covered by direct teaching. This means children are less able to access and use pre-requisite knowledge and may be less able to make connections between areas of learning. In these areas we have consolidated the curriculum focusing on concepts that run through the curriculum. Theme planning has been streamlined by all teaching staff / subject leaders to ensure targeted coverage of NC without unnecessary duplication or reinforcement across subjects.

We have used **The EEF Guide to Supporting School Planning: A Tiered Approach to 2020-21**



The main areas which have been impacted by national restrictions are speech and language, reading and writing, in particular phonic knowledge.

Our focus in Foundation stage will be on will be on social and emotional well being, speech and language development, phonics and fine motor control in the first instance.

In KS1 we will prioritise early reading, prioritising phonics but also fluency. Some children will receive additional maths support to address specific gaps.

We will also use some of the catch-up funding to respond to classes or groups of children who may have prolonged periods of time unable to access face to face schooling.

Total number of pupils:	178	Total catch-up premium budget	£14,240
Catch-up funding received per pupil:	£80	Date of review	July 2021

Year Group	Evidence & Rationale	Chosen approach/approaches	Desired outcome / Impact measure
F2	<ul style="list-style-type: none"> On entry baseline revealed that 69% of pupils entered the Foundation Stage broadly average in maths but significantly lower than ARE in reading (21%) with 34% of pupils entering at the expected level in writing Some children have poor fine motor skills and pencil control. Some children entered below ARE in reading knowing only 1 to 3 letter sounds Children need to develop stamina in reading Some children entered below ARE in maths knowing only numbers 1 to 5 Listening and attention needs development Mathematics development – early mathematical concepts such as 1-1 correspondence, language, counting & number sense. 	<p>Communication and language / Listening and attention – adults ensure high quality interactions, teacher modelling of language, extension of vocabulary.</p> <p>Turn taking and listening activities</p> <p>Theraplay small group intervention</p> <p>Early Reading:-</p> <p>Daily phonics teaching; support material sent home</p> <p>Precision teaching to check retention and address gaps.</p> <p>Writing:-</p> <p>Daily writing opportunities and fine motor skills practise</p> <p>Daily handwriting practise; support material sent home</p> <p>Maths:-</p> <p>Daily maths teaching</p> <p>Pre and post teaching for targeted groups; support material sent home</p> <p>Number Box intervention</p> <p>Spaced practise approach to ensure learning is embedded and applied</p>	<ul style="list-style-type: none"> Pupils needs and conditions for learning are on track. Pupils secure the key concepts to enable literacy development to flourish. Pupils secure the key concepts to enable mathematical development to flourish. Parent's 1:1 Consultation meetings ensure they are clear about their child's strengths and development areas.
1	<ul style="list-style-type: none"> Pupils have not received directed phonics teaching since March 2020. 90% of the children are not yet meeting the expected level for the start of year 1 in phonics with the attainment of 67% causing significant concern in phonics. 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 Pupils did not have the opportunity to complete the EYFS curriculum 	<p>Readiness for learning:-</p> <p>Emotional well being support: Calm boxes / zones of regulation.</p> <p>Nurture provision; small group sessions</p> <p>Reinforce characteristics of learning</p> <p>Reading:-</p> <p>Daily teaching of Shared Reading to teach reading strategies and exposure to quality texts. Also to reinforce enjoyment of reading and stories.</p> <p>Phonics:-</p> <p>Daily phonics teaching</p> <p>Targeted small group additional phonics teaching</p>	<ul style="list-style-type: none"> Pupils successfully transition and settle to learn and enjoy Y1 Pupils have formed excellent relationships with their adults and peers. Pupils are able to display and further develop characteristics of learning. Early reading skills developed. Pupil enjoyment in reading and stories. 80% of pupils achieve the Phonics Screening Check benchmark Letters are formed correctly and work is legible and well presented Pupils who were predicted not to attain a GLD have made accelerated progress to

		<p>Focused assessments and teaching to meet exact gaps in phonics</p> <p>Whole class gaps addressed during phonic starter sessions in literacy as well as phonic sessions.</p> <p>SPAG:-</p> <p>SPAG teaching in Autumn 1 will consolidate previous years curriculum. Additional SPAG in Autumn 2 will cover age related curriculum</p> <p>Writing: -</p> <p>Autumn term will focus on repeated sentence construction and letter formation.</p> <p>Maths:-</p> <p>Assessment in number and teaching focus on number & calculation</p> <p>Targeted small group additional sessions to address gaps</p> <p>Maths moments - additional mental maths sessions</p> <p>Additional Learning support visits</p> <p>Additional Educational Psychologist visits</p>	<p>be in – line with Age Expected expectations for Y1.</p> <ul style="list-style-type: none"> ❖ Parent's 1:1 Consultation meetings ensure they are clear about their child's strengths and development areas. ❖ Blended learning addresses pupils' areas for development and parents are supported to deliver home learning
2	<ul style="list-style-type: none"> • Pupils have not received directed phonics teaching since March 2020. • 33% of the children are not yet meeting the expected level for the start of year 1 in phonics with the attainment of 10% causing significant concern in phonics. • 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 • 	<p>Readiness for learning:-</p> <p>Zones of regulation</p> <p>Reinforce characteristics of learning</p> <p>Bespoke 1:1 support for individual pupils.</p> <p>Reading:-</p> <p>-Daily teaching of Shared Reading to teach reading strategies and exposure to quality texts. Also to reinforce enjoyment of reading and stories.</p> <p>1:1 reading to improve fluency and comprehension</p> <p>Lexia programme</p> <p>Phonics:-</p> <p>Daily phonics teaching</p> <p>Targeted small group additional phonics teaching</p> <p>Focused assessments and teaching to meet exact gaps in phonics</p>	<ul style="list-style-type: none"> ❖ Pupils successfully transition and settle to learn and enjoy Y2 ❖ Pupils have formed excellent relationships with their adults and peers. ❖ Phonics attainment:- 90% of pupils achieve the Phonics Screening Check benchmark by December 20 ❖ Pupils become fluent, confident readers who enjoy reading. They know the importance of reading and the wealth of knowledge reading opens up to them for all aspects of life. ❖ Parent's 1:1 Consultation meetings ensure they are clear about their child's strengths and development areas. ❖ Blended learning addresses pupils' areas for development and parents are supported to deliver home learning

		<p>whole class gaps will be addressed during Whonic starter sessions in literacy as well as phonic sessions</p> <p>1:1 Alphabet arc programme.</p> <p>SPAG:-</p> <p>SPAG teaching in Autumn 1 will consolidate previous years curriculum. Additional SPAG in Autumn 2 will cover age related curriculum</p> <p>Writing: -</p> <p>Autumn 1 will focus on repeated shorter pieces of writing to build stamina and opportunities to practice skills moving to longer pieces in Aut 2. Editing and reviewing work. During Aut 1 this will be via teacher modelling and as individual feedback to pupils.</p> <p>Writing Autumn 2 to cover age related curriculum</p> <p>Maths:-</p> <p>Maths focus Autumn 2020:- Assessment in number and teaching focus on number & calculation</p> <p>Targeted small group additional sessions to address gaps</p> <p>Maths moments - additional mental maths sessions</p>	
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