

Catch Up Plan 2020-2021

Additional Government funding of £80 per pupil from Reception to Year 6



St Mary's Catholic
Primary Schools
Trust

- Our focus will be on identifying gaps in individual flight paths.
- Gap teaching will be through the release of the class teacher to give 1:1 and small group support.
- Pupils will be identified by class teachers through data analysis and individual diagnostic assessments.
- The initial focus will be on English and Maths but with a commitment to ensure breadth, depth and enjoyment of the wider curriculum.

Year Group	Evidence & Rationale	Chosen approach/approaches	Desired outcome
1	<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. • Transition to KS1 has not been able to happen, so pupils need transition support 	<ul style="list-style-type: none"> • Priority teaching of Early Reading and class / group time to enjoy reading and stories. • Focus on The Characteristics of Learning. • Catch up 1:1 and small group teaching will not take place until term 2 when the children are settled. • Catch up programme for EYFS 	<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 • 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"> • Catch up 1:1 and small group teaching in place from Autumn 2. • Priority teaching of Early Reading and class / group time to enjoy reading and stories. • Detailed and rigorous analysis and tracking – swiftly informs teaching. • Fluid groupings and teaching to meet exact gaps in phonics. 	<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.
3	<ul style="list-style-type: none"> • Pupils who have not passed their KS1 Phonics Screening Check have not received directed phonics teaching since March 2020. 	<ul style="list-style-type: none"> • Priority teaching of Early Reading and class / group time to enjoy reading and stories. • Catch up 1:1 and small group teaching in place from Autumn 2. 	<ul style="list-style-type: none"> • Early reading skills developed. • Enjoyment in reading and stories. • Phonics attainment and confidence raised.

	<ul style="list-style-type: none"> • Pupils have not all had the opportunity to read to others, access stories and enjoy books. • Pupils who did not pass the Phonics Screening Check in Y1 will take the Phonics Screening Check in Autumn 2 2020 (See RLT Assessment cycle) 	<ul style="list-style-type: none"> • Fluid groupings and teaching to meet exact gaps in phonics. • Detailed and rigorous analysis and tracking which then swiftly informs teaching. This will be supported by the English and Maths Lead Teachers. • Letters and Sounds used to inform phonics teaching. 	<ul style="list-style-type: none"> • On track for passing the Phonics Screening Check. • 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. • Pupils enjoy reading. • Pupils pass the Phonics Screening Check and become fluent readers
4	<ul style="list-style-type: none"> • Pupils have not all had the opportunity to read to others, access stories and enjoy books. • Pupils who did not pass the Phonics Screening Check in KS1 or Autumn Y3 will take the Phonics Screening Check in Autumn 2 2020 (See RLT Assessment cycle) 	<ul style="list-style-type: none"> • Priority teaching of Reading and class / group time to enjoy reading and stories. • Detailed and rigorous analysis and tracking which then swiftly informs teaching. 	<ul style="list-style-type: none"> • Early 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. • Pupils enjoy reading.
5	<ul style="list-style-type: none"> • Pupils are not on track to meet their end of Key Stage attainment in reading, writing and / or maths owing to lack of teaching in Spring and Summer 2020. • Teachers complete assessment for every pupil. (Summer 2, 2020) • Teachers (Autumn 1, 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. 	<ul style="list-style-type: none"> • Detailed and rigorous analysis and tracking which then swiftly informs teaching. • Teachers complete teacher assessments and add to their individual flight paths. • Teachers then SLT identify those with gaps, and whether they require additional (in-class) support or Intensive (additional teacher / boosting) support to gap fill. • A member of SLT, who is an experienced teacher, to complete diagnostics based on the End of 2020 Flight Paths for Individuals not on track. • Baseline testing using elements of NFER / Testbase • Question Level Analysis identifies specific gaps to be planned for taught and embedded. 	<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 teacher. • Interlinking activities, low stake quizzes and recapping previous year's main learning areas to support consolidation, gap teaching and progression. • Termly assessments show progress, in scaled scores and attainment. • QLA and communication with class teachers and SLT ensures pupils are well

		<ul style="list-style-type: none"> Additional teaching of pupils identified as requiring intensive support 3 x 30 mins a week by experienced teacher in Reading, Writing and / or Maths. 	supported and intervention supports class learning and visa-versa.
6	<ul style="list-style-type: none"> Pupils are not on track to meet their end of Key Stage attainment in reading, writing and / or maths due to lack of teaching in Spring and Summer 2020. Teachers complete the flight path for every pupil. (Summer 2, 2020) Teachers (Autumn 1, 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. 	<ul style="list-style-type: none"> Teachers complete teacher assessments and add to their individual flight paths. Teachers then SLT identify those with gaps, and whether they require additional (in-class) support or Intensive (additional teacher / boosting) support to gap fill. A member of SLT, who is an experienced teacher, to complete diagnostics based on the End of 2020 Flight Paths for Individuals not on track. Baseline testing using elements of NFER / Testbase Question Level Analysis identifies specific gaps to be planned for taught and embedded. Additional teaching of pupils identified as requiring intensive support 3 x 30 mins a week by experienced teacher, in Reading, Writing and / or Maths. 	<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 teacher. Interleaving activities, low stake quizzes and recapping previous year's POS support consolidation, gap teaching and progression. Termly assessments show progress, in scaled scores and attainment. QLA and communication with class teachers and SLT ensures pupils are well – supported and intervention supports class learning and visa-versa.
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 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 – 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. 	<ul style="list-style-type: none"> Phonics screening check –87% 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.

	<ul style="list-style-type: none"> • Pupils have formed excellent relationships with their adults and peers. • Pupils are tracked and supported as needed Emotionally through Thrive. 	<ul style="list-style-type: none"> • The gap between attainment prediction and end of Autumn attainment is diminishing. • Pupils are tracked, assessments are analysed and QLA 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. 	<ul style="list-style-type: none"> • 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. • 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 – 75% of pupils pass the phonics screening check. • Pupils successfully transition and settle to learn and enjoy Y2 • Pupils have 1:1 pupil progress meetings and Parent’s Consultation about their strengths and development areas. • Pupils have formed excellent relationships with their adults and peers. • Pupils are tracked and supported as needed Emotionally through Thrive. 	<ul style="list-style-type: none"> • Phonics screening check – 82% 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 QLA informs teaching (SATS past papers) • 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"> • Phonics screening check – 85% 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. • 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.
3	<ul style="list-style-type: none"> • Pupils successfully transition and settle to learn and enjoy Y3 • Pupils have 1:1 pupil progress meetings and Parent’s Consultation about their strengths and development areas. • Pupils have formed excellent relationships with their adults and peers. • Pupils are tracked and supported as needed Emotionally through Thrive. 	<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 QLA 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. • Deep understanding of key learning missed in Spring and Summer 2020 in Science, 	<ul style="list-style-type: none"> • Phonics screening check – 90% of pupils pass 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. • The gap between identified pupil groups and all other pupils has diminished. • 90% of pupils are at least in line with age expectations by Summer 2 2021. • 20%+ of pupils are achieving at a level that exceeds or far exceeds age expectations by Summer 2 2021. • Robust information sharing with parents to inform on attainment and progress, including written

		implementation of adapted SoW to support catch-up.	<p>report and face to face parent / teacher interviews if possible, depending on local restrictions.</p> <ul style="list-style-type: none"> • Pupils end their learning in this year group with a good understanding of key learning in foundation subject, through abridged learning.
4	<ul style="list-style-type: none"> • Pupils successfully transition and settle to learn and enjoy Y4 • Pupils have 1:1 pupil progress meetings and Parent's Consultation about their strengths and development areas. • Pupils have formed excellent relationships with their adults and peers. • Pupils are tracked and supported as needed Emotionally through Thrive. 	<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. • Pupils are tracked, assessments are analysed and QLA 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. • Deep understanding of key learning missed in Spring and Summer 2020 in Science, implementation of adapted SoW to support catch-up. 	<ul style="list-style-type: none"> • Pupils who attained Age Related Expectations or Greater Depth at the end of their last assessment continue to make at least good progress to maintain or surpass their end of KS1 attainment. • The gap between identified pupil groups and all other pupils has diminished. • 90% of pupils are at least in line with age expectations by Summer 2 2021. • 20%+ of pupils are achieving at a level that exceeds or far exceeds age expectations by Summer 2 2021. • Robust information sharing with parents to inform on attainment and progress, including written report and face to face parent / teacher interviews if possible, depending on local restrictions. • Pupils end their learning in this year group with a good understanding of key learning in foundation subject, through abridged learning.
5	<ul style="list-style-type: none"> • Pupils successfully transition and settle to learn and enjoy Y5 • Pupils have 1:1 pupil progress meetings and Parent's Consultation about their strengths and development areas. • Pupils have formed excellent relationships with their adults and peers. • Pupils are tracked and supported as needed Emotionally through Thrive. 	<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. • 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. 	<ul style="list-style-type: none"> • Pupils who attained Age Related Expectations or Greater Depth at the end of their last assessment continue to make at least good progress to maintain or surpass their end of KS1 attainment. • The gap between identified pupil groups and all other pupils has diminished. • 90% of pupils are at least in line with age expectations by Summer 2 2021. • 25%+ of pupils are achieving at a level that exceeds or far exceeds age expectations by Summer 2 2021. • Robust information sharing with parents to inform on attainment and progress, including written report and face to face parent / teacher interviews if possible, depending on local restrictions. • Pupils end their learning in this year group with a good understanding of key learning in foundation subject, through abridged learning.

		<ul style="list-style-type: none"> Improved outcomes for all pupils, with a focus on identified groups, aligned to targets set. Deep understanding of key learning missed in Spring and Summer 2020 in Science, implementation of adapted SoW to support catch-up. 	
6	<ul style="list-style-type: none"> Pupils successfully transition and settle to learn and enjoy Y6 Pupils have 1:1 pupil progress meetings and parents consultation about their strengths and development areas, with specific targets set. Pupils have formed excellent relationships with their adults and peers. Pupils are tracked and support targeted 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. The gap between attainment prediction and end of Autumn attainment is diminishing. Pupils are tracked, assessments are analysed and QLA informs teaching. Pupils are well prepared for their Statutory tests; they are encouraged to read dialogically and have Mock 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. Deep understanding of key learning missed in Spring and Summer 2020 in Science, implementation of adapted SoW to support catch-up. 	<ul style="list-style-type: none"> Pupils who attained Age Related Expectations or Greater Depth at the end of their last assessment continue to make at least good progress to maintain or surpass their end of KS1 attainment. The gap between identified pupil groups and all other pupils has diminished. 90% of pupils are at least in line with age expectations by Summer 2 2021. 30%+ of pupils are achieving at a level that exceeds or far exceeds age expectations by Summer 2 2021. Robust information sharing with parents to inform on attainment and progress, including written report and face to face parent / teacher interviews if possible, depending on local restrictions. Pupils end their learning in this year group with a good understanding of key learning in foundation subject, through abridged learning.
Agreed with Trust on: 26 th November 2020			

Gap Funding used to pay for: Fixed term one day a week for a teacher in each year group.

Training for EYFS and SLT on NELI programme.