

# Catch Up Plan 2020-2021



SVPS School

## Whole School Rationale

Our focus will be on Early Reading, Including Phonics, and then identifying Gaps in children's individual learning. Gap teaching will be through a combination of Teacher and Teaching Assistant lead sessions. Additionally, we will look to run daily 10/15 basic skills sessions using various online apps. Pupils will be identified by class teachers after diagnostics, building relationships and also assessing their blended home learning IT capacity. The teachers will state which pupils need additional support and intensive support on their Pupil Progress Grids and SLT will then plan and formalise the teaching timetable, with a focus on 3 x 30 minute lessons a week for pupils. All Progress is measured through the data catches at the end of each 'Big Term.'

Year Group	Evidence & Rationale	Chosen approach/approaches	Impact Measures/Desired Outcomes		
			End of Autumn	End of Spring	End of Summer
R	<ul style="list-style-type: none"> <li>Pupils have not attended Early Years Pre-School provision between March and June 2020.</li> <li>Transition to Primary School has not been able to happen, so pupils need transition support.</li> </ul>	<ul style="list-style-type: none"> <li>→ Priority teaching of Early Reading and class/ group time to enjoy reading and stories.</li> <li>→ Focus on Communication, Language &amp; Listening</li> <li>→ Ready Steady Read relaunched</li> <li>→ Bench Marking Assessments to be used to accurately move children forward in their book bands</li> <li>→ Use of APPS to support daily basic skills</li> </ul>	<ul style="list-style-type: none"> <li>✓ All children (barring SEND needs) are secure in Phase 2 Phonics.</li> <li>✓ Children have settled into SVPS and are displaying positive attitudes to learning</li> <li>✓ All children to have moved up at least 1 book band colour</li> <li>✓ Any child who has had to self-isolate has been able to continue learning through blended learning.</li> </ul>	<ul style="list-style-type: none"> <li>✓ All children (barring SEND needs) are secure in Phase 2 Phonics with 65% secure in Phase 3 phonics</li> <li>✓ All children to have moved up at least 1 book band colour</li> <li>✓ Any child who has had to self-isolate has been able to continue learning through blended learning.</li> </ul>	<ul style="list-style-type: none"> <li>✓ All children (barring SEND needs) are secure in Phase 3 Phonics</li> <li>✓ All children are Reading books which are AGE EXPECTED (Red/Yellow)</li> <li>✓ Be in line with national expected for Speaking/Reading/Writing and Number from the ELGs.</li> <li>✓ Pupils to have a smooth transition into Y1</li> <li>✓ Any child who has had to self-isolate has been able to continue learning through blended learning.</li> </ul>
1	<ul style="list-style-type: none"> <li>Pupils have not received direct phonics teaching since March 2020.</li> <li>45 out of 60 (75%) children were not accessing the Autumn Y1 book Band when they returned from lockdown.</li> <li>Pupils have not all had the opportunity to read to others, access stories and enjoy books.</li> <li>Transition to KS1 has not been able to happen, so pupils need transition support</li> <li>EYFS curriculum; pupils need to focus in Autumn 1 on the EYFS curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>→ Reception Lead to support transition and Early reading Autumn 1</li> <li>→ Priority teaching of Early Reading and class/ group time to enjoy reading and stories.</li> <li>→ Play and self-led activities focus for Y1 in Autumn 1<sup>st</sup> ½ term.</li> <li>→ Effective communication and support between EYFS and Y1 adults</li> <li>→ Focus on 1:1 reading for identified children daily</li> <li>→ Ready Steady Read relaunched</li> <li>→ Bench Marking Assessments to be used to accurately move children forward in their book bands</li> <li>→ Use of APPS to support daily basic skills</li> <li>→ Laptops Available for children who are struggling with IT capacity at home.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Pupils attain GLD, they display the Characteristics of Learning in their Y1 class.</li> <li>✓ Pupils successfully transition and settle to learn and enjoy Y1.</li> <li>✓ Parent's Consultation about their strengths and development areas.</li> <li>✓ All children are being taught and exposed to Phase 5 phonics.</li> <li>✓ Any child not secure in Phase 3 or 4 will receive at least x3 catch-up sessions a week.</li> <li>✓ All children to have moved up at least 1 book band colour.</li> <li>✓ Any child who has had to self-isolate has been able to continue learning through blended learning.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Phonics screening check – 65% of pupils pass the phonics screening check with at least 85% on track to be secure in Phase 5 before the end of the year.</li> <li>✓ 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.</li> <li>✓ Pupils are tracked, assessments are analysed and QLA informs teaching</li> <li>✓ Improved outcomes for all pupils, with a focus on identified groups, aligned to targets set.</li> <li>✓ Recovery of lost learning time.</li> <li>✓ All children to have moved up at least 1 book band colour</li> <li>✓ Any child who has had to self-isolate has been able to continue learning through blended learning.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Phonics screening check – 85% of pupils pass the phonics screening check.</li> <li>✓ Pupils attain end of year expectations when they were predicted GLD</li> <li>✓ End of year targets are met for Y1 for Reading, Writing, Maths and Phonics</li> <li>✓ Pupils have a smooth transition to Y2</li> <li>✓ Any child who has had to self-isolate has been able to continue learning through blended learning.</li> <li>✓ All children to have moved up at least 1 book band colour</li> </ul>
2	<ul style="list-style-type: none"> <li>Pupils have not received direct phonics teaching since March 2020.</li> <li>Pupils will take the Phonics Screening Check in Autumn 2 2020</li> <li>Pupils have not all had the opportunity to read to others, access stories and enjoy books.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of Y1 Summer + Y2 Spring and Summer Reading, Writing, Maths and SPAG with detailed and rigorous analysis and tracking.</li> <li>• Priority teaching of Early Reading and class/ group time to enjoy reading and stories.</li> <li>• Focus on 1:1 reading for identified children - daily.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Phonics screening check – at least 80% of pupils pass the phonics screening check.</li> <li>✓ All children to have moved up at least 1 book band colour</li> <li>✓ Pupils successfully transition and settle to learn and enjoy Y2</li> <li>✓ Parent's Consultation about their strengths and development areas.</li> <li>✓ Pupils have formed excellent relationships with their adults and peers.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Phonics screening check – 84% of pupils pass the phonics screening check.</li> <li>✓ All children to have moved up at least 1 book band colour from Autumn</li> <li>✓ 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.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Phonics screening check – 92% of pupils pass the phonics screening check.</li> <li>✓ All children to have moved up at least 1 book band colour from Spring</li> <li>✓ Pupils attain end of KS1 expectations if they attained GLD when they completed EYFS.</li> <li>✓ At least 80% of pupils who did not attain a GLD have made accelerated progress</li> </ul>

	<ul style="list-style-type: none"> <li>52/60 children were not accessing the Autumn Y2 book Band when they returned from lockdown</li> <li>Pupils have not had continuous daily writing and letter formation.</li> </ul>	<ul style="list-style-type: none"> <li>Assessment of Y1 Summer Reading, Writing, Maths and SPAG with detailed and rigorous analysis and tracking.</li> <li>Fluid groupings and teaching to meet exact gaps in phonics, spellings, writing and maths.</li> <li>Ready Steady Read relaunched</li> <li>Bench Marking Assessments to be used to accurately move children forward in their book bands</li> <li>Use of APPS to support daily basic skills</li> <li>Laptops Available for children who are struggling with IT capacity at home</li> </ul>	<ul style="list-style-type: none"> <li>Any child who has had to self-isolate has been able to continue learning through blended learning.</li> <li>Those children working as PKF will be working within Y1 reading, writing and maths curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>The gap between attainment prediction and end of Autumn attainment is diminishing.</li> <li>Pupils are tracked, assessments are analysed and QLA informs teaching (SATS past papers)</li> <li>The gap between identified pupil groups and all other pupils is narrowing.</li> <li>Improved outcomes for all pupils, with a focus on identified groups, aligned to targets set.</li> <li>Recovery of lost learning time.</li> <li>Any child who has had to self-isolate has been able to continue learning through blended learning.</li> </ul>	<p>to be in – line with Age Expected expectations for the end of KS1.</p> <ul style="list-style-type: none"> <li>The gap between identified pupil groups and all other pupils has diminished.</li> <li>Any child who has had to self-isolate has been able to continue learning through blended learning.</li> <li>Any child who has had to self-isolate has been able to continue learning through blended learning.</li> </ul>
3	<ul style="list-style-type: none"> <li>Pupils have not all had the opportunity to read to others, access stories and enjoy books.</li> <li>Pupils who did not pass the Phonics Screening Check in Y1 have not had the opportunity to be re-tested</li> <li>Children have not received daily basic skills in English and Maths since March 2020.</li> <li>Children have not had the diet of reading books available to them since March 2020</li> </ul>	<ul style="list-style-type: none"> <li>Assessment of Y2 Summer + Y3 Spring and Summer Reading, Writing, Maths and SPAG with detailed and rigorous analysis and tracking.</li> <li>Detailed and rigorous analysis and tracking which then swiftly informs teaching.</li> <li>Ready Steady Read relaunched</li> <li>Bench Marking Assessments to be used to accurately move children forward in their book bands</li> <li>AR to be introduced to Y3 children who are secure in Year 3 book banding.</li> <li>Fluid Catch-Up groupings and teaching to meet exact gaps in phonics, spellings, writing and maths.</li> <li>Use of APPS to support daily basic skills</li> <li>Laptops Available for children who are struggling with IT capacity at home</li> </ul>	<ul style="list-style-type: none"> <li>All children to have moved up at least 1 book band colour or have moved onto AR</li> <li>Any child who has had to self-isolate has been able to continue learning through blended learning.</li> <li>Any child who has had to self-isolate has been able to continue learning through blended learning.</li> <li>The gap between attainment prediction and September 30 days is diminishing with classes now more aligned.</li> </ul>	<ul style="list-style-type: none"> <li>All children to have moved up at least 1 book band colour from the Autumn</li> <li>Any child who has had to self-isolate has been able to continue learning through blended learning.</li> <li>The gap between attainment prediction and Autumn attainment is diminishing.</li> <li>Pupils are tracked, assessments are analysed and QLA informs teaching (SATS past papers)</li> <li>The gap between identified pupil groups and all other pupils is narrowing.</li> <li>Improved outcomes for all pupils, with a focus on identified groups, aligned to targets set.</li> <li>Recovery of lost learning time.</li> <li>Any child who has had to self-isolate has been able to continue learning through blended learning.</li> </ul>	<ul style="list-style-type: none"> <li>All children to have moved up at least 1 book band colour from the Spring</li> <li>All children who did not pass phonics in Year 1 pass the phonics screening in Y2 or are able to read to a secure expected level in the Year 2 summer reading papers.</li> <li>Pupils who were on – track pre Covid 19 closure and were not then on – track at the end of September 2020 are back on – Track to meet their end of year and end of Key Stage attainment.</li> <li>Any child who has had to self-isolate has been able to continue learning through blended learning.</li> <li>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.</li> </ul>
4	<ul style="list-style-type: none"> <li>Children have not received daily basic skills in English and Maths since March 2020.</li> <li>Children have not had the diet of reading books available to them since March 2020</li> </ul>	<ul style="list-style-type: none"> <li>Assessment of Y3 Summer + Y4 Spring and Summer Reading, Writing, Maths and SPAG with detailed and rigorous analysis and tracking.</li> <li>Ready Steady Read re-launched</li> <li>Accelerated Reader relaunched</li> <li>Use of APPS to support daily basic skills.</li> <li>Fluid Catch-Up groupings and teaching to meet exact gaps in spellings, writing and maths.</li> <li>Laptops Available for children who are struggling with IT capacity at home</li> </ul>	<ul style="list-style-type: none"> <li>Any child who has had to self-isolate has been able to continue learning through blended learning.</li> <li>AR star testing showing that each child has either increased word count, moved ZPD bands or their reading age has increased.</li> <li>The gap between attainment prediction and September 30 days is diminishing with classes now more aligned.</li> </ul>	<ul style="list-style-type: none"> <li>Any child who has had to self-isolate has been able to continue learning through blended learning.</li> <li>Pupils are tracked, assessments are analysed and QLA informs teaching (SATS past papers)</li> <li>Termly assessments show progress, in scaled scores and attainment.</li> <li>The gap between identified pupil groups and all other pupils is narrowing.</li> <li>Improved outcomes for all pupils, with a focus on identified groups, aligned to targets set.</li> <li>Recovery of lost learning time.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils who were on – track pre Covid 19 closure and were not then on – track at the end of September 2020 are back on – Track to meet their end of year and end of Key Stage attainment.</li> <li>Termly assessments show progress, in scaled scores and attainment.</li> <li>Any child who has had to self-isolate has been able to continue learning through blended learning.</li> <li>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.</li> <li>All children who have an AR reading age BELOW their age will have increased their AR reading age by at least 12 months or have reached their chronological age by the end of the year.</li> </ul>

5	<ul style="list-style-type: none"> <li>Children have not received daily basic skills in English and Maths since March 2020.</li> <li>Children have not had the diet of reading books available to them since March 2020</li> </ul>	<ul style="list-style-type: none"> <li>→ Assessment of Y4 Summer + Y5 Spring and Summer Reading, Writing, Maths and SPAG with detailed and rigorous analysis and tracking.</li> <li>→ Ready Steady Read relaunched</li> <li>→ Accelerated Reader relaunched</li> <li>→ Use of APPS to support daily basic skills.</li> <li>→ Fluid Catch-Up groupings and teaching to meet exact gaps in spellings, writing and maths.</li> <li>→ Laptops Available for children who are struggling with IT capacity at home.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Any child who has had to self-isolate has been able to continue learning through blended learning.</li> <li>✓ AR star testing showing that each child has either increased word count, moved ZPD bands or their reading age has increased.</li> <li>✓ The gap between attainment prediction and September 30 days is diminishing with classes now more aligned.</li> <li>✓</li> </ul>	<ul style="list-style-type: none"> <li>✓ Any child who has had to self-isolate has been able to continue learning through blended learning.</li> <li>✓ Pupils are tracked, assessments are analysed and QLA informs teaching (SATS past papers)</li> <li>✓ Termly assessments show progress, in scaled scores and attainment.</li> <li>✓ The gap between identified pupil groups and all other pupils is narrowing.</li> <li>✓ Improved outcomes for all pupils, with a focus on identified groups, aligned to targets set.</li> <li>✓ Recovery of lost learning time.</li> <li>✓ AR star testing showing that each child has either increased word count, moved ZPD bands or their reading age has increased</li> </ul>	<ul style="list-style-type: none"> <li>✓ Pupils who were on – track pre Covid 19 closure and were not then on – track at the end of September 2020 are back on – Track to meet their end of year and end of Key Stage attainment.</li> <li>✓ Pupils receive Quality intervention through teaching from a highly knowledgeable and experienced SVPS.</li> <li>✓ 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.</li> <li>✓ Any child who has had to self-isolate has been able to continue learning through blended learning.</li> <li>✓ Termly assessments show progress, in scaled scores and attainment.</li> <li>✓ All children who have an AR reading age BELOW their age will have increased their AR reading age by at least 12 months or have reached their chronological age by the end of the year.</li> </ul>
6	<ul style="list-style-type: none"> <li>Children have not received daily basic skills in English and Maths since March 2020.</li> <li>Children have not had the diet of reading books available to them since March 2020</li> </ul>	<ul style="list-style-type: none"> <li>→ Assessment of Y6 SATs Reading, Writing, Maths and SPAG with detailed and rigorous analysis and tracking.</li> <li>→ Ready Steady Read relaunched</li> <li>→ Accelerated Reader relaunched</li> <li>→ Use of APPS to support daily basic skills</li> <li>→ Fluid Catch-Up groupings and teaching to meet exact gaps in spellings, writing and maths.</li> <li>→ Laptops Available for children who are struggling with IT capacity at home</li> </ul>	<ul style="list-style-type: none"> <li>✓ Any child who has had to self-isolate has been able to continue learning through blended learning.</li> <li>✓ AR star testing showing that each child has either increased word count, moved ZPD bands or their reading age has increased.</li> <li>✓ The gap between attainment prediction and September 30 days is diminishing with classes now more aligned.</li> </ul>	<ul style="list-style-type: none"> <li>✓ AR star testing showing that each child has either increased word count, moved ZPD bands or their reading age has increased.</li> <li>✓ Any child who has had to self-isolate has been able to continue learning through blended learning.</li> <li>✓ The gap between attainment prediction and end of Autumn attainment is diminishing.</li> <li>✓ Pupils are tracked, assessments are analysed and QLA informs teaching (SATS past papers)</li> <li>✓ The gap between identified pupil groups and all other pupils is narrowing.</li> <li>✓ Improved outcomes for all pupils, with a focus on identified groups, aligned to targets set.</li> <li>✓ Recovery of lost learning time.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Pupils who were on – track pre Covid 19 closure and were not then on – track at the end of September 2020 are back on – Track to meet their end of year and end of Key Stage attainment.</li> <li>✓ Pupils receive Quality intervention through teaching from a highly knowledgeable and experienced SVPS.</li> <li>✓ Termly assessments show progress, in scaled scores and attainment.</li> <li>✓ Any child who has had to self-isolate has been able to continue learning through blended learning.</li> <li>✓ 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.</li> <li>✓ Year 6 pupils feel confident and well – prepared for Secondary school.</li> <li>✓ All children who have an AR reading age BELOW their age will have increased their AR reading age by at least 12 months or have reached their chronological age by the end of the year.</li> </ul>

Expenditure	Cost £
Additional Accelerated Reader Books for Y4 – Y6	290.00
Bench Marking Reading Assessments for the whole school	493.50
Oxford Reading Tree Books for Rec – Y3	1542.15
Reading 1:1 in Y1 and Y2	765.00
Additional Catch-Up Teaching Assistants for small group Catch-Up Sessions	7398.00
Additional Catch-Up Teacher Costs for small group Catch-Up Sessions	8661.00
	3843.00
Additional IT equipment for blended learning and daily independent basic skills catch-up.	10847.35
<b>Total</b>	<b>33840.00</b>