

Catch Up Plan 2020-2021



Winwick CE Primary School

Catch up funding for Winwick based on 186 pupils (Census October 2020) x £80 per child = £14,880

Our focus will be on Early Reading, Including Phonics, and then identifying Gaps in individual pupils learning journeys. Gap teaching will be through the use of teaching assistants and high quality precision teaching, using this funding. Pupils will be identified by class teachers after baseline assessments conducted in the first few weeks of the term alongside how the pupils return to school and their mental wellbeing. The teachers will state which pupils need additional support and intensive support. SLT will then plan and formalise the teaching timetable, with a focus on additional learning time for Reading, Phonics and Maths Basic skills.

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 EYFS curriculum; pupils need to focus in Autumn on the EYFS curriculum. Pupils have not had the opportunity to socially interact with other children and have had little contact with other adults outside their immediate family. 	<ul style="list-style-type: none"> -Reception teachers to support transition and Early reading Autumn 1 -Priority teaching of Early Reading and class / group time to enjoy reading and stories. -Play and self-led activities focus for Y1 in Autumn or until pupils are ready to access Y1 curriculum. -Focus on The Characteristics of Learning. -Effective communication and support between EYFS and Y1 adults. -Additional time spent on social interactions between pupils. -Bug Club used to provide online individual reading books for children to read at home with parents with 'hard copy' reading books being used in school. 	<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. 	<ul style="list-style-type: none"> -Year 1 teachers to support transition and Early reading Autumn 1 -Priority teaching of Early Reading and class / group time to enjoy reading and stories. 	<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.

	<ul style="list-style-type: none"> • Pupils will take the Phonics Screening Check in Autumn 2 2020 	<ul style="list-style-type: none"> -Intervention for Y2 pupils who are able to Blend (groups of6) -Early Reading assessment completed -Detailed and rigorous analysis and tracking – swiftly informs teaching. -Fluid groupings and teaching to meet exact gaps in phonics. -Bug Club used to provide online individual reading books for children to read at home with parents with ‘hard copy’ reading books being used in school. 	<ul style="list-style-type: none"> ❖ 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. • 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"> ➢ 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 (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. 	<ul style="list-style-type: none"> -Year 2 teacher to support transition and Early reading Autumn 1 -Priority teaching of Early Reading and class / group time to enjoy reading and stories. -Intervention for Y3 pupils who are able to Blend -Early Reading assessment. - 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"> ➢ Teachers identify those pupils with gaps, and whether they require additional (In-class) support or Intensive (Additional teacher / boosting) support to gap fill. ➢ SLT to complete end of year targets and identify those pupils who are under achieving. ➢ Baseline testing using NFER. ➢ Question Level Analysis identifies specific gaps to be planned for taught and embedded. Additional teaching of pupils identified as requiring intensive support in Reading, Writing and / or Maths. -Reading Plus used for children to access reading texts and activities to support reading 	<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. ❖ 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

		<p>comprehension and fluency both in school and for home reading.</p> <p>-For children who are not yet at a level to access Reading Plus, Bug Club used for specific children to provide online individual reading books for children to read at home with parents with 'hard copy' reading books being used in school.</p>	
4	<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. • 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"> ➤ 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 (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>-Y3 CT taking up pupils into Y4 this year to ease transition.</p> <p>-Priority teaching of Early Reading and class / group time to enjoy reading and stories.</p> <p>-Intervention for pupils who are able to Blend (groups of 6)</p> <p>-Early Reading assessments.</p> <p>- Fluid groupings and teaching to meet exact gaps in phonics.</p> <p>-Detailed and rigorous analysis and tracking which then swiftly informs teaching.</p> <ul style="list-style-type: none"> ➤ Teachers identify those pupils with gaps, and whether they require additional (In-class) support or Intensive (Additional teacher / boosting) support to gap fill. ➤ SLT to complete end of year targets and identify those pupils who are under achieving. ➤ Baseline testing using NFER. ➤ Question Level Analysis identifies specific gaps to be planned for taught and embedded. ➤ Additional teaching of pupils identified as requiring intensive support in Reading, Writing and / or Maths. <p>-Reading Plus used for children to access reading texts and activities to support reading comprehension and fluency both in school and for home reading.</p> <p>-For children who are not yet at a level to access Reading Plus, Bug Club used for specific children to</p>	<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. ❖ 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 <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. ➤ 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.

		<p>provide online individual reading books for children to read at home with parents with 'hard copy' reading books being used in school.</p>	
5	<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. ● 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"> ➤ 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 (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>-Y4 CT taking up the pupils into Y5</p> <ul style="list-style-type: none"> - Early reading Autumn 1 -Priority teaching of Early Reading and class / group time to enjoy reading and stories. - Intervention for pupils who are able to Blend - Early Reading assessments. - 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"> ➤ Teachers identify those pupils with gaps, and whether they require additional (In-class) support or Intensive (Additional teacher / boosting) support to gap fill. ➤ SLT to complete end of year targets and identify those pupils who are under achieving. ➤ Baseline testing using NFER. ➤ Question Level Analysis identifies specific gaps to be planned for taught and embedded. ➤ Additional teaching of pupils identified as requiring intensive support in Reading, Writing and / or Maths. <p>-Reading Plus used for children to access reading texts and activities to support reading comprehension and fluency both in school and for home reading.</p> <p>-For children who are not yet at a level to access Reading Plus, Bug Club used for specific children to provide online individual reading books for children to read at home with parents with 'hard copy' reading books being used in school.</p>	<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. ❖ Pupils pass the Phonics Screening Check (32) and become fluent readers. <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. ➤ 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.

6	<ul style="list-style-type: none"> • Pupils who have not passed their KS1 Phonics Screening Check and 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. <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 (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. 	<ul style="list-style-type: none"> - Y5 CT taking up the pupils into Y6. -Priority teaching of Early Reading and class / group time to enjoy reading and stories. -YARC Assessment of Reading. - Fluid teaching to meet exact gaps in phonics. <p>Taught at pace</p> <ul style="list-style-type: none"> -Detailed and rigorous analysis and tracking which then swiftly informs teaching in reading and phonics. <ul style="list-style-type: none"> ➤ Teachers identify those pupils with gaps, and whether they require additional (In-class) support or Intensive (Additional teacher / boosting) support to gap fill. ➤ SLT to complete end of year targets and identify those pupils who are under achieving. ➤ Baseline testing using NFER. ➤ Question Level Analysis identifies specific gaps to be planned for taught and embedded. ➤ Additional teaching of pupils identified as requiring intensive support in Reading, Writing and / or Maths. <p>-Reading Plus used for children to access reading texts and activities to support reading comprehension and fluency both in school and for home reading.</p> <p>-For children who are not yet at a level to access Reading Plus, Bug Club used for specific children to provide online individual reading books for children to read at home with parents with ‘hard copy’ reading books being used in school.</p>	<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 are able to comprehend and analyse texts. ❖ Pupils enjoy reading, they may choose to read dialogically to support them process and comprehend. ❖ Pupils pass the Phonics Screening Check (32) and become fluent readers. <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. ➤ 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. • Pupils have formed excellent relationships with their adults and peers. • Pupils are tracked and supported as needed emotionally through additional PSHE sessions. 	<ul style="list-style-type: none"> • Phonics screening check – 50% 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 • 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 – 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. • Pupils are in – line for their age expectations in Assessments; those who are not continue to receive additional in – class 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 – 72% 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 additional PSHE sessions. 	<ul style="list-style-type: none"> • Phonics screening check – 83% 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 – 90% 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 Assessments; those who are not continue to receive additional in – class 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. 	<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. 	<ul style="list-style-type: none"> • Phonics screening check – 100% (3) 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.

	<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 additional PSHE sessions. 	<ul style="list-style-type: none"> • Phonics screening check – 66% of pupils (3) 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 (NFER) • 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 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 Assessments; those who are not continue to receive additional in – class support. • 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 • 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 additional PSHE sessions. 	<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 (NFER) • 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 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 Assessments; those who are not continue to receive additional in – class Thrive support. • 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 • 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 additional PSHE sessions. 	<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. 	<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.

		<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. (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"> • Pupils are in – line for their age expectations in Assessments; those who are not continue to receive additional in – class support. • The gap between identified pupil groups and all other pupils has diminished.
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 parent’s 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 supported as needed emotionally through additional PSHE sessions. 	<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. • Recovery of lost learning time. 	<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 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 Assessments; those who are not continue to receive additional support and in – class support. • Year 6 pupils feel confident and well – prepared for Secondary school. • The gap between identified pupil groups and all other pupils has diminished.

Budget Breakdown

All interventions will be delivered through the additional adult support: Reception - 9 hours = £5061/ Year 1 - 11 hours = £6326/ Year 4 - 6 hours = £3542.00 (this is with on costs)

Total hours of additional TA support - 26hours = £14,929

If the costs cannot be used against staffing, the budget would be put towards the online learning purchased to support the pupil outcomes and the communication system to engage parents.

Reading Plus Scheme: £7155/ Bug Club: £849/ Phonics Play: £50/ Sumdog: £718/ TT Rockstars: £167.90/ Twinkl: £949/ E Schools: £1215.50/ Purple Mash: £905

Ipad purchasing (x8): £4018

Total funding for additional items: £16,027.40