

Total catch up funding received		£80 x 196 =£15,680		
Priorities for Change (no more than 3) based on assessment/ observation data		~ KS1 language acquisition, vocabulary and phonics. ~ KS2 reigniting the enjoyment and pleasure in reading and ensuring accurate assessment and book choice to enable rapid progress. ~ Maths closing the gaps within fluency and arithmetic so that knowledge can be applied in reasoning and problem solving.		
Key questions	Actions	Milestone by December 2020	Milestone by April 2021	Milestone by July 2021 Evaluation
Teaching: "evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils."				
<p>What new routines and habits do teachers and other staff need to integrate into their work? How have we raised our capacity to make those changes and ensure they are sustainable?</p>	<ul style="list-style-type: none"> Baseline assessments are undertaken and analysis is undertaken to identify gaps in learning. Planning, marking and assessment is developed to ensure continual identification of gaps and appropriate adaptations are made. Accelerated reader will ensure accurate assessment, challenge and monitor progression. Development of online learning to meet curriculum objectives. Class novels purchased to encourage the love of reading. Calculation policies to be evaluated and rewritten. <p>Cost: £6,000</p>	<ul style="list-style-type: none"> Assessments completed and teachers to complete tiered analysis to identify gaps and class action plans completed. Adapted marking policy and new planning frames are in place Accelerated reader will have been purchased, training undertaken, texts obtained through the library Gold service and initial assessments undertaken. Online learning expectations have been set. Class novels have been selected and teachers are carefully planning to close gaps whilst create a passion for reading. Maths calculation policies will be written linking directly to White Rose and Power maths. <p>Evaluation:</p>	<ul style="list-style-type: none"> Monitoring will show that the effective use of marking, planning and feedback has progressed learning as show in the March data drop. Accelerated reader will be fully embedded and KS2 pupils will be selecting texts appropriate to their level. Teachers will be using the reports to inform their planning. Online learning will be fully established for those who are unable to attend school and it will link directly to their cohorts' curriculum. Pupils will be able to discuss in detail their class novels and will be enthused about their personal reader. <p>Evaluation:</p>	<ul style="list-style-type: none"> Summative assessments show that progress has been accelerated and gaps are closed rapidly. All pupils have accessed the year's curriculum either in school or online. ARE Achieve ARE in reading Y2 – 77.5% Y6 – 70% Achieve ARE in maths Y2 – 80% Y6 – 72%
Targeted academic support: structured academic support provided 1:1 or in small groups, linked to classroom teaching				
<p>Is there a clear understanding of what is being implemented and how? Are targeted interventions clearly communicated between teacher and person delivering targeted support?</p>	<ul style="list-style-type: none"> NELI for language acquisition in FS2 and some Year 1 Daily Small group/ 1:1 interventions for phonics. Nessy for dyslexic Fresh Start for targeted yr3/4 pupils. Numbots for KS1 Third Space Learning for targeted pupils. Small group targeted learning for specific areas. <p>Cost: £7600</p>	<ul style="list-style-type: none"> Baseline identifies the pupils who will require specific targeted interventions and this will be recorded in the class bespoke action plans. 'Keep up, Catch up' will take place during the 'staggered start' times. NELI will have been confirmed, adults selected for training and pupils identified in FS2 and Year 1. Pupils who will receive Fresh Start sessions will have been identified and staff refreshed with training. KS1 will have access to Numbots. Pupils who will need intense maths intervention will have been identified and Third Space learning will be implemented. <p>RWI</p> <ul style="list-style-type: none"> Year 1 28% Pink+ 40% Green+ Year 2 37% Grey+ 33% Yellow+ Year 3 5/16 remaining on programme off (31%) 	<ul style="list-style-type: none"> NELI sessions will have started and observations will show and improvement in language acquisition. Small group interventions will have been reviewed and impact monitored. Data will show progress made and the need to stop, adapt or adopt specific interventions. Third space learning will continue to be implemented and pupil selection will be reviewed. Data will be analysed following March data drop to inform teachers' action plans and allocated targeted interventions. <p>RWI</p> <ul style="list-style-type: none"> Year 1 36% Yellow+ 48% Pink+ Year 2 70% off the programme 23% Yellow+ Year 3 Further 8/16 off programme (50%) 	<p>RWI</p> <ul style="list-style-type: none"> Year 1 Phonics 80% 47% Blue+ 17% Yellow+ Year 2 83% off programme. 10% Blue+ Year 3 11/16 off (69%) off programme

		Evaluation:	Evaluation:	
Wider strategies: including attendance, behaviour and social and emotional support				
How will we be best placed to respond to new challenges that arise during the academic year ahead e.g. significant falls in attendance?	<ul style="list-style-type: none"> Learning mentors to be placed in 'bubbles' who will require the most TIS intervention. Staff training in TISK approach. EWO support for persistent absentees and those who may opt for EHE. Continue the parent/carer communication through a variety of means. Online learning is accessible and coherent. <p>Cost: £2000</p>	<ul style="list-style-type: none"> Those requiring TIS will be identified and intense sessions undertaken for extreme cases. TIS approaches will be used within the classroom as daily practice to help support the wellbeing of all pupils. Initial EWO meeting will identify key concerns and action plan will be written. Communication will continue through Google Classroom where parents can communicate. Work will be linked to the curriculum. Attendance has improved for those who are not self-isolating. 	<ul style="list-style-type: none"> Pupils will have strategies for self-regulation and an understanding of their feelings. Attendance has continued to improve and those self-isolating are accessing and completing home learning. (93%+) Parent and pupil questionnaires indicate that views on school support are positive. 	<ul style="list-style-type: none"> Attendance is on target excluding those who have self-isolated. (96%+) Behaviour incidents have improved and there is a decrease in the number of pupils on report.
		Evaluation		