



Catch-Up Plan 2020-2021

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1) Catch-Up Overview

At Spaxton CofE Primary School, we know that our current cohort have been impacted by the 14-week period during 2019-2020 where their experience of education differed from the 'norm'.

Our catch-up strategy for this academic year is to ensure all children are ready to learn and able to access our broad and challenging curriculum. In addition, we are aiming to close the gap between disadvantaged and other students. We will do this in two ways: through quality first teaching and through the implementation of evidence-driven interventions. By evidence-driven we mean two things: firstly, interventions that have been shown to work; and secondly, using school attainment and progress data to identify particular gaps and needs.

In addition, we believe that socio-economic background should not determine children's academic achievement. This belief is grounded not simply in the ideology, but in evidence. We believe that it is possible: that all children can achieve given the appropriate environment and support structures.

2) Use of funding (interventions, expected outcomes and tracking of impact)

Key figures for 2020-2021

Total students on roll: 74

Total Catch-Up Funding Amount: £5920 (£80 per child)

Following the 'Assess, plan, do, review' structure, we have identified the following gaps and catch-up needs. We have also planned specific interventions to allow children to make accelerated progress and effectively 'catch-up'.

Need identified	Intervention/Strategy	Cost	Expected Impact	How we track impact
Gaps within basic maths skills in Year 2 and Year 4	Numberstacks intervention	£100	All Year 2 and Year 4 pupils are confident in basic maths skills	Children are pre-assessed at the start of the intervention. This is completed again at the end to check progress.
	Mastery maths training with Jo Cronin (Mathstopia)	£200	Teachers feel much more confident with	Children assessed at the end of each unit.



			the CPA approach and teaching for maths mastery in all year groups.	Drop drop at the end of each term.
Gaps in phonetical knowledge, particularly in Year 2.	Children in Rec to Year 3 to have daily phonics lessons.	N/A	90% of pupils in Y2 (December) and Y1 (June) pass the phonics check.	Children are assessed at the end of each stage and re-grouped accordingly. Past phonics checks used to baseline pupils and repeated to check progress.
	Phonics training delivered by Anne Harvey for all teaching and support staff.	£200	90% of pupils in Y2 (December) and Y1 (June) pass the phonics check.	Children are assessed at the end of each stage and re-grouped accordingly. Past phonics checks used to baseline pupils and repeated to check progress.
	Teach your monster to read online game to use at home in Rec and KS1.	N/A	Children practice their phonics skills at home through a game.	Different levels to track progress. Accelerated progress in reading skills. Termly data drops.
Gaps in reading skills across school, both fluency and comprehension.	Promotion of home-reading (3x reading a week raffle ticket). Book prize at the end of each month.	£200	Children are enthusiastic to read at home. Reading ages increase and are in line with actual age.	Reading records checked weekly. Termly data drops. Salford reading ages (termly).
	Target readers by TAs	N/A	Children's fluency increases. Reading ages increase and are	Termly data drops. Salford reading ages (termly).



			in line with actual age.	
	Comprehension Ninja books	£120	Children develop comprehension skills e.g. retrieval, inference. Children's reading achievement is accelerated and in line with year group expectations.	Termly data drops.
Gaps in Year 6 knowledge of reading, writing and maths	Booster sessions with a qualified teacher 1 day a week.	£4000	Children feel prepared and ready for SATS. Aim for 70% meeting ARE in RWM.	Termly data drops. Weekly mini assessments carried out, increase in scores.

£1100 left to allocate. Use for potential tuition or the employment of an additional TA.

3. Key contact

The member of staff responsible for co-ordinating and evaluating this programme is Rachel Rood. Please contact them on rrood1@educ.somerset.gov.uk.