

Rosemellin Primary School

Total catch up funding received		£29, 680.00 tbc (371 pupils x £80 per pupil YR-Y6) an additional £6000 to be received		
Priorities for Change (no more than 3) based on assessment/ observation data		<ul style="list-style-type: none"> <li>Phonics and Early Reading</li> <li>Writing: transcription and composition</li> <li>Groups and individuals adversely impacted by Covid: well-being; attendance; SEMH needs; behaviour for learning.</li> </ul>		
Key questions	Actions	Milestone by December 2020 (success criteria completed in advance)	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?</p> <p>How have we raised our capacity to make those changes and ensure they are sustainable?</p>	<ul style="list-style-type: none"> <li>Quality First Teaching: evidence informed CPD for all teachers (with a focus on early career teachers).</li> <li>Quality text approach to the teaching of Writing (Literacy Tree) and Reading (RWI Phonics/VIPERS), with an emphasis on language acquisition, vocabulary and comprehension.</li> <li>Access CPD through National College, Chartered Institute and quality assured on-line platforms.</li> <li>Incremental coaching to embed and sustain teaching strategies.</li> <li>Utilise Assessment: diagnostic and formative, including small step teaching in Maths and Writing.</li> <li>Increase opportunities to practise basic skills by linking to the wider curriculum.</li> <li>High quality remote learning: CPG books for Y6 and 3 day and 14 day learning packs/strategy ready to share when needed.</li> </ul> <p>Cost: £5166.00</p>	<p>-Literacy Tree is explored to underpin planning.</p> <p>-High quality CPD impacts positively on Quality First Teaching, improving outcomes for all: revisit success criteria; 'live' marking and use of formative assessment.</p> <p>-Baseline assessment used effectively to identify needs of learners and existing gaps.</p> <p>-Interest registered and accepted for NELI (Nuffield Early Language Intervention) project.</p> <p>-Teachers effectively adjust planning in response to formative and diagnostic assessment, maximising progress.</p> <p>-Reflective practitioners identify strengths and weaknesses of practice to improve.</p> <p>-Pupils respond positively to teaching and progress is evident.</p> <p>-On-line learning evaluated and improved with focus on exposition and feedback.</p> <p>Evaluation: SLT Dec 2020 Good progress made with Literacy Tree CPD undertaken and teachers trialling first planning unit Jan 2021.</p> <ul style="list-style-type: none"> <li>Staff CPD hampered somewhat by delivery mode i.e virtual. However, book looks and pupil conferences have been undertaken. Individual feedback given to teachers identifying positives and alternative strategies shared for feedback in class bubbles. Have revisited feedback-timely and in the moment- but further session planned for Jan 14<sup>th</sup> using National College materials as a starting point and</li> </ul>	<p>-Success criteria used effectively and well established.</p> <p>-'Live Marking' and quality feedback evident in all classes and accelerating progress.</p> <p>-Children self-evaluate work and peer mark using success criteria, fully able to highlight improvement points.</p> <p>-Literacy Tree planning is implemented and teachers adhere to the structure of the recommended teaching.</p> <p>- Teaching of writing is good across the school.</p> <p>-20 week programme initiated and engaged in for NELI.</p> <p>-There is a clearly defined strategy for mathematics.</p> <p>-Progress observed in books and through in-school tracking, moving to National Averages and closing the gaps in learning.</p> <p>-Teaching impacts positively on pupil outcomes through progressive and sequenced plans in Writing and Maths.</p> <p>-Teachers' use of the school's Virtual On-Line platform is effective and learning is well sequenced and progressive in Reading, Writing and Maths.</p> <p>Evaluation: SLT Mar 2021</p> <ul style="list-style-type: none"> <li>Teaching plans for the term negatively impacted by Lock Down. Teachers had to revise plans for those children learning at home in order to make it achievable and with a view to minimising stress for parents.</li> <li>Emphasis placed on timely feedback: revisited policy and CPD focus on what makes the biggest impact: National College training undertaken. Almost all teachers working effectively around Covid measures in place.</li> <li>Literacy Tree is enthusing pupils and teachers alike. Quality of texts impacting positively and chunked writing leading to longer piece working well.</li> </ul>	<p>-All pupils have made good+ progress from baseline and attainment is in line with Nat. Av.</p> <p>-Teachers' practice has significantly improved and teaching throughout the school is consistently good.</p> <p>-Teachers' planning of writing is well structured and there is consistency seen across the school in planning documents, teaching and pupil's written work.</p> <p>-The standard of writing has improved rapidly over time. There is evidence of small written chunks that lead into long pieces.</p> <p>- YR children make good+ progress in language acquisition.</p> <p>-Pupils make good+ progress in Writing and Mathematics.</p> <p>-Learning is continued and consistent with school offer with almost all children engaged.</p> <p>-Parents report online learning is effective and they feel well-supported by teachers and the school. Children engage positively in their remote learning. Communication is good.</p> <p>Evaluation: SLT July 2021</p> <ul style="list-style-type: none"> <li>Pupils have made good progress since return to school in March. However, progress and end of year attainment adversely impacted by Lock Downs.</li> <li>YR: Good progress in specific areas of Reading, Writing and Maths. <b>2021-2022: As children transition into Y1: Writing to be a priority.</b> <b>2021—2022: Focus year groups: Y2: Writing; Y4: Writing and Maths and Y6: Reading, Writing and Maths.</b></li> <li>Progress evident in books and children can articulate knowing more. <b>2021-2022: Tier 2 vocab-subject specific, especially for Science, a priority.</b></li> </ul>

		<p>to incorporate findings from phase/KS leaders' conferences with children.</p> <ul style="list-style-type: none"> <li>3 priorities identified by teachers and shared with Maths leader: varied per cohort. Further work to take place re: amending planning in light of formative assessment. Some teachers need to develop greater confidence.</li> </ul>	<ul style="list-style-type: none"> <li>NELI programme in place and practitioners fully trained. YR making good progress.</li> <li>Maths continues to be taught in sequenced small steps. Teaching plans amended for Summer 1 in light of formative assessments. Units revisited in order to secure four pillars before moving on.</li> <li>Book Look and pupil conference to be undertaken before half term w/b 10<sup>th</sup> May</li> </ul>	<ul style="list-style-type: none"> <li>All year groups planning using Literacy Tree as a framework. Book looks evidence improvement in writing and small step teaching leading to extended outcome evident. <b>2021-2022: Writing remains a priority and is a Crofty priority.</b></li> <li>NELI Results evidence good progress: % of children who were below average has decreased: 8 children, now 2. % of children who are above average has increased: 6 children, now 15. <b>2021-2022: YR to sustain engagement with NELI programme.</b></li> <li>Maths: End of year assessments show progress. Good progress evident in Y6 and Y4 especially. Y6: Sept: 9% of pupil on track+; June: 64% of pupils on track+. <b>2021-2022: Focus for Y4 and Y6 in Maths. YR and KS1 engaging with NCTEM programme: 'Mastery In Number'.</b></li> <li>Analysis undertaken of children's attainment show little difference between attainment of those children engaging with on-line learning as opposed to in-school offer.</li> </ul>
<p>Targeted academic support: structured academic support provided 1:1 or in small groups, linked to classroom teaching</p>				
<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"> <li>Phonic baseline identifies groups and individuals needing acceleration: catch up and intervention planned.</li> <li>Fresh Start for targeted individuals in Y5 and Y6.</li> <li>Y4 Catch up Phonic/Reading.</li> <li>Y6: 1:1 and small group tuition delivered by Y6 TAs before school starts.</li> <li>Pre-teach and catch-up to warm children up before teaching and address misconceptions on same day.</li> <li>Use of additional targeted sessions for X table Rockstars; RM Maths.</li> </ul> <p>Cost: £10,500</p>	<p>-Individuals making good progress from starting point Target: 51% of year 1 at RWI pink + level 77% at green+ level <b>Aut. 2 RWI Assessment:</b> 53% of year 1 at RWI pink + level 63% at green+ level Target: 42% of year 2 at RWI grey+ level 89% at yellow+ level <b>Aut. 2 RWI Assessment:</b> 38% of year 2 at RWI grey+ level 85% at yellow+ level 12 of 26 Y3 pupils remaining on the programme need to be off 9 Y4 pupils remaining on the programme need to be off -increased participation and progress evident in book looks.  -increased scores in summative arithmetic and x tables tests. <b>Sept. Arithmetic scores:</b> Below- 84%; 7% just below; 9% at expected <b>Dec. Arithmetic scores:</b> Below- 29%; 16% just below; 55% at expected+</p>	<p>YR making good progress in Phonics: 93% on track+ Y1: 48% at yellow + Y1: 68% at pink+ 25% Y2 children off RWI programme; 95% Y2 yellow+</p> <p>-Almost all children participating actively in daily whole class reading lesson. -Teachers quickly address misconceptions. -Learning shows that children have responded to teacher feedback. -Teaching of RWI is rigorous and consistent across the school.  -Progress is rapid; children respond well to catch up intervention.</p>	<p><b>81% of Y2 children off RWI programme.</b></p> <p>-Good+ progress made in end of year NGRT reading tests. - Good+ progress is made in the teaching of x tables and end of year outcomes (reflected in test scores and attainment). -Children make sustained and rapid progress.</p>

		<p>Evaluation: SLT Dec 2020</p> <ul style="list-style-type: none"> <li>● RWI Development Day ensured bespoke CPD for all relevant staff.</li> <li>● Additional time spent to deliver Phonics: 1 hour per day and time spent catching up sounds missed in Summer Term.</li> <li>● Phonic lead monitors daily and tracks children's progress.</li> <li>● Provision tweaked for Jan 2021 as some children's fluency needs to be worked alongside of comprehension.</li> <li>● English lesson in KS1 is focused on Phonics and Early Reading-writing incorporated in RWI lesson.</li> </ul>	<p>Evaluation: SLT Mar 2021</p> <ul style="list-style-type: none"> <li>● Further half day's RWI development day training undertaken. Individuals and groups identified for acceleration with emphasis on Y1 cohort.</li> <li>● Catch up plan utilising additional adult pm for 1: tuition; group and catch up sessions pm and next steps shared with parents via on-line portal.</li> <li>● Fresh Start training undertaken by Year 5 TAs.</li> <li>● Good progress in Y4 and almost all children in Y5 making progress.</li> <li>● Before school sessions working effectively: 8 children in Y6 a focus for acceleration. Linked to stamina, resilience and focus as well as Maths skills and understanding.</li> </ul>	<p>Evaluation: SLT July 2021</p> <ul style="list-style-type: none"> <li>● Attainment in Reading higher than other subjects across the school.</li> <li>● <b>2021-2022: Y2; Y3 and Y5 priority year groups.</b></li> <li>● TimesTables Rockstars impacting positively on tables' acquisition.</li> <li>● Year 4 very good progress evident through daily practice assessments.</li> <li>● RWI teaching impacted negatively at re-opening of school and working in bubbles. Addressed and Year group bubble teaching re-introduced.</li> <li>● <b>2021-2021: resumption of RWI groups across YR-Y3.</b></li> <li>● Pre-teach and 1:1/group intervention impacting positively on pupil outcomes.</li> </ul>
<p>Wider strategies: including attendance, behaviour and social and emotional support</p>				
<p>How will we be best placed to respond to new challenges that arise during the academic year ahead eg significant falls in attendance?</p>	<ul style="list-style-type: none"> <li>● Attendance team investigate individuals who are absent, reasons why and provide learning packs and food boxes when appropriate.</li> <li>● Establish alert system for targeted Learning Mentor intervention.</li> <li>● Develop a Mental Health action group and rag rate action plan; embark on Mental Health Training.</li> <li>● Cost: £1200.00</li> </ul>	<p>-Good attendance of children sustained.</p> <p>-Children observed to be happy and engaged in learning.</p> <p>-Children's share they are happy to be back at school.</p> <p>-Misconceptions addressed in a timely fashion and 1:1 feedback given.</p> <p>-Upskilled staff are well-informed to meet children's individual emotional needs.</p>	<p>-Spring Term attendance target to exceed 96%.</p> <p>-Increased stamina evident in books.</p> <p>-Increased focus observed in lesson observations.</p> <p>-Teachers confident to manage challenging emotional situations and, as a result, individuals can self-regulate and return to learning.</p> <p>-Children at risk of falling behind are picked up swiftly.</p>	<p>Wider strategies: including attendance, behaviour and social and emotional support</p>
		<p>Evaluation: SLT Dec 2020</p> <ul style="list-style-type: none"> <li>● EWO visit praised the school for attendance rate of 96.03% (LA Av: 85%)</li> <li>● Attendance team work effectively and follow up actions making a difference.</li> <li>● Qualitative data shows almost no behaviour incidences, children are productive and in conferences spoke positively about school and learning.</li> <li>● Further work to be completed for all teachers to be confident with timely, at point of need assessment.</li> <li>● All staff completed Mental Health training; pastoral staff completed additional training; Same Storm, Different Boats' and DSL, DDSL and Learning Mentor completing Mental Health Lead training. Mental Health Action plan drafted.</li> </ul>	<p>Evaluation: SLT Mar 2021</p> <ul style="list-style-type: none"> <li>● Good attendance continues to be sustained: 98%; 96%; 96% for each of the weeks since full re-opening.</li> <li>● Children have returned happily and have settled back to school well. However, priority must be given to their physical health and behaviour for learning as observations show that children lack stamina, tire easily. Learning to be made enticing through the use of real objects, purposeful outcomes and 2x sessions of PE and outdoor learning.</li> <li>● Where provision has been adapted and reduced timetables used for a two week period, this has been very successful.</li> <li>● Assessments undertaken and on-going assessments are used to identify who needs support in which subjects. Catch up is being well planned and used wisely through in-house provision.</li> </ul>	<p>Evaluation: SLT July 2021</p> <ul style="list-style-type: none"> <li>● Attendance remained good throughout summer term: 96.4% July 2021.</li> <li>● <b>2021-2022: Crofty aligning work with EWO.</b></li> <li>● Individuals and families adversely impacted by Lock Down and increasing rise of anxiety.</li> <li>● Behaviour remained good overall with few incidents of poor behaviour.</li> <li>● <b>Use on-line system to log incidents of behaviour to monitor and compare.</b></li> <li>● Book look evidenced positive response to feedback.</li> <li>● PE and physical exercise prioritised to increase activity levels of children.</li> <li>● Whole class TIS approach being trialled in one year group to increase autonomy.</li> </ul>



Catch Up Funding Planning and Reporting 2020 - 21