

Total catch up funding received		£15760 (Below predicts £10000 spend – remaining budget on hold to repeat step 2 if necessary. If not needed or different strategies may be required.		
Priorities for Change (no more than 3) based on assessment/ observation data		<ul style="list-style-type: none"> Stamina to learning KS1 phonics catch up KS1 all areas of R,W&M (6 steps progress to have been made from Spring 1 – last assessment) KS2 all areas of R,W&M (6 steps progress to have been made from Spring 1 – last assessment) 		
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"> CPD focus on success criteria and assessment strategies. How these will be used differently. Effective remote learning will be established, tailoring for individual families. Feedback and marking policy to be adapted to ensure immediate feedback still takes place in a safe way. Whole school baseline assessments in R & M – bought in NFER test. Comparisons and benchmarked with schools in MAT. <p>Cost: £4000</p>	<p>1.1 Staff will be trained on effective assessments. Summative assessment will highlight the gaps in knowledge and in lesson day to day formative assessment techniques will be revisited. Immediate verbal feedback will see children making good progress and peer and independent feedback will see productivity and motivation gains. Planning will target gaps and tuition (1:1 or small group) will be directed by both formative and summative assessments.</p>	<p>The use of success criteria in classrooms is well established. Pupils are confident to use success criteria independently or with their peers to provide feedback and improve their work before it is seen by an adult. Planning continues to target gaps and direct small group catch up using quality first teaching and after school tuition.</p>	<p>Children will have filled the gaps in knowledge and will be back on track in all areas of the curriculum. Using target tracker as a basis for progress, a year 3 child will be 3S by the end of summer term. (excluding SEN & more able)</p>
		<p>1.2 Staff will revisit training on the characteristics of effective learning. There will be a whole school assembly ‘re-launching’ – followed up by a block or sequence of age appropriate lessons, thus equipping the children with the skills to see themselves as learners.</p> <p>Parents will be aware of our Cof EL and will receive regular updates, celebrations of achievements.</p>	<p>Children will display resilience and motivation. Weekly celebration assemblies will continue to promote and reward these achievements. Children will grow in the ability to see, and articulate themselves as learners.</p>	<p>Lessons will see learning being focussed and self-motivated. Children will be enthused and engaged in their lessons.</p>
		<p>1.3 Children will be aware of the new feedback policy and feel confident and happy that they are still being praised and challenged in their learning. The teaching and learning policy will be revisited by all staff and an addendum made.</p> <p>Feedback – peered and independent Success Criteria</p>	<p>Children will give good quality directed feedback to each other. They will also be confident in using success criteria and other resources in class to independently assess and edit their own learning.</p>	<p>Children will accurately assess and monitor their learning needs. They will be fluent in giving constructive feedback.</p>
		<p>1.4 Home learning platforms will be in place from the start of term to ensure children who have to self-isolate or who are in lockdown will receive a seamless transition from school to home learning.</p>	<p>Home learning platforms will increasingly become more ‘digital’ and ‘live’ – with children and parents feeling confident that they can access a good quality of education.</p>	<p>Large sections of time will not have been lost over the academic year.</p>
		<p>1.5 Whole school trends and gaps will have been highlighted. Pupils and groups will be targeted with intervention, either 1:1, after school; post or pre teach.</p>	<p>1.5 Gaps will have been filled and the interventions will have been successful.</p>	<p>1.5 Any new areas or gaps will have been identified and covered throughout the year.</p>

		Evaluation:		
Targeted academic support: structured academic support provided 1:1 or in small groups, linked to classroom teaching				
Is there a clear understanding of what is being implemented and how? Are targeted interventions clearly communicated between teacher and person delivering targeted support?	<ul style="list-style-type: none"> • Current year 1 interventions to teach phonics accurately (and as safely as possible). • Small group tuition • One to one tuition given to the children after school hours by LK. • Y2,3,4,5&6 to receive 1 hourly interventions from their teachers after school. – Focus on reading (small writing input) first 6 weeks, then maths. • Cover cost with supply 	2.1 Year 1 children will catch up with their missed phonics caused by lockdown. By the end of autumn 2 – Y2 will be on track with last year’s predictions. Y1 80%	On track with national phonics predictions. (approx. 84%)	Phonics screening will be 88-90%. In line or exceeding national expectations.
		2.2 Class teachers will use their expertise and knowledge of the children to accurately target gaps thus reducing them.	Children will broadly be in line with where they should have been (assuming there was not a lockdown)	Children will be back on track and gaps in knowledge will be filled in all areas.
		Evaluation:		
Cost: £3000				
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 eg significant falls in attendance?	<ul style="list-style-type: none"> • A love for reading • Improved attendance • Improved outdoor learning area • Improved provision for arts and crafts • Improved children’s love for reading • 1:1 tuition for pupils • Subjects that may have suffered will receive a higher level of investment. Both in curriculum delivery and staff training. 	3.1 Every child will research, choose and pick a brand new book. Parents will help the children to decide which one to pick. Children will write a review or recommendation to others.	3.1 Increased and continues B4L and a love for reading. Children will be reading for pleasure as well as being taught how to read.	3.1 Reading attainment will be on track and above national average. Y1 phonics 88-90%, KS1 R 88% KS2 88%

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Cost: £3000	3.2 Outdoor learning environments will be welcoming and inviting. Places where children can play, learn and feel safe. Year 1 will have a new outdoor reading area established in their overhang area.	3.2 Reading sheds will be opened and staggered to ensure COVID regulations are adhered to. Children will continue to grow in their love for reading.	3.2 All year groups will be able to tell who their favourite author is and what they enjoy about specific books.
	3.3 Arts and Crafts will be promoted through lessons. The art and DT subject leads will monitor provision and ensure children are receiving a good quality education. children will have sufficient time to produce large pieces of art. Collapsed curriculum days if needed. End of aut 1 will see Black History Month works around the school.	3.3 Children will have the opportunity to create pieces of art that they can feel proud of. They will be taught the skills and knowledge needed as well as having the resources to do so.	3.3 Children's artistic imagination will be fuelled and they will have been exposed to a range of genres. They will have produced a range of pieces of art and crafts.
	3.4 Teachers will confidently fill gaps in knowledge to individuals that have fallen behind		
	3.5 New music scheme will have been purchased and rolled out. Staff will receive training and have a well resourced package to deliver.	3.5 By January 2020 a new improved ICT scheme will have been rolled out. This will allow teachers and staff to deliver an exciting curriculum in this area.	By the end of the year, RE, PSHE, MFL, ICT will all have been overhauled – with new schemes and CPD (where reqd) having been delivered.
	Evaluation		