



Lydford Primary School – Catch up Plan – Autumn/Spring 2021/22

Catch up premium: £2,720



Note: This is a flexible rolling plan schedule and new priorities can be added at any point			
What are the identified catch up priorities and how do you know?	What actions will effectively address the identified learning priorities? Which pupils/cohorts will benefit?	Resources, capacity and time frame required to deliver impact.	Expected learning impact.
1. Boys - Early learning goals not met.	<p>Continuous provision is continued into Year 1 and observations are completed for all pupils to ensure that all have the opportunity to meet the ELGs. This runs alongside phonics and the Year 1 National Curriculum.</p> <p>Areas of weakness identified:</p> <ul style="list-style-type: none"> - Gross motor skills - Writing - Independent problem solving <p>Storage solutions for the above.</p>	<p>Additional resources in class to allow for independent learning.</p> <p>£100 resources budget</p>	<p>ELGs to be met by all children by Jan 22 to provide basis for future learning.</p>
2. Phonics scheme not completed	<p>Children in EYFS, Year 1 and 2 have missed parts of the phonics scheme. Year 1 and 2 children to be grouped and streamed so lowest 20% are identified and can access specialised teaching and 1:1 coaching.</p> <p>Children in KS2 with phonics gaps will access 1:1 intervention.</p>	<p>Additional phonics resources.</p> <p>£100 resources budget</p>	<p>Ensure all of phonics teaching scheme has been covered and is secure with catch up where necessary. End of Year 2</p>

3. Early reading	New EYFS cohort to be assessed through reception baseline. Year 1 and 2 to continue daily guided reading lessons. Review and ensure reading materials are appropriate and available.	Library subscription - £550 Nessy subscription - £450	All children to be efficient readers to enable access to the wider curriculum throughout the school.
4. Spelling, Grammar and punctuation	Every literacy lesson to include a grammar and spelling focus giving the children the chance to access, revisit and consolidate learning. Children with gaps in knowledge to be given pre and post teach.		A good command of grammar, punctuation and spelling will enable improved writing across all curriculum areas.
5. Maths knowledge	PUMA assessments used to identify class and group gaps. QLA Those with gaps given post and pre-teach sessions	Revision of mathematical concepts will continue through the year to address misconceptions or gaps. Focused intervention, pre and post teach will be used to address gaps. Adult time: £780 (39 hours in the year)	Mathematical foundations in place in order to support future learning
6. Maths reasoning and problem solving	Increased opportunities for reasoning and problem solving. Discussion, explanation and mathematical vocabulary will be a focus through lessons. Modelling of these at all times by staff and encouraged in children. Children at risk of not making ARE+ or less than expected progress access pre and post teach sessions	Staff training – Jurassic Hub mastery programme - £TBC Release time - TBC	Resilience in problem solving across the school.
7. English writing	Regular assessment for learning enables gaps in writing to be identified and addressed through quality first teaching.	To be incorporated in quality first teaching.	Skills mastered in English writing to improve writing across the curriculum

	<p>Teachers read to their pupils daily to increase exposure to vocabulary and good text structures which can be used in their writing. Literacy sequences are text based to extend children's awareness of quality texts and provide models for their own writing. There is increased use of cross curricular literacy lessons to give writing a meaning and interest for learner groups.</p> <p>Early writing is grounded in phonics.</p> <p>Pupils identified as needing extra input are supported during planning and writing phases.</p>	<p>Quality texts for teaching writing: £200 estimated cost</p>	
8. Children with SEND	<p>Teachers to complete the graduated response tool for SEND children.</p> <p>Provision maps drawn up by teachers detailing support and targets. Reviewed half termly.</p> <p>Scaffolding in daily lessons to support achievement and access to the curriculum.</p> <p>Social and emotional support as part of a 'whole child' approach.</p>	<p>Time for interventions to be completed: £780 (39 hours in the year)</p>	<p>Children with SEND to make similar or improved progress to their non-SEND peers. July 22</p>
9. Disadvantaged children Disadvantaged children were disproportionately negatively impacted by school restrictions.	<p>Teachers to be aware of disadvantaged children and ensure they are 'ready to learn'.</p> <p>Social, emotional and pastoral support as necessary as part of 'whole child' approach.</p>	<p>Time for interventions to be completed: As above.</p>	<p>Increased gaps in learning experienced by disadvantaged pupils to be addressed.</p> <p>Disadvantaged children to make similar or improved progress to their non-disadvantaged peers. July 22</p>

<p>10. School vision and ethos – pupil voice</p> <p>Following school restrictions, children are less able to articulate the school’s vision and ethos</p>	<p>Vision and ethos to be re-launched with children to promote the positive outcomes for the ‘whole child’ upon leaving the school at Year 6.</p> <p>Regular class and virtual assemblies to ensure children hear the consistent messages of vision and ethos.</p>		<p>Children are able to articulate the schools vision and ethos and how it impacts upon their day to day interactions. Jan 22</p>
<p>11. Increase the % of children achieving GDS.</p> <p>Number of children making GDS has declined.</p>	<p>QFT.</p> <p>Identifying gaps which would impact on their ability to achieve GDS and run intervention or catch-up sessions as appropriate.</p>	<p>Additional materials needed for intervention.</p> <p>Materials: £100 materials</p>	<p>All children to make at least expected progress by end of academic year. July 22</p>
<p>12. Enrich the curriculum to ensure a broad and balanced offer which includes sport and healthy lifestyles</p>	<p>Plan enrichment trips, visitors and activities across the curriculum.</p>	<p>Funding to be sourced from FoLS</p>	<p>Children to have experienced a rich, broad and balanced curriculum which has enhanced their cultural capital. July 22</p>
		<p>£3060 – Shortfall to be funded through curriculum budget.</p>	