

Catch Up Plan 2020-2021

School: Great Ouse Primary Academy (funding £17760)	Great Ouse Primary Academy Our focus will be on Early Reading, Including Phonics and then identifying Gaps in individual Flight Paths. Gap teaching will be implemented through our appointed Catch-Up Tutor, using this funding. Additionally, we will review funding and may be able to also give some hours to a TA who leads phonics interventions. Pupils will be identified by class teachers after diagnostics, building relationships and their Baseline Assessments. The teachers will state which pupils need additional support and intensive support. SLT will then plan and formalise the teaching timetable with a focus on 45-60 minutes intervention lessons a week for pupils for a half-termly block. Key: • Bold and circle bulletpoint = Early Reading and Phonics ➤ Arrow bullet = Flight Path, looking at attainment for Maths, Reading and Writing in KS1/2		
Year Group	Evidence & Rationale	Chosen approach/approaches	Desired outcome
1	• Pupils have not received directed phonics teaching since March 2020. • Pupils have not all had the opportunity to read to others, access stories and enjoy books. • Transition to KS1 has not been able to happen, so pupils need transition support • EYFS curriculum; pupils need to focus in Autumn on the EYFS curriculum.	-Reception teachers to support transition and Early reading Autumn 1 -Priority teaching of Early Reading and class / group time to enjoy reading and stories. -Play and self -led activities focus for Y1 in Autumn. -Focus on The Characteristics of Learning. -Effective communication and support between EYFS and Y1 adults.	❖ Early reading skills developed. ❖ Enjoyment in reading and stories. ❖ Phonics attainment and confidence raised. ❖ On – track for passing the Phonics Screening Check. ❖ Pupils have a smooth transition to Y1 ❖ Pupils are able to display and further develop The Characteristics of Learning. ❖ Y1 staff have a clear understanding of those pupils achieving GLD and which pupils need to develop areas further.
2	• Pupils have not received directed phonics teaching since March 2020. • Pupils have not all had the opportunity to read to others, access stories and enjoy books. • Pupils will take the Phonics Screening Check in Autumn 2 2020	-Reception teachers to support transition and Early reading Autumn 1 -Priority teaching of Early Reading and class / group time to enjoy reading and stories. -Tell Intervention for Y2 pupils who are able to Blend (groups of 6) -PM Assessment of Early Reading.	❖ Early reading skills developed. ❖ Enjoyment in reading and stories. ❖ Phonics attainment and confidence raised. ❖ On – track for passing the Phonics Screening Check. ❖ Pupils become fluent, confident readers who enjoy reading.

		-Detailed and rigorous analysis and tracking – swiftly informs teaching. -Fluid groupings and teaching to meet exact gaps in phonics.	
3	• Pupils who have not passed their KS1 Phonics Screening Check have not received directed phonics teaching since March 2020. • Pupils have not all had the opportunity to read to others, access stories and enjoy books. • Pupils who did not pass the Phonics Screening Check in Y1 will take the Phonics Screening Check in Autumn 2 2020 (See Assessment cycle)	-Reception teachers to support transition and Early reading Autumn 1 -Priority teaching of Early Reading and class / group time to enjoy reading and stories. -Intervention for Y2 pupils who are able to Blend (groups of 6) -PM Assessment of Early Reading. - Fluid groupings and teaching to meet exact gaps in phonics. -Detailed and rigorous analysis and tracking which then swiftly informs teaching.	❖ Early reading skills developed. ❖ Enjoyment in reading and stories. ❖ Phonics attainment and confidence raised. ❖ On – track for passing the Phonics Screening Check. ❖ Pupils become fluent, confident readers who enjoy reading. ❖ Pupils are confident in reading and use this to access the curriculum and all aspects of learning. ❖ Pupils enjoy reading. ❖ Pupils pass the Phonics Screening Check and become fluent readers
4	• Pupils who have not passed their KS1 Phonics Screening Check have not received directed phonics teaching since March 2020. • Pupils have not all had the opportunity to read to others, access stories and enjoy books. • Pupils who did not pass the Phonics Screening Check in KS1 or Autumn Y3 will take the Phonics Screening Check in Autumn 2 2020 (See Assessment cycle)	-Reception teachers to support transition and Early reading Autumn 1 -Priority teaching of Early Reading and class / group time to enjoy reading and stories. -Tell Intervention for Y2 pupils who are able to Blend (groups of6) -PM Assessment of Early Reading. - Fluid groupings and teaching to meet exact gaps in phonics. -Detailed and rigorous analysis and tracking which then swiftly informs teaching.	❖ Early reading skills developed. ❖ Enjoyment in reading and stories. ❖ Phonics attainment and confidence raised. ❖ On – track for passing the Phonics Screening Check. ❖ Pupils become fluent, confident readers who enjoy reading. ❖ Pupils are confident in reading and use this to access the curriculum and all aspects of learning. ❖ Pupils enjoy reading. ❖ Pupils pass the Phonics Screening Check and become fluent readers
5	• Pupils who have not passed their KS1 Phonics Screening Check have not received directed phonics teaching since March 2020. • Pupils have not all had the opportunity to read to others, access stories and enjoy books.	-Reception teachers to support transition and Early reading Autumn 1 -Priority teaching of Early Reading and class / group time to enjoy reading and stories. -Tell Intervention for Y2 pupils who are able to Blend (groups of6) -PM Assessment of Early Reading.	❖ Early reading skills developed. ❖ Enjoyment in reading and stories. ❖ Phonics attainment and confidence raised. ❖ Pupils become fluent, confident readers who enjoy reading. ❖ Pupils are confident in reading and use this to access the curriculum and all aspects of learning.

	• Pupils who did not pass the Phonics Screening Check in Y1 will take the Phonics Screening Check in Autumn 2 2020 (See Assessment cycle) ➤ Pupils are not on-track to meet their end of Key Stage attainment in reading, writing and / or maths due to lack of teaching in Spring and Summer 2020. ➤ Teachers complete the flight path for every pupil. (Summer 2, 2020) ➤ Teachers (Autumn 1, 2020) observe, discuss and then report of pupils needing additional or intensive support to catch – up. ➤ Pupils require additional support in previous programmes of study in maths. ➤ Pupils are not on track with their writing; there are gaps in their understanding of GPS.	- Fluid groupings and teaching to meet exact gaps in phonics. -Detailed and rigorous analysis and tracking which then swiftly informs teaching. ➤ Teachers complete teacher assessments and add to their individual flight paths. ➤ Teachers then SLT identify those with gaps and whether they require additional (In-class) support or Intensive (Catch-Up Tutor) support to gap fill. ➤ A member of SLT, who is an experienced teacher to complete diagnostics based on the End of 2020 Flight Paths for Individuals not on track. ➤ Baseline testing using elements of Puma / Pira / White Rose / Past Papers. ➤ Question Level Analysis identifies specific gaps to be planned for taught and embedded. ➤ Additional teaching of pupils identified as requiring intensive support 3 x 30 mins a week by experienced teacher in Reading, Writing and / or Maths.	❖ Pupils enjoy reading. ❖ Pupils pass the Phonics Screening Check (32) and become fluent readers. ❖ Pupils are able to comprehend and analyse texts. ❖ ➤ Pupils who were on –track pre Covid-19 closure and were not then on –track at the end of Summer 2020 are back on–Track to meet their end of year and end of Key Stage attainment. ➤ Pupils receive Quality intervention through teaching from a highly knowledgeable and experienced dedicated teacher and/or Catch-Up Tutor. ➤ Interleaving activities, low stake quizzes and recapping previous year’s POS support consolidation, gap teaching and progression. ➤ Termly assessments show progress, in scaled scores and attainment. ➤ QLA and communication with class teachers and SLT ensures pupils are well–supported and intervention supports class learning and visa-versa.
Impact measures			
Year Group	Autumn	Spring	Summer
1	• Pupils attain GLD, they display the Characteristics of Learning in their Y1 class. • Pupils successfully transition and settle to learn and enjoy Y1 • Pupils have 1:1 pupil progress meetings and Parent’s Consultation about their strengths and development areas.	• Phonics screening check – 50% of pupils pass the phonics screening check. • Pupils enjoy reading; they have daily opportunities to read and share stories. They know the importance of reading and the wealth of knowledge reading opens up to them for all aspects of life. • The gap between attainment prediction and end of Autumn attainment is diminishing.	• Phonics screening check – 80% of pupils pass the phonics screening check. • Pupils attain end of year expectations when they were predicted GLD • Pupils who did not attain a GLD have made accelerated progress to be in- line with Age Expected expectations for Y1.

	- Pupils have formed excellent relationships with their adults and peers. - Pupils are tracked and supported as needed emotionally by CT/SS.	- Pupils are tracked, assessments are analysed and QLA informs teaching - The gap between identified pupil groups and all other pupils is narrowing. - Improved outcomes for all pupils with a focus on identified groups, aligned to targets set. - Recovery of lost learning time.	- Pupils are in– line for their age expectations in Teacher Assessments; those who are not continue to receive additional mentoring support and in – class support. - The gap between identified pupil groups and all other pupils has diminished. - Improved outcomes for all pupils with a focus on identified groups, aligned to targets set. - On- track for end of KS target outcomes.
2	- Phonics screening check – 75% of pupils pass the phonics screening check. - Pupils successfully transition and settle to learn and enjoy Y2 - Pupils have 1:1 pupil progress meetings and Parent’s Consultation about their strengths and development areas. - Pupils have formed excellent relationships with their adults and peers. - Pupils are tracked and supported as needed emotionally through CT/SS.	- Phonics screening check – 82% of pupils pass the phonics screening check. - Pupils enjoy reading; they have daily opportunities to read and share stories. They know the importance of reading and the wealth of knowledge reading opens up to them for all aspects of life. - The gap between attainment prediction and end of Autumn attainment is diminishing. - Pupils are tracked, assessments are analysed and QLA informs teaching (SATS past papers) - The gap between identified pupil groups and all other pupils is narrowing. - Improved outcomes for all pupils, with a focus on identified groups, aligned to targets set. - Recovery of lost learning time.	- Phonics screening check – 85% of pupils pass the phonics screening check. - Pupils attain end of KS1 expectations if they attained GLD when they completed EYFS. - Pupils who did not attain a GLD have made accelerated progress to be in–line with Age Expected expectations for the end of KS1. - Pupils are in–line for their age expectations in Teacher Assessments; those who are not continue to receive additional mentoring support and in– class support. - The gap between identified pupil groups and all other pupils has diminished.
3	- Pupils successfully transition and settle to learn and enjoy Y3 - Pupils have 1:1 pupil progress meetings and Parent’s Consultation about their strengths and development areas. - Pupils have formed excellent relationships with their adults and peers. - Pupils are tracked and supported as needed emotionally through CT/SS.	- Pupils enjoy reading; they have daily opportunities to read and share stories. They know the importance of reading and the wealth of knowledge reading opens up to them for all aspects of life. - Phonics screening check – 75% of pupils pass the phonics screening check. - The gap between attainment prediction and end of Autumn attainment is diminishing. - Pupils are tracked, assessments are analysed and QLA informs teaching (Pira/Puma) - The gap between identified pupil groups and all other pupils is narrowing. - Improved outcomes for all pupils, with a focus on identified groups, aligned to targets set. - Recovery of lost learning time.	- Phonics screening check – 90% of pupils pass the phonics screening check. - Pupils who attained Working Towards at the end of KS1 make accelerated progress to be in–line with Age Expected expectations for the end of KS1. - Pupils who attained Age Related Expectations or Greater Depth at the end of KS1 continue to make at least good progress to maintain or surpass their end of KS1 attainment. - Pupils are in–line for their age expectations in Teacher Assessments; those who are not continue to receive additional mentoring support and in – class support. - The gap between identified pupil groups and all other pupils has diminished.

4	• Pupils successfully transition and settle to learn and enjoy Y4 • Pupils have 1:1 pupil progress meetings and Parent's Consultation about their strengths and development areas. • Pupils have formed excellent relationships with their adults and peers. • Pupils are tracked and supported as needed emotionally through CT/SS.	• Pupils enjoy reading; they have daily opportunities to read and share stories. They know the importance of reading and the wealth of knowledge reading opens up to them for all aspects of life. • Phonics screening check – All pupils pass the phonics screening check. • The gap between attainment prediction and end of Autumn attainment is diminishing. • Pupils are tracked, assessments are analysed and QLA informs teaching (Pira/Puma) • The gap between identified pupil groups and all other pupils is narrowing. • Improved outcomes for all pupils, with a focus on identified groups, aligned to targets set. • Recovery of lost learning time.	• Pupils who attained Working Towards at the end of KS1 make accelerated progress to be in – line with Age Expected expectations for the end of KS1. • Pupils who attained Age Related Expectations or Greater Depth at the end of KS1 continue to make at least good progress to maintain or surpass their end of KS1 attainment. • Pupils are in – line for their age expectations in Teacher Assessments; those who are not continue to receive additional mentoring support and in – class support. • The gap between identified pupil groups and all other pupils has diminished.
5	• Pupils successfully transition and settle to learn and enjoy Y5 • Pupils have 1:1 pupil progress meetings and Parent's Consultation about their strengths and development areas. • Pupils have formed excellent relationships with their adults and peers. • Pupils are tracked and supported as needed emotionally through CT/SS.	• Pupils enjoy reading; they have daily opportunities to read and share stories. They know the importance of reading and the wealth of knowledge reading opens up to them for all aspects of life. • Pupils enjoy reading; they have daily opportunities to read and share stories. They know the importance of reading and the wealth of knowledge reading opens up to them for all aspects of life. • The gap between attainment prediction and end of Autumn attainment is diminishing. • Pupils are tracked, assessments are analysed and QLA informs teaching. (Past KS2 SATs Papers) • Pupils receive 1:1 feedback about their progress, next steps and understand their targets in Reading, Writing and Maths • The gap between identified pupil groups and all other pupils is narrowing. • Improved outcomes for all pupils, with a focus on identified groups, aligned to targets set. • Recovery of lost learning time.	• All pupils have passed the phonics screening check. • Pupils who attained Working Towards at the end of KS1 make accelerated progress to be in – line with Age Expected expectations for the end of KS1. • Pupils who attained Age Related Expectations or Greater Depth at the end of KS1 continue to make at least good progress to maintain or surpass their end of KS1 attainment. • Pupils are in–line for their age expectations in Teacher Assessments; those who are not continue to receive additional mentoring support and in–class support. • The gap between identified pupil groups and all other pupils has diminished.

Covid-19 Funding used to pay for: Fixed Term contract for a 1-year Catch-Up Tutor (Qualified teacher) to do Gap Teaching in KS1/2

ALSO: Possible additional time for TA in Spring when funding is reviewed. 1 x AM and 5 x PM (KS2 Phonics)