

SM Catch-up Strategy 2020-21

To be read alongside PLC Catch-up Strategy 2020-21 and SM Catch-up Spending 2020-21 (Planned/Actuals/Variance)

1. Y3 Support (Salary contribution) £10,617
2. Y4 Support (Salary contribution) £11,924
3. Y5 Support (Salary contribution) £8,274
4. Y6 Support (salary contribution) £3,243

Teaching Priorities					
Action	Intended outcome	Success criteria	How will you make sure it's implemented well	Staff lead	Review date
<ul style="list-style-type: none"> • Identify issues for individuals or small groups • Baseline assessments completed prior to interventions including for those who appear secure or may need assistance with confidence/self-esteem • Assessments post-intervention • Bespoke planning time for teachers e.g. reading, phonics, maths (number, shape) • Pre-teaching e.g. English • Over-learning as required • Revisit longer-term basic skills 	<ul style="list-style-type: none"> • Catch-up premium intended for specific children who need it • Recovery curriculum for English and Maths to reduce the gap with peers • Objectives identified as not taught or not fully embedded. These are taught alongside a broad and balanced curriculum • Feedback used to make next steps explicit to children • Whole staff CPD based on EEF recommendations • Low stakes quizzes to aid retention • Daily reflection time – what is working well, even better ifs, what next etc • Staff have a clearer picture of all children's profiles including social, emotional, mental health etc 	<ul style="list-style-type: none"> • Analysis of gaps shows closing with peers • Analysis of individual data (tests, book looks, conferencing etc) show gaps reduced and clear progress made • Children more able to learn with their peers 	<ul style="list-style-type: none"> • Class teachers to identify need e.g. gaps in sentence writing, poor understanding of maths vocabulary/place value • Specific/focused sessions of 20-30 minutes • Some one-to-one sessions • Group sessions of six or less • 4/5 sessions per morning and 3 sessions in the afternoon • Quieter, undisturbed areas to allow focus and minimal disturbance e.g. Library for Y2 • Groups to change over time – find, fix and move on • Review sessions – are they active, engaging boosting confidence 	YLS	<ul style="list-style-type: none"> End of March End of April End of May End of June
Targeted Academic Support					
<ul style="list-style-type: none"> • Parents informed of gaps/issues to enable consistent support at home • Teachers to identify same day interventions e.g. misconceptions 	<ul style="list-style-type: none"> • Effective communications between school and home focused on learning • Teachers identify issues and candidates but can continue with their class teaching role to minimise disruption to the rest of the class 	<ul style="list-style-type: none"> • Parents have a clear idea of www/ebi and how to support at home 	<ul style="list-style-type: none"> • Review processes and practices fortnightly • Discuss and adjust via SLT/Staff meetings 	<ul style="list-style-type: none"> Release from: CS Y3 DB Y4 BW Y5 	Fortnightly reviews

<ul style="list-style-type: none"> • Catch-ups sessions delivered via part-time, experienced staff • Teachers to make reading material available e.g. videos, books 		<ul style="list-style-type: none"> • Class cohesion and identity evident • Children show the behaviours and attitudes to learn successfully 	<ul style="list-style-type: none"> • Continue with regular book looks, quizzes, data drops 	BD Y6	
Wider Strategies					
<ul style="list-style-type: none"> • Individualised SEMH support for children identified through class teachers, PSA, SENDCO, Parents • PSA to liaise with parents with emerging attendance issues • Increase time spent outdoors to redress isolation, facilitate social interaction and physical movement e.g. daily mile • Review home access to IT devices 	<ul style="list-style-type: none"> • Welcoming and calm learning environments • Calm and purposeful starts to each day's learning • Improved attendance for key groups especially those identified as needing catch-up 	<ul style="list-style-type: none"> • Pupils confirm feeling calm and more ready to learn • Parents confirm their children are eager to attend school and participate fully • Parents engage with school to ask for assistance with IT devices • Parents confirm technology availability is conducive to learning 	<ul style="list-style-type: none"> • Seek regular feedback from parents • Education Welfare Officer feedback • Photos/blogs for displays/website 	AS NH GF	Monthly