

# Catch Up Plan 2021-2022

## Corpus Christi Catholic Primary School Rationale



After assessing the children on their return from school following the January to March 2021 Lockdown, it was clear that the highest impact has been on our younger children in Early Years and Y1 and Y2. We truly believe that from experience, a strong grasp of reading, phonics and basic Maths skills provides a gateway to the wider curriculum and significantly increases a confidence and attainment among the children. Therefore, our focus will be on:

1. Improving Reading across the whole school
2. Improving Phonics input across whole school.
3. Improving Maths skills, particularly Arithmetic and Fractions, across the whole school
4. Identifying gaps for individuals and small groups in Reading, Reading Comprehension and Maths and then seek to address these gaps.
5. Improve staffing provision in EYFS and KS1.
6. Increase capacity of teaching staff, enabling two teachers to teach a mastery approach in all Maths lessons from Y2 to Y6.
7. Ensure Y6 have the best possible chance of being prepared for the transition to Secondary School.
8. Providing excellent training so that 'quality first teaching' improves.

Having read the EEF recommendations on efficient spending of the Premium, we have decided to seek to add teaching capacity within the classroom with a specialist Maths Teacher to teach daily lessons on a Team Teach basis, with all teachers from Y2 to Y6 and upskill Teaching Assistants to provided daily 1-1 and small group interventions on Phonics and Reading comprehensions. Assessments will show which pupils need additional support and intensive 1-1 catch up tutoring. The Head Teacher will then plan and formalise the teaching timetable, with a focus on 'quality first teaching in the classroom, extra teaching capacity and short repeated sessions each week for the pupils concerned.

Year Group	Evidence & Rationale	Chosen approach/approaches	Desired outcome
EYs	<ul style="list-style-type: none"> <li>• Children have missed pre school / nursery and transition time. They have reduced stamina for learning and have come in at a level which is lower than usual –</li> </ul>	<ul style="list-style-type: none"> <li>• Extra staffing to provide for more one to one time for children.</li> <li>• Extra staffing allows for greater use of outdoor area.</li> </ul>	<ul style="list-style-type: none"> <li>• Improved stamina and readiness to learn becomes quickly apparent.</li> <li>• Children become more used to learning environment by Autumn 2.</li> </ul>

	<p>especially regarding Social and Emotional and reading / writing / number</p>	<ul style="list-style-type: none"> <li>• In Autumn 2 onwards, increased work on reading, writing, number.</li> <li>• Dedicate time to help parents improve support at home.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning Journeys show obvious improvement in children's ability in reading, writing and maths.</li> <li>• Parental engagement from home improves – particularly around reading.</li> </ul>
1	<ul style="list-style-type: none"> <li>• Pupils have not received directed phonics teaching since March 2020.</li> <li>• Assessments show that children are generally behind and, in some cases, significantly behind where they should be at this stage.</li> <li>• Pupils have not all had the opportunity to read to others, access stories and enjoy books.</li> <li>• Transition to KS1 has not been able to happen, so pupils need transition support</li> <li>• EYFS curriculum; pupils need to focus in Autumn on the EYFS curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Priority teaching of Early Reading and class / group time to enjoy reading and stories.</li> <li>• Extra provision for reading in Y1.</li> <li>• -Extended transition period between Reception and Y1</li> <li>• Transformation of newly acquired space outside to form an outdoor classroom.</li> <li>• Play and self-led activities focus for Y1 in Autumn.</li> <li>• Effective communication and support between EYFS and Y1 adults.</li> </ul>	<ul style="list-style-type: none"> <li>• Early reading skills developed.</li> <li>• Enjoyment in reading and stories.</li> <li>• Phonics attainment and confidence raised.</li> <li>• On – track for passing the Phonics Screening Check.</li> <li>• Pupils have a smooth transition to Y1 and are able to adapt to more formal learning by early Spring Term.</li> <li>• Pupils are able to display and further develop The Characteristics of Learning.</li> <li>• Y1 staff have a clear understanding of those pupils achieving GLD and which pupils need to develop areas further.</li> </ul>
2	<ul style="list-style-type: none"> <li>• Pupils have not received directed phonics teaching since March 2020.</li> <li>• Assessments show that children are generally behind and, in some cases, significantly behind where they should be at this stage.</li> <li>• Pupils have not all had the opportunity to read to others, access stories and enjoy books.</li> <li>• Pupils will take the Phonics Screening Check in Autumn 2 2021</li> </ul>	<ul style="list-style-type: none"> <li>• Significant provision for reading in Y1.</li> <li>• Priority teaching of Early Reading and class / group time to enjoy reading and stories.</li> <li>• Regular programme of Intervention for Y2 pupils who are able to Blend (groups of6)</li> <li>• Detailed and rigorous analysis and tracking – swiftly informs teaching.</li> <li>• Fluid groupings and teaching to meet exact gaps in phonics.</li> </ul>	<ul style="list-style-type: none"> <li>• Early reading skills developed.</li> <li>• Enjoyment in reading and stories.</li> <li>• Phonics attainment and confidence raised.</li> <li>• Increased number of pupils on – track for passing the Phonics Screening Check.</li> <li>• Pupils become fluent, confident readers who enjoy reading.</li> </ul>
3	<ul style="list-style-type: none"> <li>• Pupils did not complete KS1</li> <li>• Some pupils who did not pass Phonics screen did not take Y2 re sit.</li> <li>• Some pupils reading and comprehension ages are significantly lower than would normally be the case in Y3.</li> </ul>	<ul style="list-style-type: none"> <li>• -Priority teaching of Early Reading and class / group time to enjoy reading and stories. <ul style="list-style-type: none"> <li>- Significant provision for regular phonics within the timetable</li> <li>- Fluid groupings and teaching to meet exact gaps in phonics.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Early reading skills developed.</li> <li>• Enjoyment in reading and stories.</li> <li>• Phonics attainment and confidence raised.</li> <li>• Reading comprehension and fluency significantly improves throughout the year for all children – especially least able.</li> </ul>

	<ul style="list-style-type: none"> <li>• Pupils have not all had the opportunity to read to others, access stories and enjoy books.</li> <li>• Teachers (Autumn 21) observe, discuss and then report of pupils needing additional or intensive support to catch – up.</li> <li>• Pupils require additional support in previous programmes of study in maths.</li> </ul>	<ul style="list-style-type: none"> <li>• -Detailed and rigorous analysis and tracking which then swiftly informs teaching. <ul style="list-style-type: none"> <li>- Intervention from SC increases provision for small number of children.</li> <li>- This in turn makes for smaller groups in main class teaching.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• The majority of children (more than 70% reach ARE for reading and writing)</li> <li>• Those below ARE catch up significantly on school’s data points system.</li> <li>• There is a significant impact on writing and use of vocabulary throughout the school year.</li> <li>• Pupils become fluent, confident readers who enjoy reading.</li> <li>• Pupils are confident in reading and use this to access the curriculum and all aspects of learning.</li> <li>• Pupils enjoy reading.</li> <li>• Pupils pass the Phonics Screening Check and become fluent readers</li> </ul>
4	<ul style="list-style-type: none"> <li>• Pupils have not all had the opportunity to read to others, access stories and enjoy books.</li> <li>• 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 2021.</li> <li>• Teachers (Autumn1, 2021) observe, discuss and then report of pupils needing additional or intensive support to catch – up.</li> <li>• Pupils require additional support in previous programmes of study in maths.</li> </ul>	<ul style="list-style-type: none"> <li>• -Priority teaching of Early Reading and class / group time to enjoy reading and stories. <ul style="list-style-type: none"> <li>- Significant provision for regular phonics within the timetable</li> <li>- Fluid groupings and teaching to meet exact gaps in phonics.</li> </ul> </li> <li>• -Detailed and rigorous analysis and tracking which then swiftly informs teaching. <ul style="list-style-type: none"> <li>- Intervention from SC increases provision for small number of children.</li> <li>- This in turn makes for smaller groups in main class teaching.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Early reading skills developed.</li> <li>• Enjoyment in reading and stories.</li> <li>• Phonics attainment and confidence raised.</li> <li>• Reading comprehension and fluency significantly improves throughout the year for all children – especially least able.</li> <li>• The majority of children (more than 70% reach ARE for reading and writing)</li> <li>• Those below ARE catch up significantly on school’s data points system.</li> <li>• There is a significant impact on writing and use of vocabulary throughout the school year.</li> <li>• Pupils become fluent, confident readers who enjoy reading.</li> <li>• Pupils are confident in reading and use this to access the curriculum and all aspects of learning.</li> <li>• Pupils enjoy reading.</li> <li>•</li> </ul>

5	<ul style="list-style-type: none"> <li>• Pupils have not all had the opportunity to read to others, access stories and enjoy books.</li> <li>• 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 2021.</li> <li>• Teachers (Autumn1, 2021) observe, discuss and then report of pupils needing additional or intensive support to catch – up.</li> <li>• Pupils require additional support in previous programmes of study in maths.</li> <li>• Pupils are not on track with their writing; there are gaps in their understanding of GPS.</li> </ul>	<ul style="list-style-type: none"> <li>• -Priority teaching of Early Reading and class / group time to enjoy reading and stories.</li> <li>• Significant provision for basic reading / maths / comprehension skills within the timetable (Recovery Curriculum)</li> <li>• Fluid groupings and teaching to meet exact gaps in phonics.</li> <li>• Detailed and rigorous analysis and tracking which then swiftly informs teaching.</li> <li>• Intervention from SC increases provision for small number of children.</li> <li>• This in turn makes for smaller groups in main class teaching.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading and reading comp skills developed.</li> <li>• Enjoyment in reading and stories.</li> <li>• Phonics attainment and confidence raised.</li> <li>• Reading comprehension and fluency significantly improves throughout the year for all children – especially least able.</li> <li>• The majority of children (more than 70% reach ARE for reading and writing)</li> <li>• Those below ARE catch up significantly on school’s data points system.</li> <li>• There is a significant impact on writing and use of vocabulary throughout the school year.</li> <li>• Pupils become fluent, confident readers who enjoy reading.</li> <li>• Pupils are confident in reading and use this to access the curriculum and all aspects of learning.</li> </ul>
6	<ul style="list-style-type: none"> <li>• Pupils have not all had the opportunity to read to others, access stories and enjoy books.</li> <li>• 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 2021.</li> <li>• Teachers (Autumn1, 2021) observe, discuss and then report of pupils needing additional or intensive support to catch – up.</li> <li>• Pupils require additional support in previous programmes of study in maths.</li> <li>• Pupils are not on track with their writing; there are gaps in their understanding of GPS.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers complete teacher assessments and add to their individual flight paths.</li> <li>• Teachers then SLT identify those with gaps, and whether they require additional (In-class) support or Intensive (Additional teacher / boosting) support to gap fill.</li> <li>• Significant provision for basic reading / maths / comprehension skills within the timetable (Recovery Curriculum)</li> <li>• Booster class organised after January</li> <li>• Class will continue to have two teachers for Maths / English</li> </ul>	<ul style="list-style-type: none"> <li>• The majority of children (more than 75%) reach ARE for reading, writing and maths</li> <li>• 20% reach ‘Greater Depth standard for reading, writing and maths.</li> <li>• Those below ARE catch up significantly on school’s data points system.</li> <li>• Assessments show that Pupils become increasingly fluent, confident readers who enjoy reading.</li> <li>• Pupils are confident in reading and use this to access the curriculum and all aspects of learning.</li> <li>• Pupils are able to comprehend and analyse texts.</li> </ul>

			<ul style="list-style-type: none"> <li>• Pupils enjoy reading, they may choose to read dialogically to support them process and comprehend.</li> <li>• 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.</li> <li>• Interleaving activities, low stake quizzes and recapping previous year’s POS support consolidation, gap teaching and progression.</li> <li>• Termly assessments show progress, in scaled scores and attainment.</li> </ul>
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Impact measures			

## COSTINGS

- Extra provision in EYFS – 1 x extra TA for one term initially = £4800
- 200 x 30min sessions extra day for Key stage 1 Reading for two terms (Ks1) = £6000
- 70 x 30 min sessions to boost Reading / Maths progress in Y3-Y5 = £2100
- 6 x teachers to do Y6 booster class to boost progress in Y6 = £2500
- CLPE training for all staff (see CPD log) to make reading lessons more effective = £700.