














Christ Church & St Peter's C of E Primary School - Catch up plan A

School: CC&SP	Funding allocation: £32,480 (406 ch x £80)	
What assessment has told us:		
<u>Procedural Fluency</u>		
<ul style="list-style-type: none"> Across the school, there is a legacy of under achievement in number facts compounded further by lockdown. In Year 3, only 10% are @ ARE - they do not know their number bonds to 20, let alone their 2s,5s & 10s. THIS YR GP IS A MAJOR FOCUS! Dec 2020- 10% to 54% @ ARE (end of Y2), of those 0% on track to complete end of Y3 In Year 4, only 34% are @ ARE - 3,4 x tables remain tricky from Year THIS YR GP IS A FOCUS Dec 2020- 34% to 77 % @ ARE (end of Y3), of those 0% on track to complete end of Y4 In Year 5, Dec 2020- 16% to 31% @ ARE (end of Y4), of those 23% on track to complete Y5 		
Intended outcome/s:		
At least 85% of children in each year group to achieve age related expectation		
Total funding allocation: 6hrs of TA time per week= £91.02/ wk 12 weeks = £1092.24		
Teaching and whole class strategies	Targeted Support	Wider strategies
All Maths lessons (across the school) to begin with 5 minutes of procedural fluency, daily. 	*** Identified children in Years 3 and 4 to have specific Precision Teach intervention, afternoons (1:1 or 1:2).	Precision Teach training for all support staff with Dr Nneka Ikeogu (Ed Psy). 
Planning, coaching support for Year 3 and 4 teachers with Maths Lead (Deputy Head). 	1 adult, 1.30-3.00 x 4 afternoons= 6hrs 	Homework to include regular whole school TTRS challenges and battles with rewards to motivate. 
6 weekly assessments of Year 3 and 4 pupils using timed questions. Termly assessments across the school against 'non-negotiables'. To identify and track progress.***  		Regular staff meeting slots to share teaching strategies. 
Begin 'Fact Fridays' in Year 3,4 & 5. Specific lessons on a Friday to teach discrete procedural fluency to develop understanding and skills. 		

Christ Church & St Peter's C of E Primary School - Catch up plan B

School: CC&SP	Funding allocation: £32,480 (406 ch x £80)	
What assessment has told us:		
<u>Phonics</u>		
<ul style="list-style-type: none"> • The lockdown has had a significant impact on phonics. Children that had made progress but not embedded their knowledge have not retained it. • In Year 1, only 27.5% (from 68.4%) are @ ARE Dec 2020- 27.5% to 62% @ ARE (those not at ARE are the same as those not at ARE in reading, they are sig below & need footholds/ at set 1/2) • In Year 2, only 66.6% are @ ARE (from 77%) There is a group of 19.3% to make progress to ARE. Dec 2020- 66.6% to 68% @ ARE- 79 % passed the end of Year phonics screen in November therefore were secure. 		
Intended outcome/s:		
At least 85% of children in each year group to achieve age related expectation		
End of Nov 2020- In Year 1, 63.6% are @ ARE (increase of 36.1%)		
End of Nov 2020- In Year 2, (completing assessments however 75% are @ ARE on target (regain))		
Total funding allocation: Cover (HLTA x 12 afternoons)= £409.92,		
Targeted support (1 TA for 2 hrs a.m.)= £121.36 per wk (24 wks- spr/ sum) £2912.64		
Teaching and whole class strategies	Targeted Support	Wider strategies
Thorough assessment- go back to where <i>they</i> are and start from there- fill in the gaps- reinforce previous learning. Move them on when <i>they</i> are ready- fluid groups. <div style="text-align: right; margin-top: 10px;"></div>	X 3 groups per class- current Need an extra adult for 1 hour per morning per year group so that intervention can happen in the afternoon. 1 adult= 2hrs <div style="text-align: right; margin-top: 10px;"></div>	Phonics training for ALL staff: either refresh or revisit or new learning. Cover costs: Lead (HLTA x 6 afternoons) Teachers (HLTA x 6 afternoons) <div style="text-align: right; margin-top: 10px;"></div>
40 minutes not 30 minutes teaching time, per day. <div style="text-align: right; margin-top: 10px;"></div>		

Christ Church & St Peter's C of E Primary School - Catch up plan C

School: CC&SP	Funding allocation: £32,480 (406 ch x £80)	
What assessment has told us:		
<u>Reading</u>		
<ul style="list-style-type: none"> Only 11% of EYFS children reached ARE before lockdown, they have returned and now in Year 1 only 5% are @ ARE. THIS YR GP IS A MAJOR FOCUS! Dec 2020- 11% to 45% are @ ARE (There are 15 children still at PM L1 or below that are also set ½ phonics and need footholds) There were 57% of children in Year 2 before lockdown at ARE, they have returned and now in Year 3 only 35% are @ ARE. Dec 2020- 35% to 62% are @ ARE There were 75% of children in Year 4 before lockdown at ARE, they have returned and now in Year 5 only 66% are @ ARE. Dec 2020- 66% to 79% are @ ARE with 19% nearly there (just needing a boost)- BACK ON TRACK Year 5- DEC 2020- 55% are @ ARE- THIS YR GP NOW A FOCUS! 		
Intended outcome/s:		
At least 85% of children in each year group to achieve age related expectation		
Total funding allocation: 2x TA support, 16hrs = £242.17 (24 wks- spr/ sum) £5812.08		
Teaching and whole class strategies	Targeted Support	Wider strategies
Identified groups that are below ARE (just below) to have at least 2 guided reads per week. <div style="text-align: right; margin-top: 10px;"></div>	BRP for identified children. 1:1 support for individuals so that the LM can deliver this skilled intervention. 2 x adults. 4 afternoons.= 8 afternoons 1.00-3.00 = 16 hrs <div style="text-align: right; margin-top: 10px;"></div>	All teachers to be PM benchmark trained. Training to include- what assessment shows you, and how to use the information to plan from. <div style="text-align: right; margin-top: 10px;"></div>
		Work with Year 1 on gaining 'footholds' in print. How can the continuous provision support this further? <div style="text-align: right; margin-top: 10px;"></div>
		Training for all staff on early reading behaviours that can be used for individual and guided reading teaching. <div style="text-align: right; margin-top: 10px;"></div>

Christ Church & St Peter's C of E Primary School - Catch up plan D

School: CC&SP	Funding allocation: £32,480 (406 ch x £80)	
What assessment has told us:		
Year 6		
<ul style="list-style-type: none"> 77% down to 69% are @ ARE in reading (PM assessment) Dec 2020- 69% to 73% @ ARE 28% are @ ARE for their procedural fluency, 7,8,9 x tables are particularly tricky. Dec 2020- 28% to 56% @ ARE (end of Y5) of those 30% on track for end of Y6 Their application of vocabulary in writing is low (receded) and their understanding of vocabulary in reading is low. They have limited experiences and knowledge and understanding of the world (particular impact of lockdown). At the start of the academic year, behaviours for learning have dipped and require improvement to ensure that all children make good progress. 		
Intended outcome/s:		
<ul style="list-style-type: none"> At least 85% @ ARE for reading 25% at GDS At least 85% @ ARE for procedural fluency Children's vocabulary skills and application are such that at least 85% of children achieve ARE for writing and at least 25% achieve GDS Rules and expectations are embedded, children work hard across the curriculum and they are engaged in their learning. 		
Total funding allocation: Teacher time 3 hrs per day x 4 days= £531.24 per wk (30 wks) £15937.20		
8hr 20 per day TA time = £503.64 (30wks) £15109.32		
Reading texts = £1000	NEED TO OFFSET THIS WITH SCHOOL BUDGET	
Teaching and whole class strategies	Targeted Support	Wider strategies
Start of each Maths session to begin with procedural fluency activities/teaching (at least 5 mins) ●	More adult support required for children who are more than 2 years behind to carryout 1:1 reading sessions daily. ●	Quality texts purchased to enhance the reading curriculum. ● £1000
Extend mental arithmetic Fridays to include 'Fact Fridays' focussing heavily on procedural Fluency'. ●	Additional teacher and TA support to ensure that all children (particularly those below ARE) have a Guided reading group twice per week. 1 hr per day teacher time, 1 hr per day TA time ●	Times Tables Rockstars Battles to engage children and encourage practising of recall. ●
Use reciprocal reading techniques when share reading the whole class text. ●	2 x Small group of 'phonological awareness' training 20 minutes x days 1 adult = 1 hr 20 ●	
Clear expectations of behaviour set and children understand the behaviour policy. ●	Spelling intervention- Precision Teach 1:1/ 1:2 (between & to readers) 1 adult, 1.30-3.00 x 4 afternoons= 6hrs ●	

Christ Church & St Peter's C of E Primary School - Catch up plan E

School: CC&SP	Funding allocation: £32,480 (406 ch x £80)	
What assessment has told us:		
<u>SEMH</u>		
<ul style="list-style-type: none"> Due to Covid bubbles there are individual children in classes across the school with unmet needs. We would normally bring groups of children together and/ or bring children to other spaces across the school. Highly effective (but expensive) Learning Mentors are having to work one to one with some children. 		
Intended outcome/s:		
Individual needs are met and families feel supported.		
Total funding allocation: 25 hrs of adult support (3 x LM) per wk= 455.10 (30 wks) £11377.50 (if we can raise this it would be ideal)		
Teaching and whole class strategies	Targeted Support	Wider strategies
Creative use of Learning mentors: virtually meet families, outside e.g. utilising forest school provision, social distance outdoor walks, gardening, sandpit...		
Free up the Learning Mentors by providing 1:1 support in classes. These additional adults can also support learning intervention.		



Christ Church & St Peter's COfE Primary School - **Catch up plan F**

School: CC&SP	Funding allocation: £32,480 (406 ch x £80)	
What assessment has told us:		
<u>Vocabulary</u>		
<ul style="list-style-type: none">Across the school, it has been noted that the children's vocabulary development, use and application has been impaired/slowed/ receded.		
Intended outcome/s:		
<ul style="list-style-type: none">Children have a wider 'bank' of vocabulary and understanding of language such that they understand more and can communicate their needs and understanding.		
Total funding allocation: 0		
Teaching and whole class strategies	Targeted Support	Wider strategies
This is a large piece of whole school work- see School Improvement Plan		



Christ Church & St Peter's COfE Primary School - Catch up plan G

School: CC&SP	Funding allocation: £32,480 (406 ch x £80)	
What assessment has told us: <u>Speech & Language</u> <ul style="list-style-type: none"> 19% of children in EYFS came to school already identified by SALT. Other children require support for low CLL baseline. 		
Intended outcome/s: <ul style="list-style-type: none"> For all children in EYFS to be able to communicate effectively; to learn and make progress and to ensure their needs are met. 		
Total funding allocation: 2 adults- 1 hr a day each x 4 days= 8hrs per week = £121.36 (30 weeks) £3640		
Teaching and whole class strategies	Targeted Support	Wider strategies
Model talking in sentences.	Run individual (group) SALT plans.	Assess whole cohort using the 'cohort planner'.
PSHE/ Circle time sessions to share/ discuss a 'theme' or topic. Allow all children to have an opportunity to speak.	Run Talk Boost Intervention for children identified on the 'cohort planner'.	Get wider staff (new staff) Makaton Level 1 trained.
	Run 'Ginger Bear' for children identified on the 'cohort planner'.	
	Run Colourful Semantics for children identified on the 'cohort planner'.	
	Have Makaton groups for children identified on the 'cohort planner'.	
	The above groups/ individuals would be planned for 2 adults- 1 hr a day each x 4 days	

Based on: TA Grade 5 = £15.17/hr, LM Grade 7 = £17.08/hr, Teacher M6 = £44.27/ hr

Catch Up Plan A	109.24
Catch Up Plan B	409.92
Catch Up Plan C	2912.64
Catch Up Plan D	5812.08
Catch Up Plan E	1000.00
Catch Up Plan F	0
Catch Up Plan G	3640.00
Total so far	13883.88