

## School Improvement Plan 2020-21, PRIORITY 1: Prioritise the use of 'Catch-up' funding to improve rates of progress

**Success Criteria:**

**A. Identify and track pupils, ensuring that most are back 'on track' by the end of the school year.**

**B. Implement a fully costed and effective 'Catch-up' plan – resources identified, purchased and in use**

**Anticipated Grant**                      **Coronavirus-catch-up-premium = £8,000**

| <b>Vision:</b>         | <b>Focus:</b>   | <b>Activity:</b>  | <b>Lead:</b>                         | <b>Resources/Costs:</b>   | <b>Milestones - Dec</b>   | <b>Milestones - April</b>   | <b>Milestones - July</b>  |
|------------------------|---|---|--------------------------------------|---|---|---|---|
| <b>Learning</b>        | The school is providing targeted support (within budget) to enable those who have 'slipped back' to match pre-lockdown levels | 1. Identify children who have 'slipped' using assessment data available in Term 1 as a baseline   | Class Teachers                       | None  | Insight populated with baseline data  | Some targeted children have recovered their pre-lockdown levels                                 | Most targeted children have recovered their pre-lockdown levels                                 |
|                        |   | 2. Group children by need. Timetable support to form workable groups  | R.S.                                 | Use of SENco & non-contact time   | Review groupings (See Point 6)  | Review groupings (See Point 6)  | Review groupings (See Point 6)  |
|                        |   | 3. Deploy staff to 'the plan', extend hours and take on additional staffing as afforded by the budget   | R.S. / P.B.                          | 25 hours additional support per week = £5,000   | The 'Catch-Up' plan is fully staffed and running smoothly                                       | The 'Catch-Up' plan is fully staffed and running smoothly                                       | The 'Catch-Up' plan is fully staffed and running smoothly                                       |
|                        |   | 4. Provide training as required (including 'Precision' teaching and other resource-based training)  | R.S. / P.B. / S.A.S. / Other         | Head Teacher time<br>'Release' costs for staff = £500   | Training attended, Notes taken & shared & acted upon  | Training attended, Notes taken & shared & acted upon  | Training attended, Notes taken & shared & acted upon  |
|                        |   | 5. Purchase recommended resources   | R.S. / P.B. / Office                 | Using remaining balance = £2,500  | Resources bought  | Resources bought  | Resources bought  |
| <b>Achievement</b>     | Provision is refined over time to ensure progress is sustained  | 6. Review progress regularly: Support sessions should have clear objectives against which pupils are assessed. Communication between Class Teacher and TA is key. | Class Teachers / Teaching Assistants | Staff meeting time. Additional time through 'bubble' assemblies and 'release' time (HT providing cover) | Review pupil progress. Use assessment data to refine provision. Repeat as needed. (See Point 3) | Review pupil progress. Use assessment data to refine provision. Repeat as needed. (See Point 3) | Review pupil progress. Use assessment data to refine provision. Repeat as needed. (See Point 3) |
| <b>Faith &amp; Fun</b> | School makes every effort to help children 'feel good' about the progress they make.  | 7. Celebrate 'Good progress' using certificates, letters home and other rewards as appropriate.   | Class Teachers / Teaching Assistants | Assembly time<br>Wow cards<br>Letter-writing time   | Celebrate good progress.  | Celebrate good progress.  | Celebrate good progress.  |

Post-Covid-lockdown overview.

KEY TO ASSESSMENT DEFINITIONS

We compared children's 'On-Entry' assessments (October 2020) with their pre-lockdown assessments (December 2019). Those who have maintained their positions are deemed to have made 'Good Progress'.

Maintaining  
Good  
Progress

|                         |            | POST-Lockdown Attainment |                 |                 |                 |            |
|-------------------------|------------|--------------------------|-----------------|-----------------|-----------------|------------|
|                         |            | Well below               | Just below      | On track        | Just above      | Well above |
| Pre-Lockdown Attainment | Well below | BETTER PROGRESS          |                 |                 |                 |            |
|                         | Just below | SLIPPING BACK            | BETTER PROGRESS |                 |                 |            |
|                         | On track   |                          | SLIPPING BACK   | BETTER PROGRESS |                 |            |
|                         | Just above |                          |                 | SLIPPING BACK   | BETTER PROGRESS |            |
|                         | Well above |                          |                 |                 | SLIPPING BACK   |            |

Post-Covid-lockdown overview.

PROGRESS - 'Entry' 2020 Compared with December 2019

READING - PROGRESS

Number of Children

|             | Slipping back | Making good progress* | Making better progress |
|-------------|---------------|-----------------------|------------------------|
| Years 1 - 6 | 24 children   | 50 children           | 20 children            |
| School      | 26%           | 53%                   | 21%                    |
|             |               |                       | 74%                    |

WRITING - PROGRESS

Number of Children

|             | Slipping back | Making good progress | Making better progress |
|-------------|---------------|----------------------|------------------------|
| Years 1 - 6 | 19 children   | 56 children          | 19 children            |
| School      | 20%           | 60%                  | 20%                    |
|             |               |                      | 80%                    |

MATHS - PROGRESS

Number of Children

|             | Slipping back | Making good progress | Making better progress |
|-------------|---------------|----------------------|------------------------|
| Years 1 - 6 | 21 children   | 58 children          | 15 children            |
| School      | 22%           | 62%                  | 16%                    |
|             |               |                      | 78%                    |

\* Good progress = Expected progress