



Catch Up Strategic Plan (Intervention+ Pupils)

School: Stokesay primary School

Date: Jan 2021

Leader with strategic responsibility: POM

Link Governor: Rose Patey

1. Amount of funding allocated for Catch Up 2020/21	£11,920
2. Main mechanisms used for identifying pupils	<ul style="list-style-type: none"> • Standardised tests • Family support worker • Class teacher • SENCO
3. Pupils identified as needing catch up support	<p>KS1 need. YR2 significant gaps as missed large proportion of Yr1.</p> <p>Yr1 Phonics intervention and basic number skills</p> <p>Phonics need across EYFS/KS1</p> <p>PPG children identified across school</p> <p>GRT community</p>
<p>4. How many Intervention + pupils are also:</p> <p>a. PPG?</p> <p>b. SEND EHCP?</p> <p>c. SEND support?</p> <p>d. In a priority year group (Year 6 / 11 or 13)?</p>	<p>PPG = 35 including 2 LAC</p> <p>SEND EHCP = 3</p> <p>SEND support = 12</p> <p>Family support = 12</p> <p>YR2 = 26</p> <p>YR1 =20</p>

Tier one main strategies (Teaching)	Tier two main strategies (Targeted academic support)	Tier three main strategies (Wider support)
<p>Working through well sequenced, purposeful planning. For example, teachers have adapted planning in order to focus on missed objectives and to consolidate the basics.</p> <p>Focus on consolidation of basic skills. The core skills, which enable successful learning, will require increased curriculum time across all year groups. These include: handwriting, spelling of high frequency words, basic sentence punctuation, times tables recall, basic addition & subtraction fact recall and reading skills relevant to age.</p> <p>Particular focus on early reading and phonics. This is always a focus in the school and will continue to be so in order to develop children's reading ability and vocabulary. Year 2 will continue with daily phonics lessons during the autumn term to ensure all children are confident with their phonic sounds.</p>	<p>Assessment of learning and of basic skills to identify major gaps. Teachers will work to identify gaps in learning and adapt teaching accordingly.</p> <p>Additional support and focus on basic core skills. Supported by an experienced teacher utilising catch up premium – dependent on need as identified through ongoing assessment.</p> <p>Additional targeted language support for children. Teachers will work to identify children who will benefit from small group and one-to-one language support. This will be delivered over a 20 week period as part of the Nuffield Early Language Intervention programme.</p>	<p>Time spent on mental health, wellbeing, and social skills development. This will be at the core of all catch up work as many children will have not been in formal school setting for a number of months. We will continue to use our scheme of work to deliver our PSCHE curriculum, alongside this additional time will be spent focusing on mental health and well-being.</p>

<p>Additional time to practice basic skills. This again will be dependent on need of children in order to re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics).</p>		
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Objectives (between 3 and 5)

Objective 1:							
Catch up strategy	Tier	Description	By whom?	By when?	Cost	Impact statements	RAG
Employ TA in Reception/KS1 full time to free experienced TA intervention support for targeted children	1/2	TA appointed on fixed term contract. This TA will enable experienced intervention support led by staff to be covered and maintain class ratios. Ta will also provide cover to support NELI intervention work	EYFS/KS1 staff POM	Autumn Term 20	£10000		

Objective 2:							
Catch up strategy	Tier	Description	By whom?	By when?	Cost	Impact statements	RAG
Purchase of Tablets to support Booster intervention ICT programmes	1/2	Tablets purchased to enable phonics/reading and maths boosting	Teachers/POM	Autumn Term 20	£2000		

Objective 3:							
Catch up strategy	Tier	Description	By whom?	By when?	Cost	Impact statements	RAG
Adoption of the DfE's Nuffield Early Language Intervention in Foundation Stage. Making language matter: screening children's speech and language in the Early Years' training course	2	<p>Early language intervention Programme 'NELI'</p> <p>This is an evidence based 20 week oral language intervention programme for children in their first year of primary school who may need additional support in developing their oral language skills.</p> <p>This training event will use the 'Stoke Speaks Out Early Communication Screen' toolkit materials to explore:</p> <ul style="list-style-type: none"> The importance of children's early language development and the need for early identification for speech / language and communication needs; How to screen a cohort of children and interpret the results using this screening tool; Strategies to further support children who are identified by the screen as being below their expected age / stage of development within Communication and Language. 	<p>KS1/EYFS staff and POM</p> <p>EYFS/KS1 Staff</p>	<p>Spring term 21</p> <p>Spring 21</p>	<p>DFE sponsored program</p> <p>Credits used from Chester University Subscription</p>		

Objective 4:							
Catch up strategy	Tier	Description	By whom?	By when?	Cost	Impact statements	RAG
The mental health needs of pupils are well met and supported by the	3	Mental health support coordinated by Simon Ansell and Karen Hadley. Half termly staff meetings and weekly PSHE work in class.	S.A. / KH and POM	Spring term 21			

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