



At Woodhouse, the Catch Up funding of **£33250 (forecasted spend £39297)** will be used to support pupils to make up for lost teaching and ensure that pupils are getting back on track. It will also enable the school to be implementing the normal school curriculum as soon as possible. High quality teaching for all should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress. These interventions should be carefully targeted through identification and assessment of need. We also anticipate that pupils with SEND will need specific support in the academic year ahead.

Governors will scrutinise the school's approach to catch up and the allocation of funds at the Governors' Standard Committee meeting on 14<sup>th</sup> October, and in the spring and summer terms. This strategy has been developed with regard to the EEF Guide to Supporting School Planning (August 2020).

<b>Tier 1 - Whole school priorities</b>		
<b>Priorities</b> <i>What are we concerned about?</i>	<b>Strategies</b> <i>What are we doing about it?</i>	<b>Impact</b> <i>How will we measure impact?</i>
Pupils' emotional wellbeing	<ul style="list-style-type: none"> <li>Re-establish school and class routines</li> <li>Use of Emotional Wellbeing toolkit</li> <li>Books added to class libraries which support emotional wellbeing</li> <li>Attend training in DfE 'Wellbeing for Education Return' and cascade to all staff</li> </ul>	<p>Vast majority of children are happy and feel safe in school</p> <p>Pupils are able to self-regulate and/or seek adult help</p> <p>Half-termly attendance is close to usual whole school %</p>
Curriculum – identifying starting points for first half term	<ul style="list-style-type: none"> <li>Direction from English and Maths Leads</li> <li>Subject Leaders identify essential knowledge for each year group</li> </ul>	<p>Curriculum planning and pupils' work shows clear sequence and progress in each subject</p>
Shared understanding of high-quality teaching	<ul style="list-style-type: none"> <li>CPD for teachers at staff meetings in <u>components</u> of high-quality teaching: explicit instruction, scaffolding, flexible grouping, cognitive and metacognitive strategies</li> </ul>	<p>Observations and learning walks evidence that staff are confident in using these components of high-quality teaching</p>
Teachers' subject knowledge, particularly NQTs	<ul style="list-style-type: none"> <li>Support for NQTs from experienced mentors, parallel colleagues and English and Maths leads.</li> <li>Early observations of excellent practice</li> </ul>	<p>Observations and learning walks evidence that staff are confident in their subject knowledge</p>
Being able to provide remote learning as early as possible in the event of pupils' covid-related absence so that pupils do not fall further behind	<ul style="list-style-type: none"> <li>CPD in effective remote learning – staff meeting</li> <li>Questionnaire to establish pupils' access to technology</li> <li>Tiered plan for home learning</li> </ul>	<p>Feedback from pupils, parents and staff evidences that all pupils have access to high-quality remote learning as necessary</p>

<p>Assessment of pupils' current knowledge and skills and identification of gaps</p> <p><u>English</u></p> <ul style="list-style-type: none"> <li>• Reading fluency</li> <li>• Phonics (YR – Y2)</li> <li>• Early reading – blending, segmenting (Y1)</li> <li>• Spelling (KS2)</li> </ul> <p><u>Maths</u></p> <ul style="list-style-type: none"> <li>• Fluency</li> <li>• Times tables, particularly (Y3/4)</li> </ul> <p>Listening and attention (YR – Y2)</p> <p>Additional support for groups and individuals who are finding it significantly more difficult than their peers to catch up</p>	<ul style="list-style-type: none"> <li>• Targeted diagnostic assessments</li> <li>• Introduce summative assessments (NTS) Y1-6 to establish baseline in October and measure progress in subsequent terms. Analysis to identify gaps and inform future planning £5000</li> <li>• Subject Leaders identify Essential Knowledge not taught in Spring/Summer 2020 and plan for this in curriculum for 2020/21</li> </ul> <ul style="list-style-type: none"> <li>• Supplement reading scheme with additional books, particularly stages 1,2,3 £500</li> <li>• Purchase '50 book challenge books' for pupils to borrow (particularly disadvantaged) £400</li> <li>• Additional teaching assistant time to listen to pupils read (see below)</li> <li>• 'Sounds Right' intervention for YR/Y1 £100</li> <li>• CPD for teachers – strategies for teaching spelling</li> <li>• CPD for support staff – developing pupils' reading skills</li> </ul> <ul style="list-style-type: none"> <li>• CPD for teachers – Maths Fluency</li> <li>• CPD for NQTs – Concrete, Pictorial, Abstract</li> </ul> <ul style="list-style-type: none"> <li>• CPD for teachers and support staff</li> <li>• Listening skills activities incorporated into whole-class teaching</li> </ul> <ul style="list-style-type: none"> <li>• Additional teaching assistants appointed £26673</li> <li>• Teacher to provide Catch Up support – 1 day per week from January £6624</li> </ul>	<p>Analysis of assessments identifies gaps in pupils' knowledge and skills for year groups, classes, groups and individuals</p> <p>Subsequent teaching takes account of these gaps and additional support and intervention improve outcomes for all pupils</p> <p>Attainment gap for pupils who have fallen behind their expected attainment has closed significantly</p> <p>Improved outcomes in reading for all pupils</p> <p>Increased engagement in reading at home for pupils, particularly vulnerable readers</p> <p>% of pupils passing phonics check is consistent with previous cohorts</p> <p>In Reading and Writing, pupils in all year groups are making at least expected progress and gaps and termly attainment data evidences are that gaps are beginning to close</p> <p>In Maths, pupils in all year groups are making at least expected progress and gaps and termly attainment data evidences are that gaps are beginning to close</p> <p>Pupils in FS and KS1 demonstrate improved in attention and concentration from return to school in September</p> <p>Termly assessment data evidences that progress is accelerating for targeted pupils</p>
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**Tier 2 – Year R priorities**

<b>Priorities</b>	<b>Strategies</b>	<b>Impact</b>
<ul style="list-style-type: none"> <li>School readiness – Listening and attention, speaking intervention and resources</li> <li>Phase 1 phonics</li> </ul>	Sounds Right intervention, Let’s Talk intervention Additional teaching assistant time Phonics intervention	Gaps identified through baseline assessment are closed for all pupils

**Tier 2 – Year 1 priorities**

<b>Priorities</b>	<b>Strategies</b>	<b>Impact</b>
<p>Reading – 1:1 reading. Children not blending. Can segment but cannot hear the word independently.</p> <p>Due to no swimming and whole class ICT, very limited time to listen to 1:1 readers</p> <p>Phonics – Children missing sounds from Reception</p> <p>Fine motor/Handwriting</p> <p>Social skills – Turn taking, feelings, communication and language, attention and listening</p>	<p>Intervention group 3 x per week</p> <p>Additional teaching assistant time</p> <p>Phase 2 intervention group Phase 3 intervention group</p> <p>Daily handwriting in class, Dough disco. T modelling school cursive writing. Weekly session with LH during assembly time.</p> <p>SULP group</p>	<p>% of pupils passing phonics check is consistent with previous cohorts Pupils are making at least expected progress and gaps and termly attainment data evidences are that gaps are beginning to close</p> <p>Pupils are making at least expected progress and gaps and termly attainment data evidences are that gaps are beginning to close</p> <p>Targeted pupils demonstrate improved engagement in paired and group activities in the classroom and the playground</p>

### Tier 2 – Year 2 priorities

<b>Priorities</b>	<b>Strategies</b>	<b>Impact</b>
Listening and attention	Repetition, modelling, chunking instructions, praising good listening and attention	Pupils demonstrate improved in attention and concentration from return to school in September
Maths fluency and confidence working within numbers to 100 (e.g. counting forwards/backwards, -teen/-ty confusion, number reversal)	Fluency warm up every day in maths lessons Targeted fluency activities for individual children for morning work Focus on fluency practice for homework 2 x weekly 15 minute whole class fluency/probe	Pupils are making at least expected progress and gaps and termly attainment data evidences are that gaps are beginning to close
Reading: phonics and fluency in reading	Additional half hour phonics session weekly Phonics focus in Monday's English lesson Phase 3 and 5 phonics intervention three times weekly (45 mins, 30 mins, 45 mins) for children identified from the phonics baseline check completed in Autumn 1 Phase 2 intervention daily Additional TA time dedicated to 1:1 reading with vulnerable readers	Pupils are making at least expected progress and gaps and termly attainment data evidences are that gaps are beginning to close

### Tier 2 – Year 3 priorities

<b>Priorities</b>	<b>Strategies</b>	<b>Impact</b>
<ul style="list-style-type: none"> <li>• Times tables fluency</li> </ul>	Small group interventions – explicitly linked to the content of daily lessons and effective feedback structures in place Probes weekly (personalised). Fluency starters at the beginning of Maths lessons.	Pupils are making at least expected progress and gaps and termly attainment data evidences are that gaps are beginning to close
<ul style="list-style-type: none"> <li>• Spellings (rules and Year 2 CEW)</li> </ul>	Gaps identified and practised in Star Speller books. Some chn have personalised spellings to take home.	Pupils are making at least expected progress and gaps and termly attainment data evidences are that gaps are beginning to close
<ul style="list-style-type: none"> <li>• Reading</li> </ul>	Additional teaching assistant time to listen to chn reading 1:1. Time to train new TA/TA to shadow experienced TA in reading/phonics intervention.	Pupils are making at least expected progress and gaps and termly attainment data evidences are that gaps are beginning to close

**Tier 2 – Year 4 priorities**

<p><b>Priorities</b></p> <ul style="list-style-type: none"> <li>• Fluency multiplication</li> <li>• Reading (Below Year 3 EXP)</li> </ul>	<p>X2 Weekly multiplication test Purple Mash 2do – Home and ICT lessons</p> <p>Additional teaching assistant time to listen to readers</p>	<p><b>Impact</b></p> <p>% of pupils working at the expected standard in the Multiplication Tables Check is above national average</p> <p>Pupils are making at least expected progress and gaps and termly attainment data evidences are that gaps are beginning to close</p>
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**Tier 2 – Year 5 priorities**

<p><b>Priorities</b></p> <ul style="list-style-type: none"> <li>• Sentence structure and basic punctuation</li> <li>• Spelling</li> <li>• Written methods</li> <li>• Yr4 missed maths concepts (gap analysis)</li> </ul>	<p><b>Strategies</b></p> <p>Lessons covering editing work More shared / modelled writing in lessons SPaG starters recapping concepts missed in Y4</p> <p>All pupils have been tested on Y3 statutory words and where necessary. Pupils have been tested on Y2 CEW or Y4 statutory words. Personalised spelling lists in star speller books and in HWK diaries. Weekly spelling quizzes on PM. Spelling lessons and weekly tests recapping KS1 spelling rules. Statutory words missed in Y4 been sent home for half termly spellings.</p> <p>Extra practice weekly of each method. Pupils to record on maths bookmark.</p> <p>Flashback 4 concepts taught on Mon and repeated throughout the week to consolidate.</p>	<p><b>Impact</b></p> <p>Pupils are making at least expected progress in Writing and gaps and termly attainment data evidences are that gaps are beginning to close</p> <p>Individual scores for termly arithmetic papers improve</p> <p>Pupils are making at least expected progress in Writing and gaps and termly attainment data evidences are that gaps are beginning to close</p>
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## Tier 2 – Year 6 priorities

Priorities	Strategies	Impact
<p><b>Increase fluency in basic skills in Numeracy.</b>  <b>Answering SATs style questions in Numeracy.</b></p>	<p>Daily matrix/ probe to test recall of facts.            Designated (TTRockstars) practice on laptops.            Daily flashback 4 to recap year 5 curriculum and ensure basic skills are consolidated regularly.            Weekly arithmetic paper.            Maths catch up session with class teacher and LT (bi-weekly) to work with individual chn on how to answer SATs questions as well as addressing misconceptions            Additional teacher for targeted support</p>	<p>In Maths, pupils show expected or accelerated progress from their starting points and catch up any lost learning (termly assessment data)            % of pupils attaining EXS or GDS In KS2 SATs 2021 remains above national averages in Maths</p>
<p><b>Increasing fluency and vocabulary awareness in Reading</b></p>	<p>Weekly pre-read for vulnerable chn.            Weekly reading with GS for vulnerable readers.            Target specific chn within DARTs sessions on reading strategies and understanding of the text (Line by line reading, Cloze Procedures).            Give chn opportunities to read aloud to an adult to encourage reading with expression.            Discuss key vocabulary during DARTs and 1:1 reading to ensure fully understood.            Encourage chn to highlight important parts of a text when reading to support inference and vocabulary questions.            Discuss responses to written questions with an adult during DARTs before writing answers.            Monitor the regular changing of reading books.            Monitor number of Accelerated Reader quizzes completed each week and monitor the percentage attained.            Word of the week shared with the class</p>	<p>In Reading, pupils show expected or accelerated progress from their starting points and catch up any lost learning (termly assessment data)            % of pupils attaining EXS or GDS In KS2 SATs 2021 remains above national averages in Reading</p>
<p><b>To use a range of year 6 features in writing</b></p>	<p>Use of checklists, scaffolded proformas and good examples to support the chn when writing</p>	<p>In Writing, pupils show expected or accelerated progress from their starting points and catch up any lost learning (termly assessment data)</p>
<p><b>To improve the accuracy of spelling</b></p>	<p>Recap spelling rules from previous years.            Thrice weekly spelling activities linked to spelling rules.            Personalised spelling cards</p>	<p>% of pupils attaining EXS or GDS In KS2 SATs 2021 remains above national averages in Writing</p>

**Tier 3 – Individual pupils – Year R**

<b>Priorities</b>	<b>Strategies</b>	<b>Impact</b>
<p>No unusual or immediate concerns</p> <p>To be identified following Baseline assessment</p>		

**Tier 3 – Individual pupils – Year 1**

<b>Priorities</b>	<b>Strategies</b>	<b>Impact</b>
<p>Acquisition and retention of basic skills</p>	<p>Additional teaching assistant support</p>	<p>Termly assessment data evidences that gaps are beginning to close in core subjects for targeted pupils</p>

**Tier 3 – Individual pupils Year 2**

<b>Priorities</b>	<b>Strategies</b>	<b>Impact</b>
<ul style="list-style-type: none"> <li>• Retention in maths</li> <li>• Emotional needs – taking along time to settle in the morning</li> <li>• Returning to school routines and following them</li> <li>• working with peers</li> <li>• fine/gross motor skills (handwriting/cutting/PE)</li> <li>• listening and attention listening to and processing of instructions</li> <li>• Spelling</li> </ul>	<p>Additional support in class for identified gaps</p> <p>Emotional Wellbeing support from Learning Mentor, communication with home</p> <p>support from Learning Mentor</p> <p>Social skills group</p> <p>Referral to OT</p> <p>Fine motor strength activities within class</p> <p>support from Learning Mentor</p> <p>strategies in class to improve listening and attention</p> <p>Personalised spelling programmes</p>	<p>Termly assessment data evidences that gaps are beginning to close in Maths for targeted pupils</p> <p>Identified pupils settle more quickly and independently</p> <p>Identified pupils follow new routines with decreasing support</p> <p>Targeted pupils demonstrate improved engagement in paired and group learning activities</p> <p>Visible improvement in size and consistency of letters</p> <p>Targeted pupils demonstrate improved in attention and concentration from return to school in September</p> <p>Progress in writing accelerates for identified pupils</p>

**Tier 3 – Individual pupils - Year 3**

<b>Priorities</b>	<b>Strategies</b>	<b>Impact</b>
Pupils who did not pass phonics check in Y1	Phonics intervention group	Improved ability to apply phonics knowledge in reading and writing leads to accelerated progress in Reading and Writing

**Tier 3 – Individual pupils – Year 4**

<b>Priorities</b>	<b>Strategies</b>	<b>Impact</b>
Attention and listening	Reward chart/incentives, targeted strategies for improving attention and listening	Targeted pupils demonstrate improved in attention and concentration from return to school in September
Spelling	Purple Mash Spelling activities Spelling group with TA	Progress in writing accelerates for identified pupils
Handwriting	Handwriting paper for writing, highlighting to help with letter formation X3 weekly handwriting practice (Teacher to check daily)	Visible improvement in size and consistency of letters

**Tier 3 – Individual pupils – Year 5**

<b>Cost: £</b>		
<b>Priorities</b>	<b>Strategies</b>	<b>Impact</b>
Handwriting – specifically chosen pupils (updated weekly)	weekly handwriting group – pupils chosen based on previous handwriting task.	Visible improvement in size and consistency of letters
Spelling	Personalised weekly spelling lists based on Y2, 3 and 4 CEW.	Progress in writing accelerates for identified pupils
Reading comprehension	Pre-read DARTS text prior to lesson with TAs Differentiated question sheets with prompts.	Termly assessment data evidences that gaps are beginning to close in Reading for targeted pupils

**Tier 3 – Individual pupils – Year 6**

<b>Cost: £</b>		
<b>Priorities</b>	<b>Strategies</b>	<b>Impact</b>
Maths	Daily bespoke written methods practice.	Individual scores for termly arithmetic papers improve and % of pupils working at EXS and GDS in Maths in KS2 SATs 2021 are above national average
Handwriting	Dotted handwriting sheet to practise.	Visible improvement in size and consistency of letters
Social, Emotional	Weekly sessions with Inclusion Support Worker to support emotional well-being.	Pupils are able to self-regulate and/or seek adult help