

Catch- Up plan 2020/2021



School name:	Skelton Primary School
Academic year:	2020/2021
Total number of pupils on roll:	87
Total catch-up budget:	£5,520

Schools' allocations are calculated on a per pupil basis, providing each mainstream school with a total of £80 per child. The funding will be provided in three instalments. Schools should use this funding for specific activities to support their children to catch up for lost learning over the previous month. Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

Priorities:
<ol style="list-style-type: none"> 1. Phonics and reading in Early Years and KS1 2. Spelling across the whole school 3. Y1 – 6 Writing 4. EYFS – Speaking and Listening

Teaching and whole-school strategies

Action	Intended Outcome	Estimated impact	Cost	Staff lead	Comments
To implement Read Write Inc. phonics	A consistent, structured approach to the teaching of phonics. Progress is accelerated in phonics. Early reading skills are developed.	Children learn to read accurately and fluently with good comprehension. Phonics data in line with national	£500	Hannah Smithson Corinne Naylor	
To implement Read Write Inc. spelling	To ensure a common, structured approach across school	Embedded spelling skills in a structured approach Years 2-6.	£500	Hannah Smithson	

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		Spelling improves and writing results are in line with national			
CPD for teachers: Training for Read Write Inc. and use of Walkthus	Teachers confidence in delivering Read, Write Inc. Quality First teaching impacted on children's outcomes	All staff to be confident in the delivery of Read Write Inc. and improved practice using Walkthus	£500	Hannah Smithson Corinne Naylor	
To implement Jane Considine writing approach	To ensure a common approach to writing across school that maximises student progress.		£500	Hannah Smithson Olivia Tutill	

Targeted Support

Action	Intended Outcome	Estimated impact	Cost	Staff lead	Comments
Small group interventions for phonics using Read Write Inc.	Children to be assessed on phonics knowledge. Use of phonics tracker. % passing phonics screen in line with national	Y2 children who do not pass the phonics screen in Autumn are on track by the end of the year	See costings above for Read Write Inc.	Hannah Smithson Corinne Naylor	
Individual and Paired reading using Read Write Inc. books	Children expected + is in line with national. Children are confident readers.	Children read regularly and catch up on lost learning. Y2 children prepared for KS2.		Hannah Smithson Corinne Naylor	
Spelling interventions using Read Write Inc. materials	Children's spelling improves and impacts on writing progress and attainment. Spelling is taught daily	Spelling does not prevent children achieving EXP+ in their writing.		Hannah Smithson	

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	in every class using a consistent approach.				
Employment of an Early Years Teaching Assistant.	To support children to make expected levels of development in their language development.	To boost children's progress in communication and language.	£3,420	Hannah Smithson	

Wider Strategies

Action	Intended Outcome	Estimated impact	Cost	Staff lead	Comments
To support parents in helping their children with phonics and reading	Children make accelerated progress in reading	Children become confident, fluent readers	£100	Hannah Smithson	

Summary report

<p>Autumn term</p> <ul style="list-style-type: none"> • Read, Write Inc. resources purchased and teachers now using this. • Read, Write Inc. home and guided reading books purchased. • Read, Write Inc. staff CPD planned for Spring 1. • Walk Thru CPD for all staff planned for Spring 1. • Jane Considine purchased ready for roll out. • Phonics assessment completed. Target children identified for next term's interventions. • Pupil progress meetings and forms completed for Autumn 1. • Early Years TA appointed and interventions are having an impact.
