



1: To enable all pupils to catch up on lost learning due to lockdown from March to July 2020

Success Criteria	Action Planned	Leadership	Timescale/ Cost	Monitoring Strategy	Evaluation and Evidence Progress to date
<p>Children will catch up on missed learning and reach year group expectations</p>	<p>Whole school</p> <ul style="list-style-type: none"> Additional teaching groups Use of White Rose catch up materials Topic taught through reading Additional maths dictionary work Word aware throughout school Vocabulary walls Additional reading books sent home each week Relevant and specific learning packs for isolating children 	SLT	<p>2 Additional full time teachers</p> <p>Additional TA support in F2</p>	<p>Pupil Progress Meetings</p> <p>Work scrutiny</p> <p>Planning scrutiny</p> <p>Observations</p>	
<p>Foundation Stage pupils will make accelerated progress from baseline, particularly in spoken language</p>	<p>Sign up to NELI (Speech and Language intervention) through government catch up tuition funding.</p> <p>Three members of staff with each F2 class. Baseline completed by end of September.</p> <p>6 phonics groups. Additional guided reading groups</p>	MT/JB	Free/ staffing time costs	<p>Observations/ assessments</p> <p>Target Tracker progress/ pupil progress meetings</p>	
<p>Year 1 children will make accelerated progress in basic skills and the percentage passing the phonics test will be in line with National average</p>	<p>Additional group support during Autumn term (RE). Small group additional reading/ phonics November (JB) 4 phonics groups taught twice a day. Additional guided reading in afternoon. Topic taught through reading and spoken language. Additional handwriting in afternoon</p>	RE/JB	<p>Additional TA2</p> <p>RE until November</p>	<p>Phonics tracker</p> <p>Target Tracker- pupil progress meetings</p> <p>Planning scrutiny</p>	



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<p>Year 2 children will make accelerated progress with RWM assessments at the end of KS1 being in line with National Average</p> <p>Majority of year 2 pupils will pass phonics test either in Autumn or summer term.</p>	<p>Year group put into 3 smaller classes for the year. Teacher and TA in each class.</p> <p>Additional guided reading. Topic taught through reading and spoken language (P4C)</p> <p>Phonics taught 6 times a week</p> <p>Afternoons: 1 additional writing session, additional maths sessions, additional spelling session, three additional guided reading sessions (Class topic books rather than individual for autumn and spring terms)</p>	<p>JB/RE</p>	<p>All year- all day</p> <p>Additional TA2 costs (SL)</p>	<p>Target Tracker- pupil progress meetings</p> <p>Observations</p> <p>Work scrutiny/ book shares</p> <p>Phonics tracker</p> <p>Assessment information</p>	
<p>Year 3 children will make accelerated progress in reading, writing and maths maintaining or exceeding KS1 assessment predictions</p>	<p>Additional teacher each morning in Year 3 (SB) to withdraw children for catch up sessions- emphasis on basic skills understanding and handwriting</p> <p>Baseline reading age</p> <p>Additional reading- SRP approach and Project X code</p> <p>Use of maths themes each week to focus on throughout the week e.g. Shape, angles</p> <p>Purple Mash -additional Times Tables work Additional tables homework</p>	<p>HP</p>	<p>All year- mornings</p> <p>Additional 0.6 teacher costs</p>	<p>Work scrutiny</p> <p>Target Tracker- pupil progress meetings</p> <p>Observations</p> <p>Intervention observations</p> <p>Assessment information</p>	



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<p>Year 4 children will make accelerated progress in reading, writing and maths and maintain or exceed ability groupings from end of KS1.</p>	<p>Additional teacher (HP) each morning for catch up sessions with lower ability groups from both classes.</p> <p>Baseline reading age</p> <p>Use of maths themes each week to focus on throughout the week e.g. Shape, angles</p> <p>Purple Mash -additional Times Tables work Additional tables homework</p> <p>Project X code each day for lower ability groups- HP</p> <p>Additional afternoon Guided Reading, VIPERS and handwriting</p> <p>Use of new, high quality Guided Reading books to develop vocabulary</p> <p>Additional Spelling – 1 afternoon a week to focus on common exception words</p>	<p>HP</p>	<p>All year-mornings</p>	<p>Work scrutiny</p> <p>Target Tracker-pupil progress meetings</p> <p>Observations</p> <p>Intervention observations</p> <p>Assessment information</p>	



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<p>Year 5 children will make accelerated progress in reading, writing and maths and maintain or exceed ability groupings from end of KS1.</p>	<p>Year group put into three smaller classes each with TA support. Additional guided reading and basic skills lessons. Topic taught through reading</p> <p>LBQ in afternoons</p> <p>TA intervention in afternoons (AT) focussing on misconceptions and pre-teaching</p> <p>VIPERS- 2 afternoons a week Maths Dictionary every afternoon</p> <p>Additional Times Table work each week</p>	<p>LW</p>	<p>All year – all day Additional TA2 cost</p>	<p>Observations</p> <p>Book share Work scrutiny/ planning scrutiny</p> <p>Target Tracker-</p> <p>Pupil Progress meetings</p> <p>Assessment information</p>	
<p>Year 6 children will make accelerated progress in order to catch up on missed learning and maintain or exceed ability from the end of KS1.</p> <p>RWM attainment will be in line with national average</p> <p>Progress will be above 0 in all areas.</p>	<p>Year group taught by 4 teachers with two teaching assistants. Baseline assessed for each subject. Analysis of gaps in learning.</p> <p>Careful tracking of pupils' assessments from KS1.</p> <p>Extra VIPERS in the afternoons</p> <p>Reading time increased in mornings</p> <p>Maths Dictionary work each afternoon</p> <p>Pre-teaching intervention (LH)</p> <p>LBQ homework</p>		<p>All year – all day grouping</p> <p>Autumn term</p> <p>Termly tracking</p>	<p>Ongoing test / assessment data</p> <p>Book share</p> <p>Work scrutiny</p> <p>Observations</p> <p>Assessment information</p>	