

1 Teaching

Recovery curriculum (pastoral and academic) in place for September based on PiXL transition package. Focus on key priorities until first half term and review.

Weekly CPD / SLT and phase meeting focus ensures that gaps from lockdown are identified and addressed promptly and effectively in Y1-6 Refocus on teaching of daily phonics with training for TA's across the school.

Maths planning informed by AfL secures continued improvement in maths attainment in KS2.

Systems of assessment and pupil tracking are reviewed to ensure gaps in learning identified are reflected in classroom teaching.

Use Pixl wellbeing package across the school.

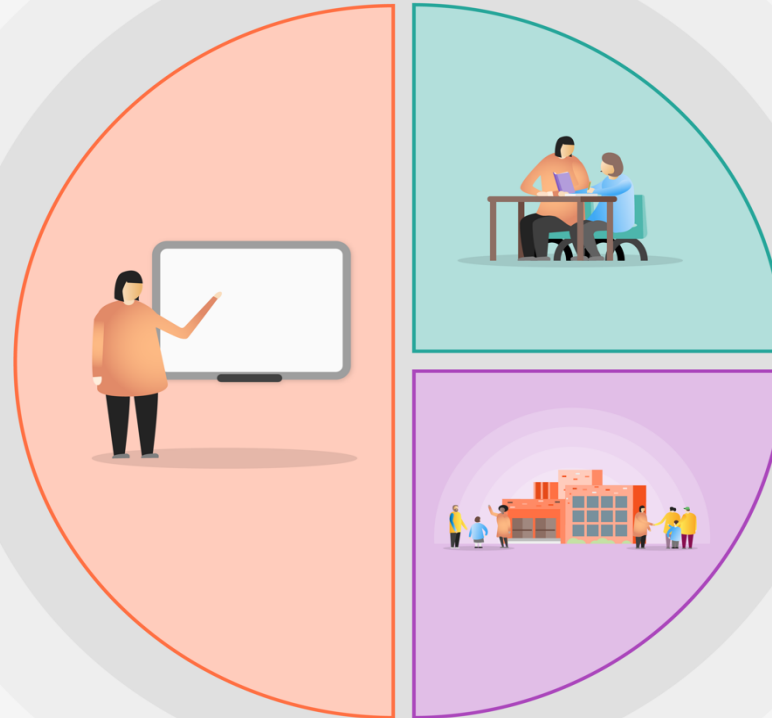
Complete PiXL Transition Package by half term (DTTR). Agree ongoing intervention therapies to be delivered whole class.

NELI used to address emerging speech & language needs in EYFS.

Additional GD teaching planned to support learners.

Whole school focus on improved writing through CPD.

Introduction of teaching of reading skills



2 Targeted academic support

Phonics interventions as needed because of identified need through ongoing assessment Y1 & Y2.

Maths intervention autumn term in Y2 spring and summer term in Y6 based on high value gaps in learning identified through PiXL therapies/assessment.

Additional reading support provided in KS1 and LKS2.

Systems of assessment and pupil tracking are reviewed to ensure gaps in learning identified are reflected in planned intervention in KS1 and KS2 (Insight)

3 Wider strategies

Development of wellbeing and mental health strategy Year 1 – 6, Whole school text, *Here We Are* by Oliver Jeffers. Use to promote EMERGE project in initial weeks. Development of school remote learning platform (Teams) through IT lessons and regular CPD for/by team leads.

Support teachers to plan and deliver a high quality blended learning model through CPD and ongoing technical support.

Use of Anna Freud National Centre for Children and Families Resources to support emotional wellbeing CPD for staff to raise awareness about children's mental wellbeing

Improved use of outdoor learning to develop children to meet their Early Learning Goals

Keeping children safe online

Art and sport therapy

School Planning for CATCH Up Funding (2020-21) – TIERED MODEL

Breakdown of Spending

	Intended Outcomes (specific outcomes and how they will be measured)	Success Criteria	How	Budget £24,400
1.	Teaching	<p>Children are ready to learn. Phonics testing targets met. End of key stage targets are met. Children on the NELI programme to progress on average an equivalent of three additional months in language skills and two additional months in early word reading. Observed improvements in the vocabulary of children, as well as in their narrative and storytelling skills, their attention and engagement levels and in their confidence when communicating. PiXL therapies show evidenced closing in learning gaps. Children targeted to work at GD in RWM are secure in working at GD level. Whole school improvement in writing. Whole school assessed improvement in reading. Improved reading to increase performance to our historic above national average levels. Improved writing skills when assessed by peers, subject leader and benchmarking groups.</p>	<p>PiXL analysis intervention teaching. Targeted home learning NELI programme. SLIN Suffolk in Excellence School Peer Review. Wellbeing survey of pupils.</p>	£12,000
2.	Targeted Academic Support	<p>School end of Key Stage targets 2020-2021. These are the targets that we are setting to achieve: EYFS Early Learning goals Target 73% of children meeting at least expected in their ELGs. (2019 SATs national average reported 71.8% of children achieved a good level of development in 2019 – 70.7% of children achieved at least the expected level across all early learning goals (ELGs). Phonics Year 1 Target 86% of children passing the phonics screening test (2019 SATs reported national average of 82% of pupils met the expected standard in phonics in Year 1. 91% met the standard by the end of Year 2).</p>		£6,000

KS1 SATs

	Expected Standard % (2019 SATs reported national average)	Greater Depth %
Reading	84% (75%)	16% (25%)
Writing	75% (69%)	13% (15%)
Maths	78% (76%)	20% (22%)

KS2 SATs

	Expected Standard % (2019 SATs reported national average)	Greater Depth %
Reading	77% (73%)	20% (27%)
Writing	77% (78%)	23% (20%)
Maths	70% (79%)	23% (27%)

3.

Wider Strategies

Children are ready to learn.
Phonics testing targets met.
End of key stage targets are met.
Social and emotional needs are met that enable children to be learning ready.
We access and secure additional counselling services for children in school that support their wellbeing.
Increased opportunities to progress achievement of Early Years Learning Goals.
We protect children as they move increasingly online through training all our teachers on the NSPCC Safer Internet Training.
Arts Council Bridge organisation project providing arts and cultural opportunities to children.

PiXL analysis intervention teaching improved texts.
Targeted home learning.
NSPCC Safer Internet Online training.
Working in partnership with:
Sharing Parenting
West Suffolk Council
Suffolk Family Carers

£6,400