

Sherwood Primary School

# Catch Up Premium Action Plan 2020-2021



Guidance		
<p>Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge. Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11. As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.</p>		
Use of Funds (DFE Guidance)	EEF Recommendations	
<p>Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a coronavirus (COVID-19) support guide for schools with evidence-based approaches to catch up for all students.</p> <p>Schools should use this document to help them direct their additional funding in the most effective way.</p>	<p><b>Teaching and whole school strategies</b></p> <ul style="list-style-type: none"> <li>➤ Supporting great teaching</li> <li>➤ Pupil assessment and feedback</li> <li>➤ Supporting remote learning</li> </ul> <p><b>Targeted approaches</b></p> <ul style="list-style-type: none"> <li>➤ One to one and small group tuition</li> <li>➤ Intervention programmes</li> <li>➤ Planning for pupils with Special Educational Needs and Disabilities (SEND)</li> </ul> <p><b>Wider strategies</b></p> <ul style="list-style-type: none"> <li>➤ Supporting pupils' social, emotional and behavioural needs</li> <li>➤ Supporting parent and carers</li> <li>➤ Access to technology</li> </ul>	
Sherwood Primary School Contextual Information		
<p>Key Worker Provision for National Lockdown 1 (March – July 2020) ranged between 3%-7% and rose to 17% by the end of July. School attendance rose to 42%, following the wider opening of School to EYFS and Year 6 in June 2020. Whole class transition days were delivered in July 2020 to support pupils' transition back to School. Pupils were excited to return to school in September and see their peers. Pupils' behaviour was exemplary on return to School in September 2020, with high expectations of pupils' behaviour and learning delivered consistently across the School. Our Catch Up Strategy in Autumn 2020, focussed on pupil wellbeing, quality first teaching, delivering Curriculum transition plans and development of remote learning provision. In the Autumn Term, 5 classes were impacted by Class Bubble Isolation on 7 separate occasions. Despite the disruption caused by periods of class bubble closures, School assessment data reflected that good progress was made by pupils across the School in the Autumn Term.</p> <p>Attendance at School during National Lockdown 3 (January-March 2021) was 60%, reflecting the high proportion of families with one or two parents as key workers. Sherwood Primary School has benefitted from high remote learning engagement during periods of School closure and Class Bubble Isolation.</p> <p>Catch Up Premium Funding at Sherwood Primary School has been allocated to support pupils to secure expected progress across the curriculum.</p>		
Funding Overview		
<b>Total Catch-Up Premium: £33,840</b>	<b>Number of pupils: 420</b>	<b>Planned expenditure: £34,514.40</b>

Attainment Headlines: Autumn Term 2020	
EYFS (BASELINE)	<p><u>Communication and Language</u></p> <p>Speaking: 30% of pupils not entering 40-60 months band (working at 30-50 months)</p> <p>PSED: Self Confidence and Self Awareness 28% of pupils not entering 40-60 months band (working at 30-50 months)</p> <p>PSED: Managing Feelings and Behaviour 28% of pupils not entering 40-60 months band (working at 30-50 months)</p>
Year 1	<p>17% children not on track to make expected progress in Reading</p> <p>20% children not on track to make expected progress in Writing</p> <p>13% children not on track to make expected progress in Mathematics</p> <p>69% of boys on track to make expected progress in Writing</p>
Year 2	<p>20% children not on track to make expected progress in Reading</p> <p>24% children not on track to make expected progress in Writing</p> <p>10% children not on track to make expected progress in Mathematics</p> <p>62% of boys on track to make expected progress in Writing</p>
Year 3	<p>18% children not on track to make expected progress in Reading</p> <p>15% children not on track to make expected progress in Writing</p> <p>An additional 10% of pupils have been identified as vulnerable to falling behind and would benefit from additional intervention.</p> <p>14% children not on track to make expected progress in Mathematics</p> <p>An additional 22% of pupils have been identified as vulnerable to falling behind and would benefit from additional intervention.</p>
Year 4	<p>17% children not on track to make expected progress in Reading</p> <p>An additional 23% of pupils have been identified as vulnerable to falling behind and would benefit from additional intervention.</p> <p>15% children not on track to make expected progress in Writing</p> <p>An additional 25% have been identified as vulnerable to falling behind and would benefit from additional intervention.</p> <p>12% children not on track to make expected progress in Mathematics</p> <p>An additional 20% have been identified as vulnerable to falling behind and would benefit from additional intervention.</p>
Year 5	<p>13% children not on track to make expected progress in Reading</p> <p>13% children not on track to make expected progress in Writing</p> <p>10% children not on track to make expected progress in Mathematics</p>
Year 6	<p>13% children not on track to make expected progress in Reading</p> <p>16% children not on track to make expected progress in Writing</p> <p>6% children not on track to make expected progress in Mathematics</p>

**EEF Rationale: Teaching and Whole School Strategies**

<p><u>Supporting Great Teaching</u></p> <p>Expert teachers develop a broad array of teaching strategies that, combined with subject knowledge and knowledge of their pupils, positively impact upon learning</p> <p>Improving the quality of teaching—both the planning and implementation—is almost always supported by high-quality professional development.</p>	<p><u>Teaching Assessment and Feedback</u></p> <p>Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.</p>	<p><u>Supporting Remote Learning</u></p> <p>Focusing on high-quality remote learning will always be valuable for pupils. Planning for a well implemented remote learning strategy can be effectively combined with revisiting homework policies and related approaches to fostering independent learning. EEF suggests that when implementing strategies to support pupils' remote learning, or supporting parents to do so, the key things to consider include: Teaching quality is more important than how lessons are delivered Ensuring access to technology is key, particularly for disadvantaged pupils Peer interactions can provide motivation and improve learning outcomes Supporting pupils to work independently can improve learning outcomes Different approaches to remote learning suit different tasks and types of content</p>
---	--	---

EEF Rationale	Implementation/Key Action	Resources/Costing Training needs/SIP Link	Intended Impact
Supporting Great Teaching	<ul style="list-style-type: none"> <li>All subjects will be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.</li> <li>Subject leaders to revisit Curriculum Documentation, adjust curriculum map accordingly.</li> <li>Transition Plans to be written by subject leaders for each year group, outlining aspects of the curriculum that require revisiting alongside teaching planned for Autumn 2020.</li> <li>Training needs of teachers and support staff to be identified – appropriate CPD planned.</li> </ul>	SIP Link: Priority 1,2,3,4  Individual Training needs identified through Appraisal.	Knowledge gaps will be identified and planning adapted to address these. This will ensure that attainment across the Curriculum is maintained and pupils attain in-line with or above National Expectations.  A personalised approach to CPD will ensure quality first teaching for all children.  All teaching will be at least good.
Teaching Assessment and Feedback	<ul style="list-style-type: none"> <li>Staff to revisit Marking and Feedback Policy and review strategies to be deployed for remote learning.</li> <li>DHT and Subject Leaders to support implementation of new assessment documentation and new Tracker.</li> <li>Assessment cycle to be fully implemented to identify gaps in learning (Individual/Group/Whole Class) and inform planning/intervention for Autumn 2020.</li> <li>Subject leaders to deliver CPD to focus on gap analysis from Autumn Term Assessment Data.</li> </ul>	SIP Link: Priority 3  CPD delivered by Subject Leaders Autumn 2020	Gaps that children experience in their learning due to absence will be minimised and data will evidence that predicted end of year targets will be achieved.
Supporting Remote Learning	<ul style="list-style-type: none"> <li>Subject Leaders to provide CPD/guidance for teachers focusing on remote learning provision in their Subject (Curriculum Carousel Autumn Staff Meetings 2020)</li> <li>Remote Learning Policy and Strategy to be developed in consultation with all stakeholders.</li> <li>Remote Learning Strategy CPD delivered to Teachers to support individual pupils isolating or Whole Class Bubble isolation.</li> <li>Purchase a bank of laptops to increase access to technology for remote learners and staff working remotely.</li> <li>Introduce Seesaw as an online learning platform for pupils across the School. Deliver appropriate CPD for Teachers and Support staff.</li> </ul>	SIP Link: Priority 1,2,3,4  Bank of Laptops: <b>£1316.40</b>  Seesaw Online Learning Platform: <b>£1865.60</b>  Seesaw CPD for all Teaching and Support Staff (Autumn 2020)	Prompt and relevant remote learning is accessible to all, any gaps that children experience in their learning due to absence will be minimised and data will evidence that predicted targets end of year targets will be achieved.
Total cost from Catch Up Premium Funding: <b>£3182.00</b>			

## EEF Rationale: Targeted Approaches

<p><u>One to one and small group tuition</u></p> <p>High quality teaching is supported by, and inextricably bound to, targeted academic support. Good assessment will reveal that some pupils have lost learning, misunderstood content, or made gains in their knowledge, during the extended period of Covid-19 partial school closures. This may require targeted one to one or small group tuition to address gaps. There is extensive evidence supporting the impact of high-quality 1:1 and small group tuition as a catch-up strategy.'</p> <p>Providing additional out-of-class support after lessons can help to close gaps and/or deepen understanding. It may again be useful to look back at previous years' steps to support this</p>	<p><u>Intervention programmes</u></p> <p>Generally, the use of TAs to deliver high quality interventions, which complement the work of the teacher, is a 'best bet' and could be a powerful way of mitigating any impacts of time away from school and see positive gains for pupils. We suggest schools should adopt one or two well-chosen, and well-implemented, TA-led interventions, judiciously used to complement and extend class-based teaching and learning.</p> <p>In order to support pupils who have fallen the behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary.</p> <p>Sessions are often brief (15-45 mins), occur regularly (e.g. 3-5 times per week) and are maintained over a sustained period of time (e.g. 8-20 weeks). Staff receive extensive training from experienced trainers or teachers.</p>	<p><u>Planning for pupils with Special Educational Needs and Disabilities (SEND)</u></p> <p>Creating a positive and supportive environment that promotes high standards and positive relationships can help ensure pupils can access the best possible teaching. Consistent routines are important for behaviour in school and this proactive approach to behaviour will support all pupils, including those with SEND.</p> <p>An important principle for teachers in managing behaviour is to get to know and understand each pupil, supporting them in the self-regulation of their behaviour. Self-regulated learners can see larger tasks as a series of smaller more manageable steps. Pupils will need teachers, teaching assistants or tutors to scaffold self-regulation to support them in organising equipment, their time and remembering routines.</p>
--	--	--

EEF Rationale	Implementation/Key Action	Resources/Costing Training needs/SIP Link	Intended Impact
One to One and Small Group Tuition	<ul style="list-style-type: none"> <li>• Delivery of Y3 and Y4 English Booster Groups (delivered after School by Sherwood Teachers for 8 weeks). Bespoke intervention focussing on Grammar, Sentence Structure, imodel.</li> <li>• Delivery of Y3 and Y4 Mathematics Booster Groups (delivered after School by Sherwood Teachers for 8 weeks). Bespoke intervention Mental Calculations booster (4 weeks), Progression in written calculations (4 weeks).</li> <li>• Delivery of Y5 English and Mathematics Booster Groups (delivered after School by Sherwood Teachers for 8 weeks in Autumn Term 2021)</li> <li>• Two days of release time for Subject Leaders (English and Mathematics) to develop teaching materials and deliver appropriate CPD for effective delivery to teachers.</li> <li>• 1:3 EAL Tutoring (Autumn Term 2021) delivered to (Y3 6 pupils/Y4 12 pupils) to broaden children's vocabulary and language structure. 12-30 weeks (1 hour per week)</li> </ul>	SIP Link: Priority 1,3 Y3-4 Booster Groups (Summer Term 2021): <b>£5240.80</b> Year 5 Booster Groups (Autumn Term 2021): <b>£3930.60</b> Supply cost: <b>£720.00</b> EAL National Tutoring Programme (25%): <b>£1755.00</b>	Data will evidence that predicted end of year targets will be achieved.  Pupil's make accelerated progress and gaps in knowledge are addressed.
Intervention Programmes	<ul style="list-style-type: none"> <li>• Full Time Qualified Teacher released from class for Summer Term 2021 to deliver targeted intervention in Y1 and Y2:               <ul style="list-style-type: none"> <li>➢ Y1 Fast Track Phonics</li> <li>➢ Y1 Tailored Reading/Writing Intervention Programme</li> <li>➢ Y1 Talk Boost Programme</li> <li>➢ Y1 Wave 3 Mathematics Intervention</li> <li>➢ Y2 Wave 3 Mathematics Intervention</li> <li>➢ Y2 English Teaching (Y2 – split to 3 groups teaching for Summer Term 2021)</li> </ul> </li> <li>• Delivery of Y6 Intervention Programmes delivered Summer Term 2021 by Y6 support staff.</li> <li>• Delivery of Early Talk Boost Intervention (EYFS) Summer Term 2021</li> </ul>	SIP Link: Priority 1,3 Y1-2 Intervention: <b>£14, 345.00</b> Y6 Intervention: Funding allocated in PP Action Plan. Y3-4 Tailored intervention Training/KS1 Grammar CPD: <b>£500.00</b> Early Talk Boost CPD: <b>£1000</b>	Data will evidence that predicted end of year targets will be achieved.  Pupil's make accelerated progress and gaps in knowledge are addressed.
Planning for pupils with Special Educational Needs and Disabilities (SEND)	<ul style="list-style-type: none"> <li>• Regular SEND Reviews ensure teachers are fully aware of pupils and their individual needs. Personalised plans and the systematic approach of the SENDCo ensures provision is implemented and needs met.</li> <li>• Targets are identified and strategies/support put in place to ensure the delivery is both efficient and effective. The provision map evidences pupils, their need, targets and the interventions/support planned.</li> <li>• Whole School CPD delivered to address personalised support and whole school needs.</li> </ul>	SIP Link: Priority 1,3	A personalised approach to interventions and support given to those children with complex needs is highly effective. Data will evidence that predicted end of year targets will be achieved.
Total cost from Catch Up Premium Funding: <b>£27,491.40</b>			

**EEF Rationale: Wider Strategies**

Supporting pupils' social, emotional and behavioural needs

A large and often unrecognised part of teachers' work has always involved providing support for pupils' social, emotional and behavioural needs. Understandably, the impact of Covid-19 closures means many schools are revisiting their approach, to secure support in readiness for this new school year.

As most children will change teachers in September, valuable transition information will need to be supplemented with a sustained focus on supporting and monitoring pupils' social, emotional and behavioural needs. Once more, meaningful and manageable assessment will be crucial.

Access to technology

Pupil's access to technology has been an important factor affecting whether they can learn at home. As pupils return to schools, technology could also be valuable; for example, by facilitating access to online tuition or support.

Supporting parent and carers

Parents have played a key role in supporting children to learn at home and it is essential that schools and families continue to work together as pupils return

to school. Providing additional books and educational resources to families, with support and guidance, may also be helpful – for example, offering advice about effective strategies for reading with children.

EEF Rationale	Implementation/Key Action	Resources/Costing Training needs/SIP Link	Intended Impact
Supporting pupils' social, emotional and behavioural needs	<ul style="list-style-type: none"> <li>High expectations for all will be reinforced alongside the delivery of a purposeful and inspiring learning environment.</li> <li>The PSHE Curriculum will be a priority and delivered weekly to support pupils emotional wellbeing alongside the delivery of the Curriculum.</li> <li>Whole School Assembly themes will be carefully planned and delivered to support pupils in School and working remotely.</li> <li>1:1 and Small groups Social and Emotional Intervention delivered by highly skilled support staff.</li> <li>Highly skilled Teaching and Support Staff will use a range of strategies to support identifying emotions; creating a safe environment to share concerns, using stories to examine character's feelings through reflective questioning, and using consistent approaches to solving problems to support pupil wellbeing.</li> <li>SENDCo and one member of support staff to attend Bereavement training.</li> </ul>	<p>SIP Link: Priority 1,3</p> <p>Additional TA Support to deliver Social and Emotional Intervention: <b>£3591.00</b></p> <p>Social Stories CPD Training: <b>£250.00</b></p>	<p>High expectations underpinned by a strong values education will support pupils in making a smooth return to School. A carefully planned curriculum, alongside appropriate Social and Emotional Intervention will support</p> <p>Pupils social and emotional needs are supported and learning is closely monitored to evaluate impact of support.</p>
Supporting parent and carers	<ul style="list-style-type: none"> <li>Development of guidance for parents to ensure that parents remain partners in our children's education: Remote Learning Guidance/Remote Learning Video all to be made available on the School website.</li> <li>Parent Consultation meetings to be planned to ensure quality conversations can take place to discuss attainment and pupil wellbeing.</li> <li>Development of resources to strengthen the Home-School Reading Partnership.</li> <li>Online Safety workshop to be delivered to provide guidance for parents to keep children safe online at home (increased access due to remote learning).</li> <li>Parents have the opportunity to email all class-based teachers to communicate concerns. This communication can take place outside of the working day to meet their needs. It is agreed however, teachers will respond within their working day.</li> <li>We will ensure we invest in strong relationships with parents. This includes support provided through the School Safeguarding Team and the offer of 'Early Help' services to support families and children who have encountered challenges due periods of School closure/the pandemic.</li> <li>Website Parent Update regularly updated to provide key guidance for parents on our response throughout the Pandemic.</li> </ul>	<p>SIP Link: Priority 1,2,4</p> <p>Reading resources cost allocated through School Improvement.</p>	<p>Prompt and relevant remote learning is accessible to all, any gaps that children experience in their learning due to absence will be minimised and data will evidence that predicted targets end of year targets will be achieved.</p> <p>Parents are supported well and have the opportunity to share their views through consultation.</p> <p>Parents value the support provided by School and are guided effectively in enhancing pupils Reading development at home.</p>
Total cost from Catch Up Premium Funding: <b>£3841.00</b>			

Sherwood Primary School

# Catch Up Premium Evaluation

## 2020-2021



Catch Up Funding has been allocated to support groups of pupils to make expected progress. Our Priorities have been designed to mitigate the effects of the disruption caused by coronavirus (COVID-19). The impact of intervention delivered as part of the action plan, alongside the impact of quality first teaching, is detailed below.

### **Y3-4**

#### **8 weeks of English and Mathematics Booster**

Booster sessions were delivered in small groups after School, delivered by Sherwood teachers. Booster sessions commenced on 21/04/2021.

We used Hodder Standardised Score Mathematics Assessment for Mathematics Baseline and End of Term Assessment. For English, we used Key Learning Indicators for Writing to track and measure progress.

Below 70	70-84	85-94	95-104	105-114	115-129	Above 129
well below average	below average	low average	average	high average	above average	well above average

Y3-4 Mathematics	70-84 Below average	85-94 Low average	95-104 Average	105-114 High Average	115-129 Above average	Above 129
Year 3 (22 pupils) Baseline	8 children	9 children	4 children	1 child		
Year 3 (22 children) End Assessment	1 child	3 children	12 children	6 children		
Year 4 (20 children) Baseline	10 children	10 children				
Year 4 (20 children) End Assessment	2 children	7 children	11 children			

Y3-4 Writing	Below Average <59%	Low average 60-74%	Average 75-89%	High average 90-100%
Year 3 (22 pupils) Baseline	22 children			
Year 3 (22 children) End of Assessment	5 children	10 children	3 children	4 children
Year 4 (25 children) Baseline	23 children	2 children		
Year 4 (25 children) End of Assessment	16 children	6 children	3 children	

## Y1-2

### 11 weeks of English and Mathematics Targeted Teaching

Targeted Teaching was delivered in small groups by a Year 2 class teacher. We used Key Learning Indicators (% secure) for Reading, Writing and Mathematics to track progress and measure the impact of quality first teaching alongside targeted group work. Targeted group work commenced daily on 19<sup>th</sup> April for 11 weeks.

We used Hodder Standardised Score Mathematics Assessment for Mathematics Baseline and End of Term Assessment. For English, we used Key Learning Indicators for Writing to track and measure progress.

Below 70	70-84	85-94	95-104	105-114	115-129	Above 129
well below average	below average	low average	average	high average	above average	well above average

Year 1	Below Average <59%	Low average 60-74%	Average 75-89%	High average 90-100%
Targeted Writing Intervention (11 children) Baseline	73% (8)	27% (3)		
Year 1 Targeted Writing Intervention (11 children) End of Assessment			64% (7)	36% (4)
Year 1 Targeted Reading Intervention (11 children) Baseline	55% (6)	18% (2)	27% (3)	
Year 1 Targeted Reading Intervention (11 children) End of Assessment			45% (5)	55% (6)
Year 1 Targeted Mathematics Intervention (10 children) Baseline	90% (9)	10% (1)		
Year 1 Targeted Mathematics Intervention (10 children) End of Assessment		10% (1)	60% (6)	30% (3)

Year 2	Below Average <59%	Low average 60-74%	Average 75-89%	High average 90-100%
Year 2 (13 children) Writing Baseline	13 (100%)			
Year 2 (13 children) Writing End of Assessment			3 (23%)	10 (77%)
Year 2 (13 children) Reading Baseline	12 (92%)	1 (8%)		
Year 2 (13 children) Reading End of Assessment			3 (23%)	10 (77%)
Year 2 (10 children) Mathematics Baseline	9 (90%)	1 (10%)		
Year 2 (10 children) Mathematics End of Assessment			3 (30%)	7 (70%)

Attainment Headlines: Autumn Term 2020		Attainment Summer 2021	Next Steps
EYFS (BASELINE)	<p><u>Communication and Language</u></p> <p>Speaking: 30% of pupils not entering 40-60 months band (working at 30-50 months)</p> <p>PSED: Self Confidence and Self Awareness 28% of pupils not entering 40-60 months band (working at 30-50 months)</p> <p>PSED: Managing Feelings and Behaviour 28% of pupils not entering 40-60 months band (working at 30-50 months)</p>	<p>Evaluation of pupil progress informed targeted group, 1:1 and whole class provision over the three terms.</p> <p>Speaking End of EYFS: 78% of pupils working at least at the expected standard.</p> <p>PSED Self Confidence and Awareness End of EYFS: 85% of pupils working at least at the expected standard.</p> <p>PSED Managing Feelings and Behaviour End of EYFS: 85% of pupils working at least at the expected standard.</p> <p>2021 EYFS GLD: 68%</p>	<p>Next steps identified through targeted intervention and whole class strategies.</p> <p>Whole School Improvement Action linked to Priority 2: To accelerate the progress of children in writing across the school with a focus on Non-Fiction Writing and application across the Curriculum.</p>
Year 1	<p>17% children not on track to make expected progress in Reading</p> <p>20% children not on track to make expected progress in Writing</p> <p>13% children not on track to make expected progress in Mathematics</p> <p>69% of boys on track to make expected progress in Writing</p>	<p>85% of the cohort working at age related expectations or above in Reading.</p> <p>66% of the cohort working at age related expectations or above in writing.</p> <p>85% of the cohort working at age related expectations or above in Mathematics.</p> <p>64% of boys are currently working at the expected standard or above in Writing.</p>	<p>Next steps identified through targeted intervention and whole class strategies.</p> <p><b>Additional Funding Link: Recovery Funding and School Led Tutoring.</b></p> <p>Whole School Improvement Action linked to Priority 2: To accelerate the progress of children in writing across the school with a focus on Non-Fiction Writing and application across the Curriculum.</p>
Year 2	<p>20% children not on track to make expected progress in Reading</p> <p>24% children not on track to make expected progress in Writing</p> <p>10% children not on track to make expected progress in Mathematics</p> <p>62% of boys on track to make expected progress in Writing</p>	<p>90% of the cohort working at age related expectations or above in Reading.</p> <p>85% of the cohort working at age related expectations or above in writing.</p> <p>92% of the cohort working at age related expectations or above in Mathematics.</p> <p>77% of boys are currently working at the expected standard or above in Writing.</p>	<p>Whole School Improvement Action linked to Priority 2: To accelerate the progress of children in writing across the school with a focus on Non-Fiction Writing and application across the Curriculum.</p>

Year 3	<p>18% children not on track to make expected progress in Reading  15% children not on track to make expected progress in Writing  An additional 10% of pupils have been identified as vulnerable to falling behind and would benefit from additional intervention.  14% children not on track to make expected progress in Mathematics  An additional 22% of pupils have been identified as vulnerable to falling behind and would benefit from additional intervention.</p>	<p>90% of the cohort working at age related expectations or above in Reading.  87% of the cohort working at age related expectations or above in writing.  85% of the cohort working at age related expectations or above in Mathematics.</p>	<p>EAL Tutoring (Autumn Term 2021/Spring Term 2022) delivered to (Y3 6 pupils/Y4 12 pupils) to broaden children's vocabulary and language structure. 12 weeks (1 hour per week)  Whole School Improvement Action linked to Priority 2: To accelerate the progress of children in writing across the school with a focus on Non-Fiction Writing and application across the Curriculum.</p>
Year 4	<p>17% children not on track to make expected progress in Reading  An additional 23% of pupils have been identified as vulnerable to falling behind and would benefit from additional intervention.  15% children not on track to make expected progress in Writing  An additional 25% have been identified as vulnerable to falling behind and would benefit from additional intervention.  12% children not on track to make expected progress in Mathematics  An additional 20% have been identified as vulnerable to falling behind and would benefit from additional intervention.</p>	<p>84% of the cohort working at age related expectations or above in Reading.  75% of the cohort working at age related expectations or above in writing.  84% of the cohort working at age related expectations or above in Mathematics.</p>	<p>EAL Tutoring (Autumn Term 2021) delivered to (Y3 6 pupils/Y4 12 pupils) to broaden children's vocabulary and language structure. 12-30 weeks (1 hour per week)  Next steps identified for pupils not currently on track to make expected progress and targeted through School Led Tutoring or EAL Tutoring.  Whole School Improvement Action linked to Priority 2: To accelerate the progress of children in writing across the school with a focus on Non-Fiction Writing and application across the Curriculum.</p>
Year 5 (2022 Leavers)	<p>13% children not on track to make expected progress in Reading  13% children not on track to make expected progress in Writing  10% children not on track to make expected progress in Mathematics</p>	<p>88% of the cohort working at age related expectations or above in Reading.  90% of the cohort working at age related expectations or above in writing.  91% of the cohort working at age related expectations or above in Mathematics.</p>	<p>Planned delivery of after school boosters 16 week programme for English and Mathematics (Autumn 2021/Spring 2022)  Bespoke programme to target key areas of learning in English and Mathematics.  Whole School Improvement Action linked to Priority 2: To accelerate the progress of children in writing across the school with a focus on Non-Fiction Writing and application across the Curriculum.</p>

Year 6 (2021 Leavers)	<p>13% children not on track to make expected progress in Reading</p> <p>16% children not on track to make expected progress in Writing</p> <p>6% children not on track to make expected progress in Mathematics</p>	<p>Teacher Assessment Data:</p> <p>Reading 93.5% EXS+</p> <p>% of children who achieved GDS at KS1 and converted to GDS: 100%</p> <p>Reading 61.5% GDS</p> <p>Writing 87% EXS+</p> <p>% of children who achieved GDS at KS1 and converted to GDS: 90%</p> <p>Writing 32% GDS</p> <p>Mathematics 92% EXS+</p> <p>% of children who achieved GDS at KS1 and converted to GDS: 85</p> <p>Mathematics GDS %</p>
-----------------------	--	---