

Funding allocation 2020-21: £66,000

Total spend 2020-21: £67,487.20

Uplands Manor Primary School: Catch Up Curriculum Plan

<p><b>Teaching</b></p> <ul style="list-style-type: none"><li>• <b>Settling in</b> to September with mindfulness, PSHE, circle time activities</li><li>• <b>Routines and timetables</b> re-established and embedded</li><li>• <b>KPIs from previous year to be the focus of the first half term</b></li><li>• <b>Assessments</b> completed by mid-October to assess needs of children and ascertain where they are in relation to the end of the previous academic year's usual expectation</li><li>• <b>Planning</b> to address gaps and to support challenge within each classroom cohort</li><li>• <b>Use of AfL, live marking and feedback sheets</b> to assess daily the next steps in learning</li><li>• <b>Key skills, KIRFs and spellings</b> to be revised for home learning and added into daily teaching through lesson starters, quizzes and review weeks</li><li>• <b>Half termly 'Review Weeks'</b> to revisit units covered and check for understanding</li><li>• <b>Half termly 'Data Capture'</b> to track and analyse progress and readjust learning journeys and interventions</li><li>• <b>Termly PIRA, PUMA and Writing assessments</b> to make summative assessment judgements and track standardised attainment scores</li><li>• Pupil Progress Meetings each term to analyse data, discuss progress and plan for class, group and individual needs</li><li>• <b>Weekly updating of Target Tracker statements</b> and gap analysis to inform planning</li><li>• <b>Remote Learning</b> provided each week for pupils who are shielding or isolating and/if further national lockdown occurs – weekly phone calls and feedback also planned</li><li>• <b>Progress reviews</b> form part of SLT's ongoing agenda</li><li>• <b>Monitoring calendar</b> focuses on provision, attainment and progress</li><li>• <b>Governors</b> are linked to curriculum and standards and catch up curriculum and regularly monitor progress</li><li>• <b>Performance Management targets</b> linked to closing gaps in attainment and pupil progress</li></ul>	<p><b>Targeted Academic Support</b></p> <ul style="list-style-type: none"><li>• <b>Assessments</b> completed by mid-October 2020 to ensure a sound baseline from which to plan</li><li>• <b>Interventions</b> – a Catch-Up Plan is created to enable the planning of quality interventions by DHT and AHTs which can then be delivered and monitored for impact</li><li>• <b>Reading Plus</b> – whole class reading intervention package for KS2 – starting with Y4 and 6, then 3 and 5, before returning to Y6 prior to SATs 2021</li><li>• <b>Work with Mark Smith for Y6</b> analysis of data to support school's planning and provision for progress of Y6 cohort</li><li>• <b>Academic Mentors</b> employed to support progress in maths in Year 5</li></ul>
<p><b>Cost</b></p> <ul style="list-style-type: none"><li>• PIRA test papers £3,071.25 (whole academic year)</li><li>• PUMA test papers £3,071.25 (whole academic year)</li></ul>	<p><b>Cost</b></p> <ul style="list-style-type: none"><li>• Reading Plus £4,083 for 1-year licence</li><li>• NTP 25% contribution to tutoring costs: £3,000</li><li>• Interventions<ul style="list-style-type: none"><li>○ £20,325.60 for extra teacher x 4 afternoons per week</li><li>○ £27,401.20 for extra teacher x 3 days per week</li></ul></li></ul> <p><b>Wider Strategies</b></p> <ul style="list-style-type: none"><li>• <b>Quality first teaching</b> – class teachers plan and deliver quality first teaching and use of AfL to maximise progress</li><li>• <b>Closing the Gap Implementation Plan</b> – whole school development on the habits of planning, retrieval practice and clarity of instruction to ensure that gaps in learning are closed and that learning is embedded and retained – see <b>Implementation Plan: Planning to Close Gaps in Attainment</b></li><li>• <b>CPD</b> – range of internal and external CPD opportunities to support the delivery of remote, classroom and intervention teaching e.g. Reading Plus, RWInc, Google Classrooms, Talk for Writing, Mastery for Maths and T&amp;L strategies etc.</li></ul> <p><b>Cost</b></p> <ul style="list-style-type: none"><li>• CPD<ul style="list-style-type: none"><li>○ RWI training (and online resource access): £1,575.00</li><li>○ Reading Plus training and release time £600</li><li>○ Talk for Writing £360</li><li>○ Teacher Educator cover for instructional coaching £4,000</li></ul></li></ul>

## Impact

- Autumn Term settling in plan allowed a smooth and supportive transition back to school in September.
- Quality first teaching in the classrooms and well-planned interventions have resulted in children making accelerated progress this academic year. The use of standardised PIRA and PUMA tests, in conjunction with weekly Target Tracker summaries, have made assessment more focussed and timely interventions have responded to these SS scores to allow children to 'catch up' and 'keep up'.
- Work with Y6 consultant has resulted in rigorous analysis of practice SATs papers and enhanced targeted interventions in areas of weakness for pupils e.g. place value, inference etc.
- A clear focus on KPIs and KIRFs in school, and in home learning, has helped embed knowledge and make it 'stick'.
- Many other children have made accelerated progress but remain just below ARE. These will be target ed for interventions next academic year.
- Reading Plus has made a significant impact on pupil reading in KS2, particularly in Y5 and 6 who made a 37% and 52% increase in ARE in reading respectively.



### Reading Solutions UK Reading Plus Lexile Ranges Tracking Document (formative assessment)

Date of Report 08/07/2021

#### Summary (Y6 gains)

2.56	Average Level Gain (where +1 level gain in Reading Plus = +1 Year in text readability)
86.14	Average Total Reading Lessons (SR) (We advise pupils should read between 40-60 lessons per term)
186.72	Average Reading Speed (wpm) Target Reading Speed in Y6 = 185
17.04	Average Usage. Target usage per term is 10-12 hours (36 hours per year minimum)

#### Key

- Academic Mentoring in Y5 has made a significant difference with 60% of Y5 pupils now working at ARE in maths – a 37% increase in pupils working at age expected standards. Pupils working with mentors moved from 13% ARE in Autumn to 57% ARE at the end of Year 4 – an increase of 44%.

		% Difference in ARE between Autumn and Summer ALL PUPILS	% Difference in ARE between Autumn and Summer PP PUPILS
<b>Year 1</b>	R	+34	+10
	W	+14	+11
	M	+29	+28

<b>Year 2</b>	R	+34	+40
	W	+30	+29
	M	+35	+33
<b>Year 3</b>	R	+40	+38
	W	+29	+23
	M	+26	+32
<b>Year 4</b>	R	+23	+28
	W	+10	+9
	M	+16	+17
<b>Year 5</b>	R	+37	+39
	W	+31	+25
	M	+37	+27
<b>Year 6</b>	R	+52	+50
	W	+39	+36
	M	+33	+34

- Phonics: CPD for teachers (incl. coaching sessions), daily whole class ten minute boosters, 1:1 coaching, rigorous data analysis and ability groupings supported good progress in phonics

	% attaining EXS Autumn	% attaining EXS Summer
Year 1	39%	63%