

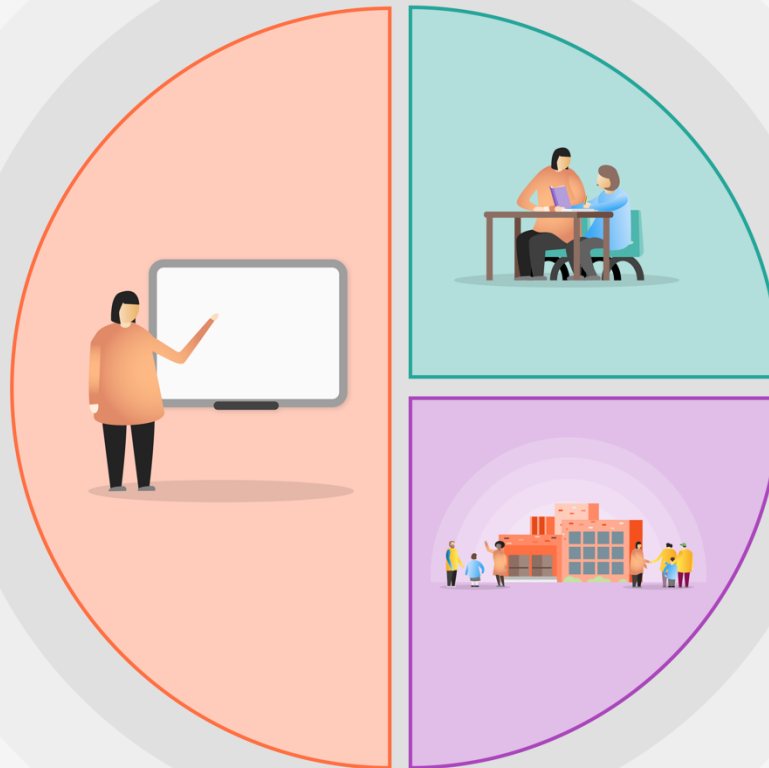
Catch up F SCHOOL PLANNING (2020-21) – TIERED MODEL

St Mary's C of E Primary School, Clymping.

1 Teaching

Quality First Teaching supported by evidence informed CPD for teachers and support staff.

- A broad and engaging curriculum that focuses on vocabulary acquisition.
- Use of Metacognitive strategies to reinforce strong learning behaviours and self-regulation.
- Curriculum 'essentials' for Reading, Writing and Maths are identified and taught / revisited across wider curriculum subjects.
- Development of a Maths Mastery approach supported by external Mastery Specialists (NCETM Hub members)



2 Targeted academic support

Same-day in-class intervention as much as possible

- Teacher-led targeted group teaching for Year 1 –Year 6 pupils.
- Specific intervention programmes led by both Teachers and Teaching Assistants.

3 Wider strategies

- Daily breakfast club on offer to all.
- Extensive outdoor learning provision – including access to Forest School for all children across the year.
- School staff used to cover classes rather than supply staff.

St Mary's Total: £7,920

Action	Success Criteria	Governor Challenge	Cost	Impact
Teaching: Autumn 2020: Well-being focussed return to school curriculum	Attendance data at least in line with previous year Children secure coming to school Parents and carers understand the planned provision for children to return to school	How do you know the return to school curriculum was successful?	0	Aut 2019 95.7% Aut 2020 96.2 %
Teaching Autumn 2020 CPD for staff on Metacognition – how it will support the return to learning	Teachers model metacognitive strategies Children demonstrate independent learning habits	How will this be implemented? What impact will this have on learning?	0	
Targeted support Autumn 2020 – buy into Dynamo Maths – targeting 8 children in KS2 who are working below POS as a direct impact of lockdowns	Children make progress in line with age increase Children close the gap in their learning.	How will you know this strategy has been successful	£ 600	
Targeted support Autumn 2020 going forward – release class teachers to target writing in small groups within their class. 3 x weekly	Gap between identified children and peers narrows. Confidence of children in target groups increases in writing.	How will this be achieved? How do you know it is working?	£5760	

(1/2, 3/4 and 5/6)				
Targeted support: Summer Term ELSA training - to support the self-regulation of children re-adjusting after lockdown	System of support led by ELSA established for identified children. Reduce number of incidents of angry outburst and upset with identified pupils	How will be children be identified and addressed? How will the impact of the ELSA hours be measured?	£220 (plus commitment of £200 for next 18 months)	
Teaching: Summer Term - Increase and develop the use of class-based manipulative resources to support Maths teaching	Evidence of manipulatives being used to support learning (in books, planning, lesson observations)	Why were specific resources bought? What is the impact	£500	
		Total projected spend	£6580	

Current spend

Term	Spend this term	Cumulative spend.
Autumn		
Spring		
Summer		