



# CURRICULUM CATCH UP PLAN

2020-2021

## School overview

Whole School Cohort				
Number of pupils	Cohort	Boys	Girls	Disadvantaged
Reception	27	14	13	1
Year 1	28	16	12	6
Year 2	16	8	8	5
Year 3	25	12	13	7
Year 4	23	14	9	7
Year 5	24	13	11	5
Year 6	28	15	13	18

Barriers to future attainment due to COVID 19	
A.	Lack of specialist input and daily practice has lead to a decrease in reading fluency for most children
B.	Lack of specialist input and daily practice has lead to a significant gap in phonics knowledge for the youngest children and those still on phonics programmes
C.	Lack of engagement in remote learning (online and paper-based) has lead to significant gaps in maths knowledge across all groups
D.	Lack of engagement in remote learning during the lockdown period has lead to significant gaps in knowledge across the wider curriculum

Funding allocation (provisional)	
Catch up Premium Funding Provisional Allocation	£13,920 (174 children £80 each) + £1,680 ( £240 EHCP x7 ) <b>£15,600</b>
Autumn 2020 payment	£3,920 + £420 (25% EHCP funding) <b>£4340</b>

## Detailed plans

The three headings below enable schools to demonstrate how we are improving classroom pedagogy, provide targeted support and support whole school strategies.

Tier 1 - Quality of teaching for all					
Priority	Chosen action / approach	How will you ensure it is implemented well?	Staff lead & costing	When will you review implementation?	Review Notes
<b>Priority 1:</b>  <b>To ensure reading is the main driver for Redwood's recovery curriculum, is treated as high profile and this is articulated by all staff.</b>	<b>Establishment of reading areas in all classrooms</b>  Library area to be established in each classroom to allow for access to books within each bubble and a seating area to promote reading for pleasure and whole class story time	Book audit in HT1 will ensure high quality reading materials are available in each classroom as texts to promote reading for pleasure.  Learning walks will monitor the establishment and maintenance of high quality reading areas in each classroom as a key priority in HT1.	HO/NF  £1525.95	Whole stakeholder audit HT3	<ul style="list-style-type: none"> <li>Books redistributed based on lexile level and interest in HT1</li> <li>Audit of classroom books completed, new classroom books ordered</li> </ul>
	<b>Purchase of new reading materials for KS2 readers.</b>  This will ensure all children are exposed to a wide range of high quality reading materials that increase incrementally in difficulty. This can be easily monitored by class teachers and support staff.	Purchase of a new reading scheme for KS2 will be high profile and all staff will encourage use of new reading scheme books within their classes alongside a book for pleasure.  Children will be encouraged to keep their scheme book for at least a week and encouraged to re-read to increase fluency.	£799.20		
	<b>Purchase of new reading materials for KS2 readers in alternative formats</b>  KS2 reading materials to be purchased as Ebooks to support remote learning in	All children will be given access to Ebooks (can be read on a wide range of devices such as phones, tablets, computers etc.).			

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	preparation for self-isolation or further lock down periods	Class teachers will use dedicated IT slots to ensure children are able to log on and know how to use Ebooks and access them at the appropriate level			
	<b>Purchase of a range of non-fiction texts to aid teaching of reading in wider curriculum areas</b>  Children will be exposed to a wider range of good quality non-fiction texts in wider curriculum lessons, keeping reading at the forefront of curriculum recovery	Planning for wider curriculum areas will include a reading driver e.g. analysis of sources of historical information in history lesson, factfiles of animals, famous people and countries in Geography lessons.	SLT £500	Ongoing  Audit of all stakeholders in HT3	•
	<b>Phonics and early reading is high profile in EYFS and KS1</b>  Daily phonics inputs will be increased to 2 sessions daily to recover some of the lost input time during lockdown	RWI resource boxes of differing levels will be available in each bubble group whilst RWI is being taught in whole bubble groups  Where possible, break-away groups will be taught during the day to ensure targeted support for all children	NF / SLT £500	HT1 – phonics baseline  H2 – phonics Audit and mock 'screening test'	•
<b>Priority 2:</b>  <b>To ensure that all children are accurately assessed and a baseline established upon return to school</b>	<b>Establishment of an accurate baseline in English and Maths for all children</b>  Purchase of NGRT and NGST (reading and spelling tests) to ensure an accurate baseline is established of children's reading and spelling age Y2-Y6  Purchase of YARC materials to be used as a diagnostic assessment for those children achieving a SaS <85	All teachers to be familiarised with NGRT and NGST and the online analysis tools and reports  All teachers to be familiarised with NFER testing materials and online analysis tool  Additional training for EYFS/KS1 staff new to the delivery of phonics and the phonics screening test	HOC/M G/SM  £1371.17 (NGRT & YARC)	Analysis of results to be completed by 23/10/20 to produce a whole school baseline data dashboard	•

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	Purchase of NFER testing materials for maths baseline testing Y1-Y6	<p>Phonics baseline to be completed by 05/10/20</p> <p>Testing to be completed by the end of week 5 (2/10/20) with YARC assessment regime in progress for children achieving &lt;85 on the NGRT</p> <p>Results to be added to Otrack and gap analysis to be completed by 5/10/20</p> <p>Gap analysis to be used to produce planning for the following HT, identifying how the gaps will be closed and which skills from previous year groups will need to be taught in order to catch up correctly</p> <p>Pupil progress meetings to be completed by 23/10/20 with aspirational targets set for all children</p>			
	<p><b>Participation in Driver groups for Year 2, Year 6, and curriculum areas with MLT teams.</b></p> <p>Subject leaders to engage in Curriculum Driver groups for their area of responsibility</p> <p>Y2 and Y6 teachers to engage in APP2 and APP6 groups to</p>	<p>Timetable drawn up by APP group chairs to agree testing dates (approx. 5 weekly cycle)</p> <p>Gap analysis to be completed after each test and used to inform planning for subsequent teaching block</p>	All staff £? cover	Review at each data drop with DP and MG	•

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		Necessary interventions identified and put in place			
<b>Priority 3:</b>  <b>To ensure staff CPD is focused on the teaching of reading</b>	<b>CPD calendar to be planned to specifically improve the teaching of reading in HT1/HT2</b>  CPD on reading, early reading and fluency to be prioritised in HT1 to ensure that all staff are highly skilled in the teaching of reading and are able to articulate the reasoning behind reading as a driver in the recovery curriculum.	DHo to introduce the reading strategy at a whole staff meeting in HT1  Whole staff meeting on fluency in HT1 or early in HT2  Regular reading updates at staff meetings  Monitoring of reading lessons (to include RWI) to be a strategic priority  Reading audit to be completed by Reading Change Team member for MRA (NF/HOC)  Teaching of reading target on all teaching staff appraisals for 2020-21 cycle	SLT / NF	Ongoing monitoring schedule (SLT / External)	<ul style="list-style-type: none"> <li>No External DLR in HT1 or HT2 due to COVID restrictions in place</li> <li>Monitoring schedule to be reduced to minimum necessary in order to protect staff wellbeing</li> <li></li> </ul>

Tier 2 – Targeted academic support					
Priority	Chosen action / approach and costing	How will you ensure it is implemented well?	Staff lead & costing	When will you review implementation?	Review Notes
<b>Priority 1:</b>  <b>To ensure all interventions accurately matched to the needs of all children</b>	<b>Fresh Start intervention (children in KS2)</b>  10 week rapid intervention for children with SAS <85 in reading, following YARC assessment.	Pupil progress meetings in each HT Identification of "fast five" pupils in RWM for targeted, rapid intervention (Fresh Start)	HOC/NF £964.40	HT2 and then each subsequent HT	•
	<b>Spelling intervention</b>  Purchase of whole school RWI spelling program with resources for each child.  Purchase of online spelling resources for pupils to use at home and in school.	Regular monitoring of RWI spelling sessions in school (HOC/NF)  Regular monitoring of engagement with online resources (all staff)	HOC/NF £308.80  Online £183.75	HT2 and then each subsequent HT	•
	<b>Phonics &amp; Early reading intervention</b>  Increase in phonics provision from 1 session daily to 2 formal sessions daily for all children. Targeted additional sessions for individual pupils with identified gaps in phonological knowledge.	Regular monitoring of RWI sessions (NF)  Regular assessment of RWI groupings  Fluid groupings to allow children to progress rapidly or consolidate learning as appropriate	HOC/NF £500	HT2 and then each subsequent HT	•
	<b>Maths</b>  Purchase of MyMaths platform for Years 1-6. Teachers will be able to set remote learning, boosters and homework targeting identified gaps in knowledge.  Employment of specialist maths teacher (AG) to target small groups of children to a) Target specific gaps in knowledge b) Extend provision for children identified	Regular monitoring of work set for pupils to ensure it addresses the correct gaps in knowledge  Teachers receive individual GAP analysis for each pupil accessing MyMaths  Regular monitoring of maths intervention (SB)	HOC/ SB £339.00   Tuition costs £2000.	HT2/3	•

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	<p>as working <b>above</b> ARE.</p> <p>Addition of F1 and F2 classes to existing TTrockstars subscription to enable home learning / catch-up in EYFS</p>		TT £22		
<p><b>Priority 2:</b></p> <p><b>To ensure the remote learning offer meets the needs of all children and is closely matched to the curriculum taught in school F2F</b></p>	<p><b>Creation of a remote learning offer that meets the needs of all children</b></p> <p>Class teachers to map out modules on the Oak National Academy curriculum which closely match those identified on their MTP for the year group</p> <p>Oak National offer to be complemented by Purple Mash, My Maths, TT Rockstars, teachhandwriting.com and other available online subscriptions for variety.</p>	<p>Each year group to identify modules on the Oak National Academy remote curriculum that closely match modules taught in school.</p> <p>Modules to be in the same order as MTP and take into account results of gap analysis.</p> <p>Regular review undertaken, considering local tier level and any further lockdown announcements locally or nationally.</p> <p>BC to co-ordinate whilst WFH</p> <p>SEND team to identify children who need a bespoke remote learning offer (7 x EHCP children) and work with class teachers to produce individual remote learning offers</p> <p>MLT finance to collate central order for additional devices</p>	HOC / BC/ SM/CFS	HT2/3	

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Priority	Chosen action / approach and costing	How will you ensure it is implemented well?	Staff lead & costing	When will you review implementation?	Review Notes
	<b>Publication of Remote Learning offer</b>  Remote learning offer to be published using all available communication channels to ensure all parents and children know where to find the modules for their year group.	Remote learning offer published on website, Dojo and other communication channels to ensure parents know how to direct children learning at home  IT lessons in school devoted to ensuring children know where and how to access the learning offer, how to upload completed work to Dojo portfolios to receive feedback and to check logins for Purple Mash/ My Maths / RWI spelling / Ebooks/ Read Theory etc all work and rectify any problems that arise	HOC	HT2 – can it be accessed easily?	<ul style="list-style-type: none"> <li>Already in use so no problems accessing materials, the difficulty is going to be for those children with no access to an internet enabled device</li> </ul>
	<b>Evaluation of Remote Learning offer</b>  Remote learning offer to be regularly reviewed to ensure it meets the needs of all stakeholders accurately.	Stakeholder questionnaires 1. Staff 2. Parents 3. Children	Class teachers / SLT £0	HT2/3  Key questions: 1. Does it work? 2. Is it enough? 3. Is it varied?	<ul style="list-style-type: none"> <li>Initial feedback taken from children who have accessed the offer due to self-isolation and illness/injury. Very positive, work uploaded to Dojo portfolios easily which meant feedback could be given</li> </ul>

Tier 3 - Wider strategies					
Priority	Chosen action / approach	How will you ensure it is implemented well?	Staff lead & costing	When will you review implementation?	Review Notes
<b>Priority 1:</b>  <b>To increase parental engagement with phonics, early reading and sustained fluency</b>	<b>Resources purchased and sent home for parents to use with children</b>  Phonics home packs to be sent home to allow parents to continue to practice the sounds with children out of school. This will have a positive impact on reading attainment in early years.	Resources will be carefully matched to individual RWI starting points  Parents will be supported to use the resources at home  Regular RWI assessment	HOC/NF/LY  £1558.80		•
	<b>Parent videos created</b>  Videos created for parents to demonstrate how to use RWI speed sound cards, RWI books and other home resources.	Videos to be quality assured by HOC/NF/LY  Feedback/evaluation taken from parents to ensure ease of use and understanding  Regular RWI assessment	HOC/NF/LY  £0		•
	<b>Parent workshops</b>  When COVID restrictions have been lifted, parental workshops to be held face to face to demonstrate how to use RWI speed sound cards, RWI books and other home resources with children present.	Workshops to be QA'd by HOC/NF/LY  Feedback/evaluation taken from parents  Regular RWI assessment	Cost of cover TBC (£185 p/day)		
<b>Priority 2:</b>  <b>High Quality pastoral support available to any pupil identified as vulnerable</b>	<b>Pastoral support available as required</b>  Appropriately trained pastoral staff to be available to children when needed.  Appropriately resourced pastoral space to be available to all children when needed.  Timely referral to MAST for any child needing specialist schools mental health support.	Audit of pastoral resources to be completed by MGu in HT2 and additional resources to be ordered as required.  Pastoral space to be available at all times (all staff to book alternative meeting spaces)  Teachers to make timely referrals to MGu for pastoral or MAST	HOC/MGu £500 (resources)  (£2470 THRIVE package)		•

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Priority	Chosen action / approach	How will you ensure it is implemented well?	Staff lead & costing	When will you review implementation?	Review Notes
		<p>interventions</p> <p>THRIVE training licence to be sought for MGu and whole-school training to be implemented HT5/6 (as face to face becomes available#0</p>			
<b>Priority 3:</b>  <b>Timely referral to specialist services for any child identified as having an additional need</b>	<b>Early identification of additional needs to allow early referral to specialist services</b>  <p>Class teachers to be vigilant and have a secure working knowledge of additional needs through regular input from SEND team.</p> <p>Class teachers to ensure any additional need identified is referred to SEND team rapidly.</p> <p>SEND team to ensure referrals to external agencies are made rapidly and all referrals are followed-up to ensure children are able to access specialist services.</p>	<p>Regular review of SEND register (SM) each HT</p> <p>Needs to be accurately identified and a priority at each pupil progress meeting</p> <p>SEND input in at least one staff meeting per half term.</p>	SM/ CF-S	HT2 and then each subsequent HT	•
<b>Priority 4:</b>  <b>All staff to access high quality CPD (internal and external)</b>	<b>All staff to have access to high quality CPD opportunities</b>  <p>All staff to access high quality CPD through RoSis / Learners First SLA.</p> <p>All staff leading phonics sessions to have access to RWI online training materials in lieu of face-to-face training. (Videos can also be shared with parents)</p> <p>A range of up to date research materials and books to be available to all staff in a staff</p>	<p>Regular feedback from CPD sessions</p> <p>External CPD cascaded to all staff at regular intervals</p>	<p>HOC / SLT £500</p> <p>£1750 (RWI online training package)</p>	HT3 and then each subsequent HT	•

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Priority	Chosen action / approach	How will you ensure it is implemented well?	Staff lead & costing	When will you review implementation?	Review Notes
	<p>library area to enable CPD at each individual's pace.</p> <p>Participation in MLT driver groups for all staff is high-priority</p>				

<b>Income</b>	<b>£15,600</b>
£80 pp x 169 on roll (F2-Y6)	£13,920
£240pp x 7 EHCP	£1,680
<b>Expenditure</b>	<b>£16,523.95 (deficit to come from curriculum resource budget)</b>
<b>Maths</b> Maths tuition Y6 2hrs per week) £2000.00 My Maths subscription (booster maths groups) £339.00 CGP 10 minute tests (targeted GAPS) £162.00 Addition of F1/F2 to TT rockstars subscription £22.00 <b>£2523.00</b>	
<b>English</b> NGRT/ NGST baseline testing £1,371.17 KS2 Reading materials £1,525.95	

KS2 Reading materials (Ebooks)	£799.20
RWI Fresh Start (catch up reading)	£964.40
RWI (catch up spelling)	£308.80
RWI online spelling games subscription	£183.75
RWI video catch up training	£1750.00
RWI phonics sets (Home packs)	£1,558.80
Additional RWI phonics resources for bubbles	£500
Classroom books	£500.00
Teachers CPD books	£500.00
Supply cover for family workshops (4 days)	£740.00
Cracking Comprehension subscription	
First News subscription (digital only)	£328.88
	<b>£11030.95</b>
<b>Wider Priorities</b>	
Pastoral resources	£500.00
THRIVE training & licensing	£2470.00
	<b>£2970.00</b>