

CRICH JUNIOR SCHOOL



Catch Up Overview Update May 2021

Key Actions

These are the key actions that we have taken in using the catch up funding. Some of the below will also come from our core funding School allocation 2021.

Teachers have assessed children and identified gaps in learning and the children who have the biggest gaps in English Reading, Writing and Maths.

Teachers have used Teaching Assistants to target individuals and small groups for structured interventions and to reinforce work covered in the classroom

This will involve committing additional TA hours to support this in school.

We have also identified groups of children who need additional PSHE input to meet social and emotional needs.

We have invested some of the catch up money in additional Professional Development and for resources with which to implement our metacognition intervention.

Data Analysis.

May 2021 using PUMA and PIRA tests and practice Sats papers for y6.

This chart shows the difference between KS1 to Current Summer 1 assessments for the percentage of children **working at or above the expected levels** for their year group.

year	Maths	Reading	Writing	total
Year3	+8	-8	-8	-8
Year4	+15	-13	-20	-22
Year5	-19	-17	-26	-62

Year6	0	-22	-22	-44
total	4	-60	-76	

Implications.

Maths- Remote learning probably done well at home.

Reading and writing need a greater whole school approach.

Recovery Curriculum till July

Maths.

Revision work on arithmetic calculations and tables has enabled more of the children in Y3 and Y6 achieve the expected standard. Revision of arithmetic calculations to take place in Y4 and Y5.

Untaught areas to finish (Y4 and Y5 further ahead) all year groups have enough sessions to complete this.

Revision of calculation techniques to eradicate common errors

Word problems especially for greater depth Maths mastery.

Identify children falling behind progress expectations from grids. (groups and individuals) and set short term targets. Meeting held 12th May targets set. See individual grids for intervention strategies.

Reading.

Reading fluency taught as a separate skill, all classes. Classes share resources and good practice. Review with Salford tests July.

All children to do age related comprehensions only.(staff to read if difficult)

Focus on inference and deduction (reading, listening and video comprehensions.)

Identify children falling behind progress expectations from grids. (groups and individuals) and set short term targets. Meeting held 12th May targets set. . See individual grids for intervention strategies.

Writing

Writing lacks structured accurate sentences. Focus on the use of SPAG and clear vocabulary. Lots of practice of short writing tasks. Mantra-Short pieces well done.

Identify children falling behind progress expectations from grids. (groups and individuals) and set short term targets. Meeting held 12th May targets set. . See individual grids for intervention strategies.

Review impact July 2021 using formal tests PUMA PIRA and Past Sats papers for y6

Curriculum changes September.

Maths.

Staff change Y6 Miss Burrow Y4 Mr Orridge.

Reinstate small group IT maths games for identified y6 children.

Pupil progress meeting after end of year assessments used to identify individuals and groups for support in new academic year. See individual grids for intervention strategies.

Reading.

Reading fluency as a separate skill to teach, all classes. Continue but include key knowledge and vocabulary from topic knowledge organisers for daily practice of reading fluency.

Continue to develop resources and techniques to improve reading fluency across the curriculum and share at staff meetings.

All children to do age related comprehensions only.

Pupil progress meeting after end of year assessments used to identify individuals and groups for support in new academic year. . See individual grids for intervention strategies.

Writing.

Increase the amount of writing across the curriculum with focused writing objectives objectives. One extra lesson per week in topic lessons ie either PSHE, History etc. Staff meetings to decide/discuss. Continue with the format of structured accurate sentences until Christmas. Increase the length of the writing tasks whilst maintaining accurate use of SPAG and clear vocabulary. Short pieces well done. Review Dec 21.

Pupil progress meeting after end of year assessments used to identify individuals and groups for support in new academic year. . See individual grids for intervention strategies.

Whole school Curriculum.

Ensure that knowledge and vocabulary to be learnt for topics, in foundation subjects, is feasible, maybe around five key facts and five key words for vocabulary. These can be used for daily reading fluency activities.

Reintroduce leadership/mentor roles for children in a range of subjects, to improve well being and share skills and talents.