

# Greenholm Catch up plan Autumn 2021-2022

## Introduction

The DfE have indicated that additional funds will be available during this year to support the catch up and recovery of the young people in schools affected by the global pandemic and who were forced to miss large sections of their learning as a result.

At the end of the summer 2021 assessment data was used to identify where pupils had made rapid catch up following the additional funds from the previous academic year. That indicated that

- The gap between the pupil premium pupils and other pupils had widened considerably in all the areas of the curriculum, especially in writing and where pp pupils remained at home during the lockdowns
- There had been a regression in terms of writing ability across the school as a result of this being the hardest area to teach online.
- Pupils with SEND who were not in school found learning extremely challenging at home and therefore their targets for last year were not met.

As a result, the SIP for 2021/22 priorities reflects the rapid catch up that the Governors are expecting for this academic year.

## SIP priorities

1. **Reading** – Through the robust and consistent approach to the teaching and learning of all aspects of the reading curriculum, all make good and better progress and at least 90% of pupils achieve age related expectations across the school and 30% achieve above age related expectations.
2. **Writing** – For all teaching and learning to broaden pupils' range of language and deepen their understanding of purpose and audience so that all make good and better progress and 90% achieve age related expectations and 20% achieve above age related expectations.
3. **Maths** – For all the teaching and learning to cover a broad curriculum and foster a deep knowledge and understanding so all make good and progress and 90% achieve age related expectations and 25% achieve above age related expectations.
4. **Curriculum and Assessment** – For the curriculum and assessment procedures to provide a breadth and range of experiences so all pupils can achieve age related expectation in all non-core areas.
5. **Wellbeing** – To promote and maintain a positive culture so that the diverse school community continues to rebuild and further develops resilience to support everyone's wellbeing enabling all to thrive and pupils to make at least good progress in all areas.

## Plan for catch up offer

<p><b>Reading</b> – Through the robust and consistent approach to the teaching and learning of all aspects of the reading curriculum, all make good and better progress and at least 90% of pupils achieve age related expectations across the school and 30% achieve above age related expectations.</p>	<ul style="list-style-type: none"> <li>• Updated phonics training for all staff and LT sup</li> <li>• Phonics assessments for all KS1 and catch up pupils</li> <li>• Targeted interventions for phonics and fluency across the school using trained TA's and reading support</li> <li>• Additional resources to support phonics and fluency purchased and available</li> <li>• Home reading records adapted across the school</li> <li>• Focus on reading for pleasure/ class texts/ reading daily to all groups of pupils</li> </ul>
<p><b>Writing</b> – For all teaching and learning to broaden pupils' range of language and deepen their understanding of purpose and audience so that all make good and better progress and 90% achieve age related expectations and 20% achieve above age related expectations.</p>	<ul style="list-style-type: none"> <li>• Spelling and handwriting review and intervention groups identified</li> <li>• Additional staff in KS2 to support the development of writing</li> <li>• Staff training to support SEND pupils</li> <li>• Year 3 spelling catch up</li> <li>• Additional staff in KS2 to support phonics and spelling</li> <li>• Cross phase and school writing moderation reinstated</li> </ul>
<p><b>Maths</b> – For all the teaching and learning to cover a broad curriculum and foster a deep knowledge and understanding so all make good and progress and 90% achieve age related expectations and 25% achieve above age related expectations.</p>	<ul style="list-style-type: none"> <li>• Gaps in learning identified by Maths lead/team</li> <li>• Plans identify pace and essential skills</li> <li>• Additional intervention groups identified to deliver specific teaching</li> </ul>
<p><b>Curriculum and Assessment</b> – For the curriculum and assessment procedures to provide a breadth and range of experiences so all pupils can achieve age related expectation in all non-core areas.</p>	<ul style="list-style-type: none"> <li>• New planning for subjects implements and monitored to ensure that gaps from previous years are closed and that all pupils are at AE at the end of the year</li> <li>• Training and support for all staff so that they are clear about what ARE are in each subject and within the year they teach.</li> <li>• Marking and feedback to support pupils achievement</li> </ul>
<p><b>Wellbeing</b> – To promote and maintain a positive culture so that the diverse school community continues to rebuild and further develops resilience to support everyone's wellbeing enabling all to thrive and pupils to make at least good progress in all areas.</p>	<ul style="list-style-type: none"> <li>• Re introduce face to face community events</li> <li>• Scheduled timetable of events for each year group</li> <li>• Forest school's assistant each afternoon to support outside learning</li> <li>• Focus on achievers to establish key skills for learning</li> <li>• Nurture groups identified</li> </ul>

- |  |   |
|--|---|
|  | <ul style="list-style-type: none"><li>• Use of assemblies to support wellbeing and promote British values</li><li>• Development of Unicef and PSHRE curriculum to develop skills</li><li>• Staff training and development in different phase groups</li><li>• After school clubs and lunchtime activities to support and engage children in a variety of different groups</li></ul> |
|--|---|