

Catch Up Strategy 2020 2021

Longlands Primary Catch Up Strategy		
School	Longlands Primary School	
Academic Year	2020/2021	
Total number of pupils	194	Catch Up Funding Total £15,520

Identified Priorities				
A	A higher proportion of pupils than before need to work on self- esteem and self – regulation.			
B	Due to a good proportion of pupils in KS1 and groups of KS2 pupils needing to revise and embed their phonics knowledge in their reading, more individual reading books which match their phonics level are needed			
C	There is a larger deficit gap in maths for Y1 and Y2			
D	There is a larger deficit gap in all core subjects in Y5, particularly in writing			
1. Desired outcomes				
	<i>Desired outcomes</i>	<i>Actions to achieve</i>	<i>Success criteria</i>	<i>Cost</i>
A.	That pupils increasing are able to regulate their behaviour and emotions.	Staff training in The Zones of Regulation Purchase the programme and associated materials. Implement the Zones of Regulation with targeted groups of pupils. Monitor the implementation with target groups. Assess the success of the intervention by using an entrance and an exit baseline. Roll out to more pupils if the programme is successful.	Pupils will increasing be able to recognise their triggers for anxiety, stress and anger and choose appropriate strategies to self -regulate. Pupils will be able to articulate their feelings and talk about what they do to make themselves calm or feel better. CPOMs will show that incidences of associated behaviours will decrease	£1200 £50

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B	That deficit gaps in phonics close rapidly and children have access to the right reading material for their phonic ability	<p>Audit reading books against current demand. Purchase more phonically decodable books to meet the demand Regularly assess progress ensuring that there are sufficient reading materials going forward Set up phonics stations in EYFS and Y1 so that children can access throughout the day in Child Initiated Learning in order to embed learning.</p>	<p>Pupils will always be able to access phonically decodable books at their level. With daily structured phonics and daily frequent access to fresh reading materials, pupils will catch up and each individual's deficit gap in phonics attainment will close.</p>	£3000
C	The deficit gap maths in Y1 and 2 will improve.	<p>Monitor coverage closely to ensure that all maths spines content are taught in a timely manner. Teach afternoon maths sessions to cover shape, space, measures, fractions using cross curricular approach.</p>	<p>Gaps in maths will be addressed and the deficit gap will close. Pupils will make links to number through SS&M and fractions and to other areas of the curriculum.</p>	£1000
D	The deficit gap in maths will reduce in Y4 and Y5	<p>Employ a Catch - Up Coach 0.5 (TA who is already working in the school). Deliver bespoke interventions in maths for identified pupils. Y4 Booster group for middle and lower ability pupils to focus on calculation strand -To be able to add and subtract any 2-digit number efficiently using complements and bonds Y5 Booster group of middle and lower ability pupils to work on the Big 4 calculations</p>	<p>Gaps in maths will be addressed and the deficit gap will close. Y4 will be able to use bonds and complements independently when adding and subtracting 2- digit numbers. Y5 will practice and apply all 4 calculation strategies effectively and with increasing independence in order to answer number problems and reason around number.</p>	£10,000

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