# Deanwood Primary School

# Catch-up plan

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| **School name:** | **Deanwood Primary School** |
| **Academic year:** | **2021/22** |
| **Total number of pupils on roll:** | **228** |
| **Total catch-up budget:** | **£4,640** |
| **Date of review:** | **July 2022** |

**Teaching and whole-school strategies**

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| **Action** | **Intended outcome** | **Estimated impact** | **Cost** | **Staff lead** | **Comments** |
| Release members of the leadership team to run catch up intervention groups across KS1 and KS2. | To ensure best possible outcomes for children at the end of KS1 and KS2 | Securing knowledge, ageappropriate outcomes andensuring children are thechildren are ready for thenext stage of their education | £573 | Oliver SlackEmma Thornton | COVID-related absence impacted upon the ability of senior staff to be able to provide consistent interventions as they were needed to cover classes instead. However, when interventions did happen, the children responded positively and progress was seen |

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| **Total spend:** | **£573** |

# Targeted support

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| **Action** | **Intended outcome** | **Estimated impact** | **Cost/****Frequency**  |  **Staff lead** | **Comments** |
| Year 6 Maths Intervention Group in preparation for SATs | Offer support through TA interventions, focusing on improving Maths in Year 6, specifically improving arithmetic. | A higher percentage of children achieving the expected level in the KS2 SATs | 232.5030-minute sessions (2 groups) 15 weeks | Oliver Slack | Although the children attended the sessions and engaged well, maths outcomes at the end of KS2 were lower than hoped. A number of the targeted children appeared to underperform in the test. Plugging gaps in learning needs to be a key focus for the next academic year |
| Year 6 Reading Intervention Group in preparation for SATs | Offer support through TA interventions, focusing on improving Reading in Year 6. | A higher percentage of children achieving the expected level in the KS2 SATs | 232.5030-minute sessions (2 groups) 15 weeks | Oliver Slack | Although reading outcomes were below those of national, the Year 6 children achieved better in reading than they did in maths and writing. A higher % of children also achieved at GDS in reading than in the other subject areas |
| PP Reading Intervention Group | Offer support through TA interventions, focusing on improving reading comprehension and fluency in targeted PP pupils. | A higher percentage of PP children achieving the expected level in their current year group | £27990-minute sessions (1:1 reading)12 weeks | Oliver Slack | Attainment was mixed amongst PP children. Attendance impacted upon a number of children and, although the school worked closely with the families and outside agencies, attendance concerns remained. Next year, attendance of PP children needs to be a key focus |
| Year 1 Phonics Booster Sessions – Phase 2/3 Intervention Group | Offer support through TA interventions, focusing on improving phonics knowledge in Phase 2/3 amongst targeted Year 1 children. | A higher percentage of children passing the Year 1 Phonics Screening Check. | 154.9520-minute sessions (2 groups)15 weeks | Emma ThorntonVicky Manewell | COVID-related absence impacted upon phonics outcomes. This made it very challenging to maintain consistency for the targeted children. It is hoped that a new scheme and increased CPD for staff next year will impact upon outcomes |
| Year 1 Phonics Booster Sessions – Phase 5 Intervention Group | Offer support through TA interventions, focusing on improving phonics knowledge in Phase 5 amongst targeted Year 1 children. | A higher percentage of children passing the Year 1 Phonics Screening Check. | 77.4020-minute sessions15 weeks | Emma ThorntonVicky Manewell | COVID-related absence impacted upon phonics outcomes. This made it very challenging to maintain consistency for the targetteted children. It is hoped that a new scheme and increased CPD for staff next year will impact upon outcomes |
| Year 2 Phonics Intervention Group | Offer support through TA interventions, focusing on improving phonics knowledge in Phase 2/3 amongst targeted Year 1 children. | A higher percentage of children who have not made the expected progress in phonics to pass a Phonics Screening Check in Year 2. | 154.9520-minute sessions (2 groups)15 weeks | Emma Thornton | COVID-related absence impacted upon phonics outcomes. This made it very challenging to maintain consistency for the targeted children. It is hoped that a new scheme and increased CPD for staff next year will impact upon outcomes |
| Year 2 Reading Comprehension Intervention Group | Offer support through TA interventions, focusing on improving Reading comprehension in Year 2. | A higher percentage of children achieving the expected level in the KS1 SATs | 98.4025-minute sessions15 weeks | Emma Thornton | Reading outcomes at the end of KS1 were broadly in line with national |
| Year 2 Spelling Intervention Group | Offer support through TA interventions, focusing on improving spelling in Year 2. | A higher percentage of children achieving the expected level in the KS1 SATs | 154.9520-minute sessions (2 groups)15 weeks | Emma Thornton | Writing outcomes at the end of KS1 were broadly in line with national |
| Year 2 Maths –Intervention Group | Offer support through TA interventions, focusing on improving Maths in Year 2. | A higher percentage of children achieving the expected level in the KS1 SATs | 77.4020-minute sessions15 weeks | Emma Thornton | Maths outcomes at the end of KS1 dipped below those of national. It is noted that children had a significant amount of gaps in their knowledge due to COVID. These gaps need to be targeted in the next academic year |
| 1:1 Tuition | Offer 1:1 tuition from experience staff members to PP and disadvantaged targeted children  | For targeted children to show progress from their starting points in their relevant year groups. | £450(25% set aside for 1:1 tuition)2-hour sessions15 weeks | Shakira Rumjaun | Improvements were seen from all targeted children. This was seen in KS2 reading in particular. However, there were significant gaps in mathematical knowledge of the KS2 children and this impacted upon overall attainment. An improved gap analysis needs to take place so that targeted work can take place |

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| **Total spend:** | **£1981.80** |

# Wider strategies

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| **Action** | **Intended outcome** | **Estimated impact** | **Cost** | **Staff lead** | **Comments** |
| Purchase intervention resources | Intervention resources to be used across the school to support improving attainment and progress. | For targeted children to make progress based on their starting points in their current year groups. | £400 | Lizzie Russell | Resources were purchased and targeted children made progress in line with their starting points |
| Beanstalk Reading Intervention | Reading intervention to be used to improve reading fluency and comprehension in targeted Year 6 children.  | A higher percentage of children achieving the expected level in the KS2 SATs | £600 | Oliver Slack | Although reading outcomes were below those of national, the Year 6 children achieved better in reading than they did in maths and writing. A higher % of children also achieved at GDS in reading than in the other subject areas |
| ELSA Support  | ELSA intervention to target children who particular social and personal anxiety needs | For children to show improved mental health and wellbeing. | £186 | Lizzie RussellTracey Cavell | Attendance improved for targeted children and there was a noticeable improvement in their ability to focus in class |
| Mindfulness  | Purchase 2 six-week mindfulness courses to be delivered to Year 4 and 5 | For children to show improved mental health and wellbeing. | £900 | Jane Wright | Despite the COVID-related challenges that the children faced, it was noticeable that resilience from these Year Groups in particular improved throughout the year |

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| **Total spend:** | **£2086** |