

## Catch- Up Action Plan 2020-2021

### Early Years Foundation Stage

- To continue to be above NA in all areas
- To ameliorate the impact of impact of Covid-19 lockdown on pre-school learning.

2021	GLD	Reading	Writing	Maths (N/SSM)
HC 2021	77%	80%	77%	82%
NA 2018	72%	77%	74%	80%

### Phonics Screening Test

- To ameliorate the impact of impact of Covid-19 lockdown on Year 1 Phonics.
- To prepare Y2 for Nov screening test and address and identified gaps.

Previous years		Target 2020-21	
Y1 HC 2019	Y1 NA 2018	Y2 Nov Screening Test	End of Y1 Screening test
89%	83%	85%+	87%+

### YEAR 2 END OF KS1 TARGETS

**Year 2** (52 children): Due to the interruption to their learning through Year 1 due to Covid the target for Year 2 is to be in line with NA (2019) for children working at the expected level. As EYFS is a different curriculum comparison to EYFS outcomes are not appropriate.

### Post Lock-Down Baseline Year 2 Data September 2020 against end of Y2 NA (2019)

	Reading	National	Writing	National	Maths	National
Pre Key Stage						
Working Towards	70.6%		74.5%		56.8%	
Working at & Greater Depth	29.4%	75%	25.5%	69%	43.2%	76%
Greater Depth	9.8%	25%	0%	15%	3%	22%

### Post Lock-Down Baseline Year 6 Data September 2020 against end of Y6 NA

SEPT 2020	Reading	National	Writing	National	Maths	National
Pre Key Stage	3.3%		3.3%		3.3%	
Working Towards	36.6%		56.6%		73.3%	
Working at & Greater Depth	60%	87%	40%	78%	23.3%	75%
Greater Depth	36.7%	20%	13.3%	20%	10%	27%

KS2 SPaG Target is 78% ARE+ based on the 2019 NA KS2 expectation.

KS2 Science Target is to be above 80% (2018 NA 83%)

## 1. Excellent teaching of early reading through systematic synthetic phonics (SSP)

Measurable improvement targets:

	State your school's current provision.  Identify any areas for development.	Actions to be taken to improve provision.	Intended outcomes for each action.	Milestone dates, timescales and person responsible.  (e.g. training dates, dates for appointing a reading leader)	Identify any potential barriers to making progress or success.
Involvement of your school's senior leadership team in phonics teaching.	From Sept 2020- Reading is a priority on the SDP (3:1a). Deputy has an overview of Literacy, alongside the Year 1 teacher who is the Phonics Lead and Year 5 teacher, who is the Reading Lead. Deputy works alongside the Phonic Lead to monitor phonic groups/ planning and data.	Phonic groupings and children split between each of the two form entries in Years 1 and 2. Phonic planning to be carried out and fluidity in the groupings. Phonics to be taught every day at the same time in Key Stage 1.	Increase in the number of children passing the phonic screening test at the end of Year 1.  Year 2 in November 2020 Target- 85%  Year 1 2021 Target- 87%	Half termly phonic assessments  End of EYFS July 2020  Oct 2020  Dec 2020- Y1 68%  April 2021  Screening November 2020 and June 2021- Year 1 and Year 2 Re-take	Mobility of children starting and leaving the school.  SEND  EAL
Training provided in systematic synthetic phonics (SSP) – including what training is offered, to whom, and how often.	Using Letters and Sounds. All teachers and TA's have access and planning has been implemented. Phonic	All staff to undertake training of phonics and to observe teachers.  Support needed from	To further improve the quality of teaching phonics.	ASAP	Staff absence

	Lead to work alongside the other Year 1 teacher when planning targeted groups of phonics.	the Literacy Lead/Phonic lead to analyse gaps in the children phonic knowledge.			
Your approach to teaching reading, including phonics scheme used, how you timetable phonics, grouping, and any other strategies.	Letters and Sounds being taught every day in phonic sessions from Reception to Year 2. Children re-taking phonic screening from November 2020 in Year 2 are having extra support and interventions have been put in place from the Spring term. Reception and Year 1 children receiving extra intervention on phonics, including tricky words and high frequency words.	<p>30 minutes of phonics a day no matter what. Spellings to be given to children from Year 1 based on the Year 1 and 2 National Curriculum Spelling words and based on phonemes learnt. These spellings will be differentiated. Spelling Shed is used to teach Spelling, consistently throughout the school.</p> <p>New Big Cat Collins Letters and Sounds book to match the phonemes being taught- new reading scheme being put in place. Training to be given on the new Reading scheme and how it matches the teaching of ssp.</p>	To improve reading and segmenting to spell. To be secure at phonetically decoding phase 2-5 words.	Half termly assessments getting ready for the phonic screening.	

Resources used to support SSP teaching e.g. appropriate decodable books.	Letters and sounds resources photocopiable for each year group. Use of Jolly phonic songs and actions to work alongside Letters and Sounds resources.	New Big Cat Collins Letters and Sounds, Phonic books used in class sessions and then children are able to take these home. E-learning portal for the Bug Club books also to be accessed at home with each individual having their own log in. Training to support.	Opportunity to practice phonetically reading using books directly linked to the sounds taught.	Half termly assessments points:  End of EYFS July 2020  Oct 2020  Dec 2020  April 2021  Screening November 2020 for Year 2 and June 2021- Year 1 and Year 2 Re-take  Data drops and Performance Attainment from both, Year 1 and 2 class teachers/ phonic lead at the EOY.	Ensuring that there are enough books for all children to access the new reading scheme.
Identification of children who are not making the required progress and your approach to closing the gap.	Phonic groupings are fluid and so all children have the opportunity to move up or down in their phonic groups half termly. Every child is assessed half termly using the Phonic Screening by the teacher. Reading/ phonic lead has half	Monitoring calendar to keep the rigorous systems put in place.  Priority given to EAL children and PP children to close the gap in EYFS. Focus on these groups of children in Years 1 and 2 by measuring impact of	ARE at the end of EYFS to be 80% in 2021.  Year 2 in November 2020 Target- 85%  ARE at the end of Year 1 to be 87%.  By 2021 100% of	Half termly assessments points:  End of EYFS July 2021  Oct 2020  Dec 2020  April 2021	Children in EYFS have low baseline assessments. The curriculum is very talk driven.

	<p>termly meetings to discuss the progress of individual children and analysis of data is carried out half termly where children are moved to INT or GDI- therefore these children then become the focus groups for the following half term.</p> <p>Interventions are planned for and led by TA.</p> <p>Groups are swapped round each half term with a different adult teaching them so that all adults know all children.</p>	<p>interventions. Focus support for EYFS to bring in the Big Cat Collins Letters and Sounds books to support the teaching of phonemes. Training to be given, sought through the English Hub.</p>	<p>all Year 2 children to be at ARE.</p>	<p>Screening November 2020 for Year 2 and June 2021- Year 1 and Year 2 Re-take</p> <p>Data drops and Performance Attainment from both, Year 1 and 2 class teachers/ phonic lead at the EOY.</p>	
<p><b>2. Closing the word gap: excellent teaching of early language</b></p> <p>Measurable improvement targets:</p>					
	<p>State your school's current provision.</p> <p>Identify any areas for development.</p>	<p>Actions to be taken to improve provision.</p>	<p>Intended outcomes for each action.</p>	<p>Milestone dates, timescales and person responsible.</p> <p>(e.g. training dates, dates for</p>	<p>Identify any potential barriers to making progress or success.</p>

				appointing a reading leader)	
Involvement of your school's senior leadership team in closing the word gap.	<p>Reading is a priority on the SDP. Lots of work going on in staff meetings for staff to address Literacy-early reading and early phonics (led by Literacy Lead). Introduce Word of the Day, focussing on Tier 1, 2 and 3 vocabulary and closing the word gap.</p> <p>Spelling Shed being used.</p>	<p>Reading for Pleasure x 1 a week.</p> <p>Guided Reading in KS2 2 x a week. (VIPERS)</p> <p>2 x a week on comprehension from Year 2 up.</p> <p>Teacher Read to class each day for 10 minutes.</p> <p>Test Base style SAT's questions to be used alongside Reading and GPS lessons.</p> <p>Spelling Shed to be re-introduced by Literacy Lead in Spring term.</p>	<p>Systematic and rigorous teaching of reading throughout the school. Progression evident in all year groups.</p>	<p>November 2020</p> <p>April 2021</p> <p>June 2021</p>	
Your approach to developing vocabulary in Reception and Key Stage One, including any strategies used.	<p>Word of the day displayed in all classrooms.</p> <p>Guided Reading in all KS2 classes 3 x a week.</p>	<p>Whole school training- discussion on Tier 1,2 and 3 vocabulary.</p> <p>Monitoring of text types.</p>	<p>Teachers are consistently using and introducing higher level vocabulary. Children have a better understanding of</p>	<p>December 2020</p> <p>April 2021</p> <p>June 2021</p> <p>July 2021</p>	<p>Children coming into Hayfield Cross with poor vocabulary.</p> <p>Parents not using Standard English at home and modelling</p>

	<p>Comprehension sessions once a week- Years 2-6.</p> <p>Discussion of text types and whether they are age appropriate.</p>		<p>words and use them in their writing.</p> <p>Children using the class Walking Thesaurus to support their writing and magpie.</p>		<p>for the children.</p> <p>EAL</p>
<p><b>3. Closing the gap: excellent teaching of Writing</b></p> <p>Measurable improvement targets:</p>					
	<p>State your school's current provision.</p> <p>Identify any areas for development.</p>	<p>Actions to be taken to improve provision.</p>	<p>Intended outcomes for each action.</p>	<p>Milestone dates, timescales and person responsible.</p> <p>(e.g. training dates, dates for appointing a reading leader)</p>	<p>Identify any potential barriers to making progress or success.</p>
<p>Involvement of your school's senior leadership team in closing the writing gap.</p>	<p>School currently is following Jane Considine; FANTASTICS to support their writing work.</p> <p>Talk for Writing is also very evident across the</p>	<p>Rigorous monitoring of progression of writing genres to be put in place.</p> <p>Internal moderation carried out each 'big' term.</p>	<p>Consistency in the teaching of all genres from Reception – Year 6.</p> <p>Consistency in the monitoring of writing across the school.</p> <p>Speed Sound</p>	<p>September 2020</p> <p>December 2020</p> <p>March 2020</p> <p>July 2020</p> <p>Data entry points</p>	<p>Attendance</p>

	<p>school.</p> <p>SPRITE group writing sessions for significant LA children happening daily in Literacy sessions.</p>	<p>Speed Sound chart to be displayed in all classrooms from Reception- Year 6.</p> <p>NAG targets identified by staff.</p> <p>Staff to receive training in both the FANTASTICS and Talk for Writing.</p> <p>Writing focus (from GAP analysis) to be displayed on Working Wall.</p> <p>Working Walls to be updated and added to daily.</p>	<p>Charts to be used consistently and adapted with sounds as staff teach them.</p> <p>Children have a full understanding of NAG targets.</p> <p>All staff have the knowledge and understanding of the processes involved in writing.</p>		
	Currently using twinkl handwriting scheme.	Twinkl scheme to be used consistently throughout the school from Reception to Year 6.	A noticeable difference in the handwriting for all children, using the kinetic letter scheme.	<p>Spring 2021</p> <p>April 2021</p> <p>July 2021</p>	



#### 4. Closing the gap: excellent teaching of Maths

Measurable improvement targets:

	State your school's current provision.  Identify any areas for development.	Actions to be taken to improve the provision.	Intended outcomes for each action.	Milestone dates, timescales and person responsible.  (e.g. training dates, dates for appointing a reading leader)	Identify any potential barriers to making progress or success.
Involvement of your school's senior leadership team in closing the Maths gap.	Use of the White Rose scheme for Maths planning.	The 'add on' package to be bought to support the Maths curriculum and increase the range of resources.	Higher percentage of children to reach the expected outcomes for the end of the academic year.	December 2020  March 2020  July 2020  Data drops and Performance Attainment meetings	