

## Catch Up Strategy 2020-21

1. Summary information					
School	Underwood West Academy				
Total number of pupils	410	Total Catch Up Funding	34,240	Date	November 2020

2. Summary of approach taken by school to develop this strategy
<p>Gap analysis completed by all classes 1-6</p> <p>Evidence of current attainment gathered</p> <p>We believe in house support identified as the best approach to take where possible.</p>

	National 2019	School 2019 (or average over 3 years)
% achieving expected standard or above in reading, writing & maths, Year 6	70%	64%
Progress in reading	0.31	-0.3
Progress in writing	0.24	2.2
Progress in mathematics	0.31	1.2
% achieving expected standard or above in reading, Year 2	75%	68%
% achieving expected standard or above in writing, Year 2	70%	72%
% achieving expected standard or above in maths, Year 2	76%	77%
% achieving expected standard in Phonics Screening Check, Year 1	82%	70%
% achieving Good Level of Development, Reception	72%	68%

4. Academic priorities to be addressed	
<b>R</b>	To accelerate sound acquisition through a consistent approach to the teaching of phonics which will impact on the development of early reading.
	To develop speaking and listening skills.
	To develop fine motor control.
<b>Y1</b>	To accelerate sound acquisition to ensure most of the cohort are confidently working at Phase 5.
	To develop skills in segmenting and blending to support early reading and writing development.
	To improve basic number skills such as using manipulates reliably.
<b>Y2</b>	To widen the vocabulary used and understood and improve listening skills.
	To accelerate phoneme knowledge and see this applied consistently to reading and writing.
	To improve recall of number patterns and number bonds to enable working confidently with numbers up to 100.
<b>Y3</b>	To secure the solid acquisition of phonemes and common exception words through to phase 5 and see this consistently applied to reading and writing.
	To develop fluency, independence and enjoyment in reading.
	To develop confidence working independently with 3-digit numbers.
<b>Y4</b>	To ensure all children (with the exception of SEND) has a secure knowledge of all phoneme representations up to Phase 5 and can consistently apply these in reading and writing.
	To ensure the basic rules of sentence construction and punctuation are applied consistently to all pieces of independent writing.

	To apply numeracy skills to problem solving.
<b>Y5</b>	To ensure the basic rules of sentence construction and punctuation are applied consistently to all pieces of independent writing.
	To improve reading fluency and inference.
	To improve recall of times table facts.
<b>Y6</b>	To improve vocabulary understood and used in written and spoken language through development of reading for pleasure.
	To ensure accuracy of spelling all common exception words and ensure phonological knowledge is applied to spelling new words.
	To increase fluency in number knowledge and arithmetic skills.
	To improve stamina for writing.
<b>SEND</b>	To close identified gaps and make appropriate steps of progress.
	To develop carefully targeted life skills
	To develop communication skills
<b>Pastoral priorities to be addressed (including issues which also require action outside school, such as low attendance rates)</b>	
<b>A</b>	To develop the use of metacognitive strategies to increase numbers of independent learners throughout school.
<b>B</b>	To deploy strategies to improve resilience levels among all pupils.
<b>C</b>	To provide appropriate emotional support to overcome barriers to learning.

<b>5. Intended outcomes (specific outcomes and how they will be measured)</b>		<b>Success criteria</b>
<b>R</b>	Through the use of the new 'Monster Phonics' scheme: · the majority of the children will recognise the Phase 2 letters sounds (Black Cat sounds) and use these to blend and segment words in their reading and writing · the majority of the children will write the Phase 2 letters sounds, such as cvcs and phonetically plausible words. · a further number of the children will recognise the Phase 3 letter sounds and digraphs and use them to blend and segment words in their reading and writing · a further number of children will write the Phase 3 letter sounds, such as phonetically plausible words that are decodable to the reader. · The children will learn the 'Monster Phonics' tricky words and begin to recognise in the texts they read.	A greater number of children will feel more confident with their letter and word recognition and therefore access reading activities more independently. The children will enjoy a greater number of books and the love for reading will be instilled in them from a young age. A greater number of children will read and understand simple sentences. They will use phonic knowledge to decode regular words and read them aloud accurately. A greater number of children will read some common irregular words and will demonstrate their understanding when talking with others about what they have read.
	Through a consistent approach by all staff in Reception to ensure speaking and listening is a priority the children will: · Develop and understanding of the role of a speaker by learning from modelled behaviours by the staff and their peers in different situations such as through play, paired work, small groups, whole class, role play, retelling a story or event. · Develop and understanding of the role of a listener by learning from modelled behaviours by the staff and their peers in different situations such as through play, paired work, small groups, whole class, role play, retelling a story or event. · Develop a greater vocabulary and a greater understanding of how to use these new words correctly To be able to expresses their own views, ideas and opinions effectively to others. · To listen to the views, ideas and opinions of others and respond appropriately. · To respond to a two or more part instruction effectively.	The children taking part in the 'Chatting with Children' intervention will become more effective speakers and listeners. The majority of the children will be able to listen attentively in a range of situations. They will listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. The majority of the children will give their attention to what others say and respond appropriately, while engaged in another activity The majority of the children will be able to express

		<p>themselves effectively, showing awareness of listeners' needs. The majority of the children will use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They will develop their own narratives and explanations by connecting ideas or events</p>
	<p>Through a range of teaching and independent play activities the children will: · Develop strength in their hands and fingers to gain better control of equipment such as when using tweezers to pick up pebbles, pom poms etc · Develop coordination and understanding of directional movement by using their fingers, paintbrushes and twigs to draw and mark make in sand or salt trays. · Develop their use and control of scissors through taught cutting sessions. Develop their control of a pencil or other mark making equipment to use anticlockwise movements and retrace vertical lines. · Develop their control and stamina of using a pencil effectively when mark making and writing.</p>	<p>The children taking part in the Dough Gym Fine Motor intervention will develop a greater strength, dexterity and control when using a range of equipment and tools for fine motor activities such as cutting with scissors and mark making, drawing and writing with pencils. The majority of the children will show good control and co-ordination in small movements, such as cutting with scissors, using paintbrushes and tweezers. They will handle equipment and tools effectively. The majority of the children will hold a pencil or other writing equipment effectively to form recognisable letters, most of which are correctly formed.</p>
<b>Y1</b>	<p>For most of the cohort to be confidently working at Phase 5. (measured by teacher assessment and phonics screening)</p>	<p>To use Monster Phonics scheme to accelerate progress and plug any gaps. To have 2x daily phonics sessions including regular reviews and learning of high frequency and tricky words.</p>
	<p>For children to be able to blend and segment independently when both reading and writing. (measured by teacher assessment)</p>	<p>To use Monster Phonics scheme to accelerate progress and plug any gaps. To have additional interventions to target the blending and segmenting of words. For the teacher to regularly model blending and segmenting across the curriculum.</p>
	<p>For children to be confident when working with numbers up to 20 and beyond. For children to use a range of manipulatives reliably to handle numbers up to 20 and beyond. (measured by teacher assessment)</p>	<p>To be able to independently count and order numbers confidently. To be able to match numbers to given sets of objects/pictures. To use manipulatives accurately to aide counting and calculating. To begin to use manipulatives in different ways including on tens frames and part part whole models</p>
<b>Y2</b>	<p>In pairs, groups or class discussions (on various topics and in various contexts) children will be able to listen to and respond appropriately using appropriate tone and vocabulary. Children will be able to take turns and listen to what others say with understanding. Children will increase their vocabulary and will use this vocabulary appropriately in all curriculum areas through the use of Word Aware.</p>	<p>Able to speak in a sentence when responding or answering a question. · Able to speak clearly for intended audience · Able to listen to another with understanding of what is being said. · Use a range of vocabulary relating to what is taught – recalling word of the day or using a word bank in class linked to topics of learning. · Participate as a speaker and a listener in a</p>

		discussion where they make relevant comments / responses.
	Children will engage in Monster Phonics daily to develop their reading and spelling knowledge. Children will read books with pleasure and enjoyment by reading accurately though the blending of sounds in unfamiliar words and the reading of CEW thus building up their confidence and fluency. Children will be able to join in a discussion about what is being read sharing their thoughts, ideas and opinions with others. Children will write simple sentences that make sense which are demarcated with the correct punctuation containing some conjunctions and adjectives.	Able to rapidly give correct sound to all phase 2 – 5 phonemes (40+) phonemes when reading unfamiliar words · Able to read Y1 CEW · Able to write correct grapheme in response to sounds heard when spelling - all phase 2 – 5 phonemes (40+) · Read some words containing suffixes ing ed er s · Read words with contractions I'm don' t · 80% of children will pass the phonics screening in June 2021
	Children will be able to fluently and confidently recall number facts when completing simple operations. Be able to talk about two-digit numbers up to 100 and represent them in different ways showing an understanding of place value in the number system.	To be able to partition numbers up to 10 in different ways · To recall number bonds to 10 $3 + 7 = 10$ , $7 + 3 = 10$ , $10 - 3 = 7$ , $10 - 7 = 3$ etc · To be able to use the bonds up to and within 10 to work out other facts to 20 and 100. $7 + 3 = 10$ , $10 - 3 = 7$ , $17 + 3 = 20$ $10 - 3 = 17$ $70 + 30 = 100$ , $100 - 30 = 70$ etc · To talk about what the tens and the ones represent in a two-digit number. · To order and compare two digits to 100
<b>Y3</b>	Measured through half termly phonics screening and in outcome of independent work. Children to become familiar with the new monster phonics scheme and link these sounds when writing independently. Read more fluently by segmenting and blending at pace. Measured through targeted fluency rubrics (half termly). Majority of children to be free readers by summer term. Measured through regular bench marking, whizz reading and whole class reading.	· Use phase 1-5 sounds confidently. · Use my knowledge of decoding to read unfamiliar words. · I can identify the root in longer words.
	To read fluently and with expression. To share their love of reading with classmates (share books, retell stories, etc) To share the enjoyment of reading at home.	· Enjoy reading and listening to a wide range of literature. · I can discuss the texts I read. · I can identify the main point of a text.
	Add and subtract 3-digit numbers accurately. Multiply a 3-digit number by a single digit number. Multiply a 3-digit number by 10, 100, 1000 + Identify the hundreds, tens and ones in a 3-digit number. Introduce written formal written methods for the four operations.	· I can compare and order numbers up to 1000. · I can recognise the place value of each digit in a 3-digit number. · I can use inverse operations to check answers in calculations.
<b>Y4</b>	All children, except SEND will use the correct phoneme when writing. This will look like: 8/10 words in an extended piece of writing will be spelt correctly. Where errors occur phonetically plausible substitutions will have been used. All children, except SEND will be Lime readers or above. All children will be able to read an age appropriate text extract without segmenting and blending orally.	At the end of each of the phonics topic, we will use dictated sentences to test our children on the phoneme taught. Where there are clear weaknesses in a child's knowledge and understanding phonics' screening will be used to establish the gaps and ensure these are delivered in an afternoon or short group session. In reading, children will regularly be benchmarked to ensure they have reached lime. In addition, chdn will be asked to read a portion of the class text during lessons. For those on the cusp or if

		success is unclear, a piece of age appropriate text will be us
	All children will apply the basics of sentence construction, using a capital letter at the beginning of sentences and for proper nouns. All children will end their sentences with a full stop. Some children will use commas after fronted adverbials and end sentences with ? or ! when appropriate.	Teachers will check children's work on a regular basis and address misconceptions as they arise. Sentence dictation will be used to complement the teacher's judgement from Literacy lessons.
	When given a worded problem to tackle, all chdn except those with SEND will have a working knowledge of the words that correlate with four signs eg product for times, share for divide etc. In addition, all chdn will have a working knowledge of a method to calculate times, divide, add and subtract. Some chdn will have a number of different methods that they can use to solve a problem when it is + - x or divide. Eg. Number line, column addition etc.	Chdn will be tested regularly in Maths lessons in addition to teacher assessment from Maths book.  four signs eg product for times, share for divide etc. In addition, all chdn will have a working knowledge of a method to calculate times, divide, add and subtract. Some chdn will have a number of different methods that they can use to solve a problem when it is + - x or divide. Eg. Number line, column addition etc. If necessary chdn will be tested
Y5	Monster phonics to be trialled with SEN children in groups SPaG session twice a week on basic rule of sentence During literacy lessons basic rules will be embedded throughout.	Children will use more advanced punctuation having mastered the basic rules
	Inference whole class teaching twice a week SDI with those children that need extra support after the session in an afternoon. Whole class reading and comprehension twice a week. Small group work for reading fluency with specific children, once a week.	Children will have more strategies to help them become fluent and competent independent readers.
	All children have a TTRockstar log in. Once a week individual and class points will be celebrated Weekly times table quiz Every day times tables on the arithmetic warm up.	Children will become more fluent in tables and this should impact in all their mathematical knowledge
Y6	· Evidence of focus words seen in independent written work. Assessed through assessment of written pieces of work. · To self and peer assess high level vocabulary in extended pieces of writing. Assessed through assessment of written pieces of work. · To verbally correct a mis-spoken sentence when identified by an adult	· Use of the library on a rota basis. · Take One Book reading scheme · Word Aware/Word of the day · Good modelling from adults within the class. · Use of Oxford Owl to access a range of texts. · Cross year group engagement via teams – weekly.
	· To be able to identify and correct common misspelt words in their own independent writing. Assessed through assessment of written pieces of work. · To apply learnt spelling patterns to new vocabulary.	· Use of grammarsaurus spelling scheme. · Use of bespoke spelling cards · Precision teaching of spelling patterns · Early doors spelling practice · Weekly spelling test
	· Children to be able to solve arithmetic problems at a faster rate.	· Weekly arithmetic practice · Times Tables Rockstars · Taught arithmetic strategies · Fluent in 5

## 6. Planned expenditure

### i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost
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Purchase a 3 year membership to Monster Phonics programme	Improve the phonic provision across school	Evidence around how children learn and links to metacognitive strategies	Whole school training Appointed a phonics lead Launched through a Super Learning Day across school	Sue Greenbank	Start of the spring term	300
Purchase guided reading banded books matched to Monster Phonics programme	Improve early reading development	Evidence around how children learn and links to metacognitive strategies Ofsted recommendation on best practice in phonics and early reading teaching	Whole school training Appointed a phonics lead Launched through a Super Learning Day across school	Sue Greenbank	Start of the spring term	1000
To purchase Pegs to Paper resources	Improve fine motor control – develops the tripod grip	Evidence of schools using the programme report there was a marked improvement in the children's writing skills, attitude The system supports provision or targeted support across the Early Years and KS1.	Following a trial in the Autumn term last year, the staff lead will roll this programme out as appropriate across the EYFS and KS1.	Charlotte Ashley	Start of the spring term	220

**Total Budgeted Cost:** 1520

## ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost
To employ 2 x Academic Mentors	To provided targeted support across school as identified	There is extensive research to show the positive impact of tutoring on pupil achievement.	Monitoring Regular review PPMs	LJ	February half term	12000
To extend the school day for years 1-6 one day a week until 4.15pm for identified children in the spring term.	To provided targeted support across school as identified	Teachers are the best placed people to deliver additional intervention to children in their own class.	PPMs Teachers working with children in own class so will ensure desired outcomes are met	LJ	February half term	Zero Inclusive of teacher's directed time.
To increase the hours of an HLTA to provide 6 hrs of tutoring a week.	To provided targeted support in line with year group priorities	HLTA has proven skill set needed to deliver high quality bespoke additional tuition to identified individuals.	Regular review Evidence of progress through book looks, teacher/pupil voice	SG	February half term	6000
For BRP trained TA to deliver additional sessions (4 x 30 mins per week)	To improve reading attainment by end of Y1	TA has proven skill set needed to deliver high quality bespoke additional reading tuition to identified individuals.	Regular review Evidence of progress through teacher/pupil voice	CM	Christmas	

**Total Budgeted Cost:** 18000

## iii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost
Class teachers to teach whole class resilience sessions based on recommended programmes.	Improve resilience levels of all pupils.		Use of scaling Feedback from teachers	LJ	February half term	
				<b>Total Budgeted Cost:</b>		

**Spring Term Review of Progress Against Strategy**

**Summer Term Review of Progress Against Strategy**