



Darrington Church of England Primary School

Catch – Up Funding Plan 2020-21



The school has an accurate understanding of all gaps as a result of baseline assessments using standardised materials using PiXL for Y1 to Y6 pupils	Quality first teaching is used effectively to target whole class gaps and this results in pupils making strong gains in learning to be back on track	Assessment for learning is used well to track the impact of pupils and as a result teachers and leaders have a clear understanding of the impact of their work	
The school has an accurate understanding of all common gaps across classes, groups and individuals and uses this information to effectively deploy staffing	As a result of grouping pupils with common gaps in learning, These are addressed and pupils are swiftly back on track	Pupils in the lowest 20% or in danger of falling into the lowest 20% are identified, access appropriate provisions led by qualified staff the impact of which is closely tracked	
The school has adjusted planning in place at a class, group and individual level to target gaps	Tuition is prioritised effectively across the school and delivered by skilled individuals, resulting in pupils catching up swiftly		

Improvement Targets (What?)	Actions: (How?)	Timescale (When?)/Cost	Person Resp. (Who?)	Monitoring
The school has an accurate understanding of all gaps as a result of baseline assessments using standardised materials eg previous tests, PiXL	Baseline assessments ordered and distributed	Aut 2020	CL	LR
	Baseline assessments undertaken	Sept/Oct 2020	CL	LR
	RWInc assessments carried out, analysed and support implemented swiftly	End of November 2020	SK/RB	LR/CL
	Y2 to be tested on Y1 Phonics test	6.11.20		
	Analysis done with PiXL Consultant and shared with staff			

	<p>Meeting with DHT/Y5/6 Lead and TA to ensure package is explored and shared effectively</p> <p>Gaps communicated to parents in consultation meetings</p>		All teachers	
The school has an accurate understanding of all common gaps across classes, groups and individuals and uses this information to effectively deploy staffing	<p>Analysis done and shared with staff</p> <p>Pupil progress meetings to agree quality first teaching, group tuition and 1:1 tuition</p> <p>Additional staffing identified and appointed</p> <p>Additional and existing staffing used deployed</p>	Autumn 2	LR/CL MW	SLT/Governors
The school has adjusted planning in place at a class, group and individual level to target gaps	<p>Published materials such as PixL therapies be shared and taught</p> <p>Additional CGP materials to be bought to support pupils to practice.</p> <p>Key focus on reading to be implemented throughout the curriculum to strengthen reading fluency</p> <p>Access proven EEF programmes that meet the need identified</p>	Autumn term	CL/LR	SLT/Governors
Quality first teaching is used effectively to target whole class gaps and this results in pupils making strong gains in learning to be back on track	<p>Whole class teaching plans adjusted to fill gaps identified at whole class level</p> <p>Quality first teaching to focus gap filling for identified groups of pupils alongside catch up tuition</p> <p>Bubble tuition adult to plan timetable of catch up for small groups and 1:1 pupils identified (short regular sessions across the week in line with EEF guidance)</p> <p>Support staff to be deployed to address gaps for pupils with additional needs over and above quality first teaching</p>	Autumn/Spring	CL/LR	SLT/Governors
As a result of	Use EEF approach to tuition with small groups (1,2,3,4)		CL/LR	

grouping pupils with common gaps in learning, these are addressed and pupils are swiftly back on track	Follow research led practice to use short regular slots (20 mins 3 or 4 times per week) to move pupils quickly			
Tuition is prioritised effectively across the school and delivered by skilled individuals, resulting in pupils catching up swiftly	Provide additional adults to support in class so that teachers can focus on identified groups and pupils Appoint highly skilled and experienced teacher to deliver more effective catch up. Ensure tuition is timetabled and monitoring ensures this takes place as agreed	October 2020	HLTA/Catch Up Tutor NJ & MW	SLT/Governors
Assessment for learning is used well to track the impact of pupils and as a result teachers and leaders have a clear understanding of the impact of their work	Impact of tuition and support is tracked through formative assessment and simple quizzes The impact of the programme is collated every 4 weeks and reviewed, All adjustments needed are swiftly made to ensure pupils make strong progress Impact is reported to parents and governors regularly through the LGB and parent consultations	Nov 2020 Oct/Nov	CL/LR	SLT/Governors
Pupils in the lowest 20% or in danger of falling into the lowest 20% are identified, access appropriate provisions led by qualified staff the impact of which is closely tracked	Each identified pupils has a Supporting me to Learn Plan that is shared with key staff All staff aware of barriers Wrap around support in place for child (ELSA, SEND external support) Supporting Me to Learn Plans reviewed every half term to ensure needs met	October and monitored regularly	CL/LR	SLT/Governors