

The Willows



Primary School

Explore – Dream - Discover

Catch-up plan

School name:	The Willows Primary School						
Academic year:	2020- 2021						
Total number of pupils on roll:	690						
Total catch-up budget:	£50,400	First installment:	£12,600	Second installment:	£16,802	Third installment:	£20,998
Date of review:	Termly						

Intent	<p>Priority 1</p> <p>To ensure all pupils revisit and recover the phonetical sounds they have missed, and where targeted to they meet their age related expectations.</p>	<p>Priority 2</p> <p>To improve mathematical fluency for all pupils from Year 1 -6 to enable them to quickly recall number facts to apply to more complex mathematical operations.</p>	<p>Priority 3</p> <p>To ensure all pupils, and especially those in the bottom 20% of each year group, make strong reading progress and reduce the gap between themselves and their peers.</p>	<p>Priority 4</p> <p>To fully support pupils wellbeing and transition back to school where they become confident and happy learners.</p>	<p>Priority 5</p> <p>Using new technologies, support parents with continued home learning, through clear explanations, scaffolding and feedback</p>
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Implementation	<p>Teaching</p> <ul style="list-style-type: none"> Frequent low-stakes assessments to ensure all pupils, in particular disadvantaged pupils, experience success and celebrate the acquisition of knowledge. Maintain our School Development Plan priorities:
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	<ul style="list-style-type: none"> - Metacognition and self-regulated learning (expert instruction in small steps, teacher questioning and modelling) - Embed the mastery approach in mathematics, supported by an external specialist. <ul style="list-style-type: none"> • Deploy 'Seesaw' as a whole school homework platform from Nursery to Year 6. • Provide additional back to school transition support for those who have struggled with lockdown. • Offer training to upskill teachers to deliver live lessons. <p>Targeted Academic Support</p> <ul style="list-style-type: none"> • Provide a term of 1-1 maths tuition (Third Space Learning) for 30 pupils in each Key Stage 2 year group. • Employ 2 teaching assistants for the summer term to deliver quality early reading interventions. • Re-deploy HLTA's and 0.6 teacher to deliver quality interventions in Key Stage 2. • Same day class intervention/immediate feedback delivered by the class teachers. <p>Wider Strategies</p> <ul style="list-style-type: none"> • To enable access to a blended learning model: <ul style="list-style-type: none"> - Contribution to the purchase of i-pads, webcams and maths graphics tablets. • Ensure most vulnerable have priority access to classroom learning/on-line materials. • Ensure pastoral contact given to vulnerable/disadvantaged families, and those who are struggling to engage – offer support to overcome any barriers eg laptop/tablet loan; technical support; motivation/incentives etc.

Impact	Priority 1 Pupils make rapid progress in retaining their phonics sounds, and are able to apply these when reading.	Priority 2 Pupils are mathematically fluent for their age, and are able to transfer this knowledge to other areas of mathematics.	Priority 3 Pupils have secure decoding and word reading skills. They are making accelerated progress in order to catch up with age related expectations.	Priority 4 Our pupils are confident, happy, healthy and are achieving well. They can demonstrate resilience and a love for learning.	Priority 5 Parents feel well informed and home school links are secure. Parents feel confident to support their child with their home learning.
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Summary report

What is the overall impact of spending?
How will changes be communicated to parents and stakeholders?
Final comments

Final spend: £