

Renishaw Primary School Catch Plan 2020 / 2021

Learning, exploring and succeeding together, a place where individuals are proud to belong

We're All Renishaw Aren't We?



WARAW

Rationale:

At Renishaw Primary we recognise that the international Covid pandemic has had a massive impact upon not just children's education but also the mental health and wellbeing of families and adults across our schools. There will therefore, need to be a great deal of 'recalibration' in how we look at our curriculum and care offer now we have fully reopened. We will need to ensure that we accurately assess and acknowledge where the key gaps lie within learning, wellbeing and confidence.

Aims:

- To ensure that all of our children, families and staff feel confident and comfortable being back within the school environment.
- To establish specific gaps in learning and emotional wellbeing for all children
- To re-design key elements related to curriculum and wellbeing in order to address the needs of all groups of children
- To ensure all groups of pupils are able to 'get back on track' within a manageable timeframe

Awareness of curriculum gaps from previous year	<ul style="list-style-type: none">• Face to face planning meetings re catch-up plans• Transition meetings with previous class teachers• Ongoing consultation meetings
Rigour of workload and pace	<ul style="list-style-type: none">• Ensure all staff are able to access a restful period of time over the holidays and a suitable transition back into school in September• Regular check-ins with staff
Confidence	<ul style="list-style-type: none">• Supporting staff with organisation of time, resourcing and preparation
Mental Health & Wellbeing	<ul style="list-style-type: none">• Mutual support across the school team - appropriate signposting to support and counselling services

DFE Catch Up Money allocated: Total £14.080

Initial allocation: £3,520

Budget codes:

Resources:

- Reading books to supplement those in quarantine - £500
- White Rose Maths packs. - £500
- Purple Mash - £500

Training: £1000

- Phonics
- Reading Fluency
- Mental Health and Well Being -

Staffing:

- EYFS support - £2000
- Y1 Support - £2000
- Y2 Support - £2000
- Y3 Support - £1000
- Y4 Support - £1000
- Y5 Support - £1000
- Y6 Support - £2000

SEN:

- Dyslexia Screening Support £500

Year group EYFS

Let's catch up and close the gap

Curriculum Gap identified	Curriculum Strategy to support	Frequency	Potential Funding Required
<p>PSED: Children are out of routine Lack of peer interaction</p>	<p>Clear set routine – Visual timetable PSED focus for first few weeks Support for peer interaction and building friendships, small groups mixing and encouraging positive relationships Planning and enhanced activities</p>	<p>Ongoing regular provision of activities to promote and support PSED Member of staff to promote and model skills during play to select group of children needing “catch up” AM sessions</p>	<p>Yes – extra member of staff to provide high quality interactions with the children during play. Member of staff to have “focus” children to fill gaps in language, communication skills, managing behaviour, and social skills.</p>
<p>Communication and Language: Lack of social interaction has possibly led to a lack of development in all aspects of communication and language. Some children are also lacking in confidence and self-awareness and an ability to make friendships. Their play can be immature (parallel or an onlooker) Sometimes they are unoccupied and unsure how to engage with other children. Some children are struggling with the pronunciation of sounds due to use of dummies/bottles.</p>	<p>Clear visual and audio clues when transitioning from each activity Stories X 2 daily Repeating songs with actions Children referred to SALT who require extra support.</p>	<p>Daily – BLAST intervention group with TA. Member of staff to promote and model skills during play to select group of children needing “catch up” AM sessions Children under SALT. 1:1 intervention time with TA 10 mins daily, following targets set by SALT.</p>	<p>3 hours per day X 5 per week. £2000 allocated</p>
<p>Literacy/Maths Basic Skills: Recognise own name Attempt to write own name Recite numbers to 10</p>	<p>Daily name writing Number rhymes, counting songs throughout the day Number blocks, videos and songs to support number Speaking and listening games</p>	<p>Daily intervention – fine motor control Daily 1:1 work on name recognition/writing name</p>	

Use Scissors Phonics phase 1 initial sounds Vocab and sentence building	Fine motor interventions -dough disco etc. Doodle Maths set up for home learning. Listening to children read 1:1	Phonics streamed across the unit to target individual children's needs. Maths intervention to begin IF progress is slow or limited. Focus on number recognition and counting skills.	
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Year group: Year 1

Let's catch up and close the gap

Curriculum Gap identified	Curriculum Strategy to support	Frequency	Funding required
Reading: Decoding Retrieval and inference Comprehension skills Tricky words/common exceptions	<ul style="list-style-type: none"> ☑ Each child to read individually at least once a week, twice a week for those who are SEND or LA. ☑ Frequent reading for pupil premium children ☑ Daily songs and daily practice of skills 	Once or twice a week with Teacher and TA PP readers - daily	
Phonics: Phase 2-5 sounds	<ul style="list-style-type: none"> ☑ End of phase assessments ☑ Phonics split into group teaching for each phase. ☑ Extra intervention phonics for LA and SEND children 	Half term and also regular in class daily assessment within writing and continuous provision Daily phonics sessions Phonics intervention 3x a week	
Writing: Composition – writing for sense, sentence structure Writing stamina Handwriting Fine motor skills practice	<ul style="list-style-type: none"> ☑ Creative writing opportunities which inspire children to feel confident in their writing ☑ Fine motor intervention to support pencil grip and fine motor strength for writing ☑ Pre-cursive handwriting sessions ☑ Dough Disco 	Daily English sessions Daily writing opportunities within continuous provision Handwriting sessions at least twice a week Daily dough disco and fine motor interventions	
Maths: Number Multiples 10s,2s and 5s	<ul style="list-style-type: none"> ☑ Daily counting activities, forwards and backwards in 1s,2s,5s and 10s ☑ Focus on practical and pictorial concepts before abstract ☑ Group/team activities 	Part of daily timetable Daily maths lessons Doodle maths - Weekly champion Maths challenges set weekly within provision Maths intervention – at least twice a week	

	<input type="checkbox"/> Additional intervention for SEND and LA <input type="checkbox"/> Continuous provision activities, daily recaps		
PSED/ Mental Health and Well-being Anxiety on return to school Gaps in social interaction Peer to peer interaction skills are lacking Speaking and Listening skills	<input type="checkbox"/> Cosmic yoga <input type="checkbox"/> Speaking and listening opportunities <input type="checkbox"/> Continuous provision to support well-being and development through play <input type="checkbox"/> Mindfulness – large focus on well-being and PSHE <input type="checkbox"/> Zones of regulation (linked to colour monster) <input type="checkbox"/> Visual Timetable <input type="checkbox"/> Nurture group sessions for vulnerable children	<input type="checkbox"/> At least once/twice a week <input type="checkbox"/> Daily <input type="checkbox"/> Daily <input type="checkbox"/> Daily <input type="checkbox"/> Daily <input type="checkbox"/> Once weekly (currently weather permitting) <input type="checkbox"/> Once a week 45 min session	

Year group: Year 2

Let's catch up and close the gap

Curriculum Gap identified	Curriculum Strategy to support	Frequency	Funding Required
<p>Reading: Decoding Reading fluency and decoding skills Retrieval and inference Comprehension skills Tricky words/common exceptions</p>	<ul style="list-style-type: none"> ☑ Each child to read individually at least once a week. ☑ Addition reader (Low attainers and PP children) Three times per week. ☑ Whole class guided reading sessions ☑ HFW precision teach (Low attainers and PP children) ☑ Fluency intervention 	<ul style="list-style-type: none"> ☑ Once or twice a week with TA ☑ Daily phonics (20mins) ☑ Whole class GR – 30 mins X5 per week. ☑ HFW X 3 per week. ☑ Fluency – 20 mins X 2 per week. 	
<p>Phonics: Phase mainly 5 and phase 3 tri-graphs Using phonics to support segmenting for spelling</p>	<ul style="list-style-type: none"> ☑ Half termly assessments ☑ Phonics for whole class teaching ☑ Guided reading books matched to phonics level ☑ Phonics mats in class and also sent home ☑ Phonics precision teach 	<ul style="list-style-type: none"> ☑ Half term and also regular in class daily assessment ☑ Daily ☑ Precision teach (Children below phase 6) 1-minute X 5 times a week per child. 	
<p>Writing: Composition – writing for sense, sentence structure Writing stamina Handwriting Spelling Punctuation</p>	<ul style="list-style-type: none"> ☑ Spellings incorporated to phonics sessions ☑ Handwriting sessions x 3 weekly ☑ Modelling of handwriting ☑ Focus SPAG 	<p>Daily sessions X3 weekly Daily SPAG starters in all English sessions.</p>	
<p>Maths: Number and number formation</p>	<ul style="list-style-type: none"> ☑ Daily Times table practise – times tables 	<p>x5 daily (2 mins)</p>	

<p>Place Value Maths operations - +, -, x, =</p>	<ul style="list-style-type: none"> ☑ Times table bronze etc sheets. ☑ Group/team activities ☑ Additional support for SEND and LA ☑ Recap Place Value and number formation in lesson daily ☑ Maths intervention for low attaining children. 	<p>X3 per week. Maths starters daily (5 mins) Maths lessons x4</p> <p>30 mins X 2 per week.</p>	
<p>PSED/ Mental Health and Well-being Anxiety on return to school Gaps in social interaction Peer to peer interaction skills are lacking Speaking and Listening skills</p>	<ul style="list-style-type: none"> ☑ Brain Breaks (Super movers) ☑ Visual Timetable ☑ PSHE lessons 	<ul style="list-style-type: none"> ☑ At least once/twice a week ☑ Daily ☑ 1 X per week. 	

Year group: Year 3

Let's catch up and close the gap

Curriculum Gap identified	Curriculum Strategy to support	Frequency	Funding Required
Reading: Reading fluency and decoding skills Retrieval and inference Comprehension skills Vocabulary knowledge Inferential knowledge and understanding of various comprehension questions Lack of home reading	<input type="checkbox"/> Guided reading sessions <input type="checkbox"/> Weekly record check via dojo and parents sending through their reading diaries. <input type="checkbox"/> Daily exposure to quality text books and read to at the end of the day Precision teaching for children working on HFW	<input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Daily At least 3 times per week	Yes (now already in place) 3 ½ hours per week
Phonics Phase 5 Easily confused words Using phonics to support segmenting for spelling	<input type="checkbox"/> Half termly assessments <input type="checkbox"/> Extra phonics intervention to support personal learning plans as identified from on- going assessments	<input type="checkbox"/> Half term and also regular in class daily assessment <input type="checkbox"/> Regular sessions when possible at least twice a week	Yes (now already in place) 3 ½ hours per week.
Writing/spellings : Writing Stamina Oracy Lack of vocabulary knowledge and understanding Handwriting Composition skills – writing for sense and sentence structure – re-reading/ corrections	<input type="checkbox"/> Spelling taught in class through spelling shed <input type="checkbox"/> vocabulary for topic explicitly taught <input type="checkbox"/> Regular handwriting sessions <input type="checkbox"/> Modelled handwriting <input type="checkbox"/> Continuous provision with writing outcomes <input type="checkbox"/> SPAG relevant to writing outcomes Vocabulary modelled in lessons and encouraged in answers Vocabulary explicitly taught in guided reading also	At least 3 times per week to be continued at home At least twice weekly Daily up until Oct half term, then as and when required Daily Daily Daily Weekly dependent on lesson plan Daily Weekly	

	<ul style="list-style-type: none"> ☑ Pen Licences 		
<p>Reading:</p> <p>Reading fluency and decoding skills Retrieval and inference Comprehension skills Vocabulary knowledge Inferential knowledge and understanding of various comprehension questions Lack of home reading</p>	<ul style="list-style-type: none"> ☑ Independent reading time for half an hour every day ☑ Guided reading sessions ☑ Weekly record check ☑ Inference sessions for readers who can decode to be set up as intervention after Christmas ☑ Daily exposure to quality text books and read to at the end of the day ☑ Quality texts used cross curricular 	<p>Daily</p> <ul style="list-style-type: none"> ☑ 4 times per week ☑ Weekly ☑ twice per week <p>Daily Half termly dependent on topic</p>	
<p>Maths:</p> <p>Exposure to language of maths Multiplication and Division facts Fractions Times tables knowledge and recall</p>	<ul style="list-style-type: none"> ☑ times tables practice sheets ☑ Times tables practice ☑ Additional support for SEND and LA in class ☑ Maths morning tasks ☑ Doodle Maths activities ☑ Maths shed activities and times table practice 	<p>Twice per week (8mins) 3 times per week (15 mins) Daily Daily To be accessed at home To be accessed at home</p>	
<p>PSED/ Mental Health and Well-being</p> <p>Anxiety on return to school Gaps in social interaction Peer to peer interaction skills are lacking Speaking and Listening skills</p>	<ul style="list-style-type: none"> ☑ Additional outdoor time in afternoon ☑ Freedom of choice to work ☑ Brain breaks for those who need it ☑ Circle time ☑ Bespoke plans for children who are struggling ☑ Visual Timetable 	<ul style="list-style-type: none"> ☑ Daily ☑ Daily ☑ Daily ☑ As and when needed 	

Year group: Year 4

Let's catch up and close the gap

Curriculum Gap identified	Curriculum Strategy to support	Frequency	Funding Required
<p>Reading: Reading fluency and decoding skills Retrieval and inference Comprehension skills Vocabulary knowledge Inferential knowledge and understanding of various comprehension questions Lack of home reading</p>	<ul style="list-style-type: none"> - Whole class guided reading sessions - Project Read - High frequency word readers - Class Dojo to use as reading record - Dojos awarded to those children who read 5x a week or more. - Project X code intervention - School reading books being changed regularly - Reading record book - Children are read to with a rich quality of texts 	<ul style="list-style-type: none"> -4 X a week -2 x a week for identified children -Weekly - Weekly -Daily for identified children - Twice a week if possible - Updated daily - daily 	<p>Weekly £100</p>
<p>Phonics/Spellings Phase 5 – W/Wh Easily confused words Using phonics to support segmenting for spelling</p>	<ul style="list-style-type: none"> - Half termly assessments - Whole class teaching spellings - Spelling mats in class and also weekly spellings sent home - Project X code based on children's reading and phonic ability -Spelling Shed Homework sheets 	<ul style="list-style-type: none"> - Half term and also regular in class daily assessment - 2-3 times a week - Weekly -Daily for identified children -Weekly 	<p>Weekly - £100</p>

<p>Writing: Consolidation of Y4 spelling rules and Y3/4 common exception words Writing Stamina Oracy Lack of vocabulary knowledge and understanding Handwriting Composition skills – writing for sense and sentence structure – re-reading/ corrections Lack of full stops and capitalisation. Lack of self reflection/ editing skills</p>	<ul style="list-style-type: none"> - Weekly spelling focus - Regular handwriting sessions - Modelled handwriting - Writing challenges - SPAG daily - Vocabulary - Incentive of pen licences - Handwriting hero - Pencil Support of grippers - Individual handwriting sheets for SEN/ children that need help with pencil control 	<p>Weekly 2/3x a week Daily Daily Daily Weekly Weekly Whenever there is a handwriting session.</p>	
<p>Maths: Exposure to language and vocabulary of maths Multiplication and Division facts Mental arithmetic place value Times tables knowledge and recall Maths operations - +, -, x, = Number formation</p>	<ul style="list-style-type: none"> - Times table sheet challenges - Times table games - Fluent in five - DoodleMaths - DoodleTables - Third Space Learning - In class support with small identified group 	<ul style="list-style-type: none"> - 2x a week - 2 x a week - 4 x a week before maths lesson - As part of homework and for identified children at the start of each day - Weekly for identified children 	
<p>PSED/ Mental Health and Well-being Anxiety on return to school Gaps in social interaction Peer to peer interaction skills are lacking Speaking and Listening skills Lack of confidence</p>	<ul style="list-style-type: none"> - Brain Breaks (Super movers/just Dance/stretching) - Visual Timetable - Daily mile - Encourage taking good risks - Use of WOW work Wall - Nurture 	<p>-At least once/twice a week -Daily -Daily - Daily - Daily - Whenever Possible - Daily</p>	

Year group: Year 5

Let's catch up and close the gap

Curriculum Gap identified	Curriculum Strategy to support	Frequency	Funding Required
<p>Maths: White Rose catch up curriculum implemented. Year 4 objectives, which need to be covered again or which weren't covered, to be taught in Y5 Times tables – up to X12, speed and recall All multiples, including multiplication and division facts</p>	<p>Focussed times tables work at the start of every maths lessons. Speed Tables Fluent in Five starters X table bingo Doodlemaths ThirdSpace Learning</p>	<p>Daily Drip fed in lessons Daily Home In school once a week for three children. These children may rotate on a termly basis.</p>	<p>Extra sessions have built up through lockdown so we can get more children access to this intervention.</p>
<p>Reading: Vocabulary Gaps – lack of understanding (unable to find synonyms) Comprehension retrieval & inference skills</p>	<p>Guided reading sessions SEND and LA children to read more frequently Adults to hear children read once weekly at least</p>	<p>Twice a week Daily tasks – starters Consistent time-tabling across the week</p>	
<p>Writing: Limited knowledge of vocabulary choices and understanding</p>	<p>Word/phonics mats for LA Vocabulary topic pyramid Dictionary Games Pen licences Modelled handwriting sessions</p>	<p>Available daily when writing Weekly spelling test Daily handwriting practice Ongoing writing opportunities to increase handwriting stamina</p>	

<p>Spelling – particularly homophones e.g. ‘where’ ‘were’ etc Writing Stamina</p> <p>Fluent, joined up, legible handwriting</p>	<p>Daily writing sessions SPAG sessions Clear expectations Quick –fire writing games e.g. PE orienteering to collect words</p>		
<p>PSED/ Mental Health and Well-being Anxiety on return to school Gaps in social interaction Peer to peer interaction skills are lacking Speaking and Listening skills</p>	<p>Mindfulness class sessions Most will be covered during PSHE lessons (once a week) and general discussion with the children.</p>	<p>Three 1-hour sessions Daily Daily Daily Daily</p>	<p>Qualitas costs - £250</p>

Year group: Year 6

Let's catch up and close the gap

Curriculum Gap identified	Curriculum Strategy to support	Frequency	Funding Required
Maths 1 : ☑ Times tables – up to X12, speed and recall ☑ All multiples, including multiplication and division facts	☑ Bronze to Platinum times table tests ☑ Maths starters focus tasks ☑ Times table activities ☑ Home learning tasks with Doodle tables and maths shed games ☑ Fluent in Five	☑ twice per week ☑ Drip fed in lessons twice per week ☑ targets assessed and communicated fortnightly ☑ daily	
Maths 2: ☑ curriculum not covered in Year 5	☑ Y5 / Y6 hybrid Geometry lessons being taught on Friday ☑ White Rose Curriculum used identifies areas to consolidate	☑ weekly ☑ daily	
Maths 3: ☑ SEND children and place value	Increased access to apparatus for SEND and LA	As and when needed in lessons	Dienes equipment and Place Value Counters £141
Reading: ☑ Vocabulary Gaps – lack of understanding (unable to find synonyms) ☑ Comprehension retrieval & inference skills	☑ Whole class reading session includes vocabulary ☑ children at Year 2 or below reading level in Project X Code ☑ HFW daily intervention	☑ Daily tasks – starters ☑ Consistent time-tabling across the week ☑ daily ☑ 2-3 times per week	

Curriculum Gap identified	Curriculum Strategy to support	Frequency	Funding Required
	<ul style="list-style-type: none"> ☑ Vocabulary planned and taught explicitly ☑ Daily reading before 9am ☑ Readtheory relaunched in class ☑ Reading Inference intervention ☑ Fluency activities ☑ Fluency intervention 	<ul style="list-style-type: none"> ☑ daily ☑ twice per week ☑ 2-3 times per week ☑ twice per week 	
<p>Writing:</p> <ul style="list-style-type: none"> ☑ Limited knowledge of vocabulary choices and understanding ☑ Spelling – particularly homophones e.g. ‘where’ ‘were’ etc ☑ Writing Stamina <p>Fluent, joined up, legible handwriting</p>	<ul style="list-style-type: none"> ☑ Modelled handwriting sessions ☑ Extra spelling lesson to replace spelling test ☑ Spelling intervention ☑☑ Pen licences ☑ Writing around children’s interests including cross curricular 	<ul style="list-style-type: none"> ☑ 4 times per week now weekly ☑ Weekly spelling test ☑ Daily ☑ Ongoing writing opportunities to increase handwriting stamina 	
<p>PSED/ Mental Health and Well-being</p> <p>Gaps in social interaction Peer to peer interaction skills are lacking</p>	<ul style="list-style-type: none"> ☑ Mindfulness ☑ Nurture for those identified ☑ PSHE 	<ul style="list-style-type: none"> ☑ At least once/twice a week ☑ weekly ☑ weekly ☑ 	<p>Qualitas costs - £250</p>