



1. Summary information					
School	The Oaktree School				
Academic Year	2020/2021	Total Catch Up budget	£20,160	Date of most recent review	March 2021
Total number of pupils	248	Number of pupils in receipt of support	70	Date for next internal review of this strategy	July 2021

2. Current attainment			
Year 1 (84)	Average Attain	Year 2 (84)	Average Attain
Maths	13.2 (84)	Maths	15.7 (84)
	43 (51%)		78 (93%)
	41 (49%)		6 (7%)
	0 (0%)		1 (1%)
Reading	13.2 (84)	Reading	15.8 (84)
	46 (55%)		69 (82%)
	38 (45%)		15 (18%)
	0 (0%)		3 (4%)
Writing	13.1 (84)	Writing	15.4 (84)
	48 (57%)		77 (92%)
	36 (43%)		7 (8%)
	0 (0%)		1 (1%)

3. Identified Gaps and priorities	
In-school barriers <i>(issues to be addressed in school)</i>	
A.	Low attainment in Reading and Phonics (Reception, Year 1, Year 2)
B.	Low attainment in Maths Number (Reception, Year 1, Year 2)
C.	Delayed social, emotional and interaction skills – including communication skills



4. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	Close the gap in reading and phonics for those pupils who are working below expectations due to academic ability and missed education due to Covid-19.	Children to have secure phonological awareness and make significant progress towards meeting the standard of phonics by the end of their year group expectations. For KS1 pupils to be working at an increased capacity to pass the Phonics Screening Check in June 2021.
B.	Close the gap in maths for those pupils who are working below expectations due to academic ability and missed education due to Covid-19.	A greater % of these targeted children meet age related expectations by July. Progress of children back on track – in line with expectations in September 2021.
C.	Specific support given to children and parents via pastoral/ SEND Team and ELSA to provide emotional, behavioural and well-being support to parents and pupils at school and at home.	Children received ELSA support in school to improve on their skills which will positively impact on their learning. Parents will be well informed of how they can support pupil learning at home via regular school to home communication and support with resources. Staff identify families in need of additional support and provide this via pastoral/SEND Team or ELSA phone calls home.



5. Planned Expenditure					
Academic year		2020/21			
ACTION PLAN					
A. Close the gap in Reading and Phonics					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff leads	When will you review implementation?
<p>Closing the gap in reading and phonics for those pupils who are working below expectations due to academic ability and missed education due to Covid-19.</p>	<ul style="list-style-type: none"> • Refresher RWI training for teaching staff to raise phonics teaching across the school. • Monitor guided reading across the school. • Introduce new reading targets with broken down steps within colour bands to allow specific 'closing gap' targets. • Purchasing new home reading books for across the school. • Parent reading workshops (PowerPoint and teacher recording) completed and uploaded on to school website for each year group. • Specific catch up interventions for pupils who will be sitting the National Phonics Screening Test. • NELI project in Year R. 	<ul style="list-style-type: none"> • Baseline data indicates poor attainment for pupils in Reading and Phonics (Baseline data taken from Feb/ March 2020 data before school closure due to Covid-19). • Baseline data in EYFS (Year R) indicates lower on-entry data in writing. • Writing (Reading and Phonics feed this) is Aim 1 on The Oaktree School Development Plan 2020-2021. 	<ul style="list-style-type: none"> • Trained teachers and support staff delivering teaching and intervention • Regular communication and feedback from staff delivering intervention and teaching reading and phonics • SLT, YGL and teachers to monitor catch up interventions. • Assessment Leader, Inclusion Leader and SLT to monitor and analyse data. 	<p>Subject Leader – JL</p> <p>Inclusion Leader – RH</p> <p>YGL- JL/ SSL</p>	<p><u>Termly via:</u></p> <ul style="list-style-type: none"> • Intervention tracking and reviews half-termly. • Pupil Progress meetings • Data analysis. • SLT meetings to discuss children's targets and progress.



Total budgeted cost					6,500
B. Close the gap in Maths					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff leads	When will you review implementation?
<p>Closing the gap in maths for those pupils who are working below expectations due to academic ability and missed education due to Covid-19.</p>	<ul style="list-style-type: none"> • Teacher observations across the school, in writing, to monitor and develop teaching of writing. • Parent writing workshops (PowerPoint and teacher recording) completed and uploaded on to school website for each year group. • Maths lead providing subject development training via reflective practice forms, team teaching and teacher training time in Wednesday meetings. • Focus on maths resources in class that are available via continuous and enhanced provision, across year groups. • Specific catch up interventions for pupils who are working below expectations. • Maths book moderations completed by SLT. 	<ul style="list-style-type: none"> • Baseline data indicates poor attainment for pupils in maths. (Baseline data taken from Feb/ March 2020 data before school closure due to Covid-19). • Maths is Aim 2 on The Oaktree School Development Plan 2020-2021. 	<ul style="list-style-type: none"> • Trained teachers and support staff delivering teaching and intervention • Regular communication and feedback from staff delivering intervention and teaching reading and phonics • SLT, YGL and teachers to monitor catch up interventions. • Assessment Leader, Inclusion Leader, YGL and SLT monitor and analyse data. 	<p>Subject Leader – SSL</p> <p>Inclusion Leader – RH</p> <p>YGL- JL/ SSL</p>	<p><u>Termly via:</u></p> <ul style="list-style-type: none"> • Intervention tracking and reviews half-termly. • Pupil Progress meetings • Data analysis. • SLT meetings to discuss children’s targets and progress.
Total budgeted cost					6,500



C. Close the gap in social, emotional and interaction skills – including communication skills					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff leads	When will you review implementation?
Develop and improve the social, emotional and interaction skills of pupils	<ul style="list-style-type: none"> Curriculum planning and teaching which considers these social and emotional and interaction needs of each class. ELSA sessions with identified pupils to work target their areas of need Parent PowerPoints/ Virtual workshops uploaded on the prime areas of EYFS curriculum – including behaviour, social and emotional development. Targeted activities and focused play opportunities in child-led learning to develop social skills. Mindfulness and circle times to promote good social skills. Focused life skills lessons which develop key skills including turn taking, sharing and being a good friend (anti-bullying week). 	<ul style="list-style-type: none"> Pupils have lost significant amounts of time to develop these skills due to the closure of their nurseries in March 2020 due to Covid-19. Pupils have missed out on transition opportunities from nursery to school due to Covid-19 meaning missed opportunities to develop these skills. Confident Individuals and Responsible Citizens who are able to live safe, healthy and fulfilling lives are Aim 3 on The Oaktree School Development Plan 2020-2021. 	<ul style="list-style-type: none"> Trained teachers and support staff delivering EYFS curriculum. Regular communication and feedback from staff delivering intervention and teaching reading and phonics ELSA sessions to monitor impact on pupils against targets Assessment Leader, Inclusion Leader, YGL and SLT monitor and analyse data. 	Inclusion Leader/ELS A – RH/CB YGL- JL/SSL	<u>Termly via:</u> <ul style="list-style-type: none"> Intervention tracking and reviews. Pupil Progress meetings Data analysis. SLT meetings.
Total budgeted cost					4,000



6. Additional detail

Please read this Catch Up plan in conjunction with the school's SDP AIMS 1 and 2.

KS1 interventions began in November 2020.

Reception interventions to begin in January 2021 – Reception children needed the term to settle in and allow us to fully assess their needs going forward.

Resources have been purchased to support bereavement.

Resources have been purchased to support Phonics interventions.

IT equipment purchased to support the delivery of teaching and learning.