



## **Horizon – ‘Catch-Up’ Approach Action Plan Review**

### **Our Trust Vision/Aims relevant to this priority...**

- The Trust is committed to providing outstanding educational experiences for each pupil. We are determined to raise aspirations, opportunities and the standards of learning for all pupils.
- We believe that even better progress and attainment can be achieved through strong collaboration. In the Horizon MAT school leaders and governors will come together to share strategic thinking and expertise. By combining talents and skills we will support each other during challenging times.

### **DfE guidance 17<sup>th</sup> September 2020-**

- For children in nursery settings, teachers should focus on the prime areas of learning, including: communication and language, personal, social and emotional development (PSED) and physical development. For pupils in Reception, teachers should also assess and address gaps in language, early reading and mathematics, particularly ensuring children’s acquisition of phonic knowledge and extending their vocabulary. Settings should follow updates to the [EYFS disapplication guidance](#). For nursery settings and Reception, consider how all groups of children can be given equal opportunities for outdoor learning.
- For pupils in key stages 1 and 2, school leaders are expected to prioritise identifying gaps and re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics), identifying opportunities across the curriculum so they read widely, and developing their knowledge and vocabulary. The curriculum should remain broad, so that the majority of pupils are taught a full range of subjects over the year, including sciences, humanities, the arts, physical education/sport, religious education and relationships and health education.

### **Accountability and monitoring-**

- As with all government funding, school leaders must be able to account for how this money is being used to achieve our central goal of schools getting back on track and teaching a normal curriculum as quickly as possible.
- Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors and trustees should scrutinise schools’ approaches to catch-up from September, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities, and ensuring appropriate transparency for parents.’

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<b>Action Plan for Catch-Up Funding</b>					
<b>Name of Academy: Elburton Primary School</b>			<b>Lead person for the school: Keith Smithers</b>		
<b>Objective</b>	<b>Success Criteria</b>	<b>Actions</b>	<b>Staff / Date</b>	<b>Evaluation of impact and next steps (Spring Term) (Summer Term)</b>	<b>Resources (cost/times)</b>
				Y1 and Y2 Teaching Team	

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<p><b>1.1 Ensure identified children can access 1-1 and small group read write inc support enabling them to make at least good progress.</b></p>	<p>All of the children will make accelerated progress with RWInc.</p> <p>Disadvantaged children will make good progress- the gap between dis and all will narrow based on the baseline for phonics.</p> <p>Baseline for year 1, 45% of children at ARE using RWI assessments. By the end of Spring term to be at least 92% (32+) in the phonics screening check. This would be significantly above national averages (2019 data)</p> <p>Baseline for year 2, 47% of children are at ARE (32+ in phonics screening check.) By the end of Spring Term at least 85% will be on track for ARE in phonics. This will be tracked using phonics screening and RWI assessments.</p> <p>Baseline ARE for Y1 reading – 68% Baseline ARE for Y2 reading – 69% Children will make accelerated progress to be well above national expectations KS1 in attainment for reading (73% 2019)</p>	<ul style="list-style-type: none"> <li>• Purchase access to the portal and have the necessary training for the team.</li> <li>• RWI lead to attend training on how to use the RWI portal</li> <li>• RWI lead to train 1-1 tuition team in staff INSET.</li> <li>• Teaching team to carry out assessments of the children.</li> <li>• Allocate children to 1-1 person and begin intervention on a daily basis.</li> <li>• Reassess at regular intervals.</li> <li>• Audit/purchase additional RWI resources to support teachers/TAs with teaching RWI across all year groups.</li> </ul>	<p>Read write inc lead to attend portal training (EG) – Oct 20</p> <p>RWInc lead (EG) to lead whole school INSET on RWI portal Nov 20</p> <p>1-1 RWI n T/TAs to lead sessions Nov 20-ongoing</p> <p>Read write inc lead (EG) to assess children and analyse where support is required – Ongoing</p> <p>RWI lead to audit and purchase additional resources required for high quality 1:1 and group phonics to be delivered.</p>	<p>RWI School Portal has been purchased and has been used to support children working from home (during isolation periods and remote learning), as well as to support training of staff remotely. The Portal has been used to support individual children in 1:1 sessions across Y1. <b>Staff continue to use the portal to upskill and when changing RWI group. Staff signposted to relevant videos in preparation for new group. Impact seen in confidence and widening knowledge.</b></p> <p>EG attended training on how to use the RWI Portal effectively and provided training in a staff inset. EG also supported individuals with its use where needed.</p> <p><b>EG has attended Reading Leader training and has looked at assessment cycles and how the assessments can inform training needs. Training to be reflective of this from September.</b></p> <p>EG has trained RK in how to use the 1-1 intervention pack for RWI. In the Autumn term, she was using this with individuals and small groups across Y1 and Y2. EG/AB and RK have organised targeted reader list and have read with these children 3-5 times a week. EL/CH and RK have organised targeted reader list and have read with these children 3-</p>	<p>£1150 access to the portal</p> <p>£125 training for the lead on use of portal</p> <p><a href="#"><u>RWI resources for high quality delivery of phonics below</u></a></p> <p>Fred Frog Beanie (pack of 10)</p> <p>Set 1 Speed Sound Cards (pack of 10)</p> <p>Set 2/3 Speed Sound Cards (pack of 10)</p> <p>A4 Set 1 Speed Sound Cards (pack of 5)</p> <p>A4 Set 2/3 Speed Sound Cards (pack of 5)</p> <p>Red Words (pack of 10)</p> <p>Green Words (pack of 10)</p> <p>Magnetic Mini Speed Sound</p>
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			<p>5 times a week. <b>1-1 RWI tutoring also delivered to targeted Y5/Y6 pupils – impact seen with Set 2 sounds and application in reading. New 1:1 tutors have been trained to continue work in September.</b></p> <p>Children across Y1 have been assessed regularly by the team. This has taken place in school (Sep/Nov) and remotely (Feb) for those working from home. Tailored videos have been sent to all children with a few individuals receiving further support via additional videos. New book bands were issued to ensure the children are reading appropriately banded books.</p> <p>Children across Y2 have been assessed regularly by the team. This has taken place in school (Sep/Nov). Video links have been sent to children in year 2 and new book bands were issued to ensure the children are reading appropriately banded books.</p> <p><b>Assessments taking place at regular intervals in line with assessment policy. Additional assessments taking place as recommended by RWI development day to ensure high quality and targeted provision between assessment points.</b></p>	<p>Cards (pack of 10)</p> <p>Wall charts</p> <p>Flipchart boards</p> <p>Total for RWI resources: £1303.34</p>
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			<p>EG set up a 'Book Exchange' and 'Oxford Owl' Logins to allow parents and all children to access reading from home. F, Y1 and Y2 parents had the option to take part.</p> <p><b>Children taking book bag books in line with their reading group to ensure text matches ability and sounds taught. Children demonstrate confidence with text they are familiar with and can access.</b></p> <p>EG completed an audit of resources and ordered further resources to allow for 1:1 reading teachers to have resources they need without sharing. EG organised and distributed these resources. All reading teachers have access to the resources they need without sharing.</p> <p>EG ordered and organised a set of non-fiction books within each band to be used by groups to allow for further reading practise across genres.</p> <p>Baseline Y1 Reading – 45% ARE or above</p> <p>Y1 Spring Reading (Feb 2021) - 75% ARE or above. (Data based on RWI assessments and not PSC as children are not familiar enough with the process to complete remotely).</p>	
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				<p><b>ARE and above based on RWI groupings – 85% at ARE or above for Mid Summer Assessments in Y1 (June). Current RWI raw data shows this to now be at 55% at ARE or above. Although this appears to have reduced, this is not reflected in our Teacher Assessment. Those who have not moved groups are because they have not met the WPM threshold for a new group (set at 60 WPM on Blue). However, WPM scores have improved for ALL children and those below are only 1 colour below and in most cases only 10-15 WPM below. Fluency will be a big focus for September in Y2 lessons. RWI understand that some children have the required comprehension below 60 WPM and suggest teachers use their judgement within Yellow band. RWI trainers say children within Yellow/Blue or Grey are on track to meet end of Y2 expectations. 58/60 children in Y1 are in these colours. 2/60 are 1 colour below. Teachers have used their judgements to assess ARE or WTS within yellow group.</b></p> <p><b>70% at ARE or above for F assessments in July (based on RWI).</b></p> <p>The children that are currently working below Y1 ARE for this point in the year (25%) have all made at least 2 (some 3) terms progress in their phonics/</p>	
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				<p>reading. One pupil is working significantly below expectations, but he has missed the entire Autumn Term due to hospitalisation. He was invited back to school during the remote learning period to support him. He is receiving 1:1 support for phonics daily and making good progress.</p> <p>Baseline Y2 phonics data – 47% on track for passing phonics screening. (Data based on a phonics screening check)</p> <p>Year 2 end of Autumn term data – 88% passed the screening (screening took place in Nov). Those that did not pass still made progress and continued to have 1:1/ small group sessions and lots of ditty time.</p> <p><b>ARE and above (June 2021) based on RWI groupings - 77% at ARE or above. Those below are developing WPM and all scores have improved.</b></p> <p>Next Steps: Further RWI assessment and PSC to be completed on children's return to school. Children to be regrouped and small, homogenous groupings to begin within second week. RK will not be supporting Y1 from 8<sup>th</sup> March onwards but will continue to support in Y2.</p> <p>Targeted readers to continue in both year groups. Afternoon Speed Sound lesson (5-10 mins daily) to recap, revise</p>	
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				<p>and fill gaps in grapheme knowledge. TAs to complete registration while EG/AB complete 1:1 reading/small group interventions for sounds between 8.30 and 8.55.</p> <p>In year 2, TAs to complete 1:1 reading/small group interventions for sounds between 8.30 and 8.55.</p> <p><b>Next steps: Assessing non-verbal children advice received from development day and built into next assessment cycle.</b></p> <p><b>Lowest 20% of children in Y2 to continue with RWI as they move into Y3 with HP.</b></p>	
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Objective	Success Criteria	Actions	Staff Date	Evaluation of impact and next steps (Spring Term) (Summer Term) Y1 and Y2 Teaching Team	Resources (cost/times)
<p><b>1.2 Children in Y1 and Y2 to make accelerated progress in reading and writing.</b></p>	<p>Children in Y1 and Y2 identified as needing catch up support to make accelerated progress in reading and writing.</p> <p>Baseline ARE for Y1 reading – 68% Baseline ARE for Y1 writing – 62% Baseline ARE for Y2 reading – 69% Baseline ARE for Y2 writing – 68%</p> <p>Children will make accelerated progress to be well above national KS1 expectations in attainment for reading (73% 2019) and writing (69% 2019)</p>	<ul style="list-style-type: none"> <li>• Appoint an additional teacher to support, in the first instance, Y1 and Y2 children.</li> <li>• Class teachers to timetable the designation of additional teacher with a clear focus on both the class/additional teachers' roles. To include specific children/groups and times.</li> <li>• Catch up teacher and class teacher to support children 1:1 and in small groups.</li> <li>• Catch up teacher and class teacher to pre teach lessons in order for greater understanding in class.</li> <li>• Catch up teacher and class teacher to make regular assessments to identify specific gaps in learning and teach carefully planned sessions to address misconceptions.</li> <li>• Through writing conferencing, raise confidence for groups and individuals of children.</li> </ul>	<p>Rachel Kenny appointed Oct '20 to start Nov '20, <b>until Easter 2021</b></p> <p>Y1/Y2 teachers, English lead and RWI lead to deploy additional teacher Oct 20 (in the first instance)</p> <p>Review deployment throughout the Aut and Spr term through regular assessments.</p> <p>SLT to monitor the deployment of additional teacher regularly</p>	<p>AB/EG organised a timetable for additional support with specific times, children and support needed. This involved RK covering both Y1 class teachers for 1 afternoon each to allow for intervention work to take place with targeted Y1 pupils. AB and EG focused on RWI phonics interventions.</p> <p>RK worked for 2 afternoons a week with 1:1 and small groups. She completed 1 afternoon of simple sentence writing using the 'hold a sentence' technique from RWI and 1 afternoon of letter formation (using RWI ditties) and applying this when writing words.</p> <p>Y1 Baseline – 62% - 0% working above. Y1 Autumn – 66% - 7% working above. The data does not show a huge increase in children at Y1 expected expectation. However, as with phonics data, the children have made several terms worth of progress covering foundation stage objectives and early Y1 objectives in writing. They have grown in confidence and are now all able to independently write a dictated simple sentence. Most are able to write simple</p>	<p>£14,783.06 cost of teacher (inc. NI/pension) Nov 2020 to the end of Spring Term 2021</p>

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			<p>sentences using their own ideas and some are beginning to use the conjunction 'and' to extend sentences. Focus will be on embedding spelling patterns, stamina for writing and punctuation.</p> <p>Y1 Spring (unable to assess virtually due to unknown levels of support).</p> <p>Children to be assessed on their return/gaps reviewed. Intervention timetable to be created after assessment. This will be completed by TAs as RK will not be working with Y1 from 8<sup>th</sup> March 21.</p> <p><b>Y1 Summer – 73.3% at ARE or above. Those below have not shown enough consistency to meet ARE but many are very close and all are independent writers with more confidence.</b></p> <p>EL/CH organised a timetable for additional support with specific times, children and support needed. This involved RK taking individuals or groups of children from both year 2 classes. Interventions took place with targeted year 2 pupils. The focus was placed on phonic interventions as we had the phonics screening to work towards.</p> <p>RK heard targeted readers from both year 2 classes every morning between 8.30 and 8.55 and assessed their levels</p>	
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			<p>and moved children up a band if needed. She completed 1:1 phonics session with two children and group sessions following that. RK worked with small groups to support building simple sentences, but the focus became heavily on phonics interventions. She also carried out a lot of 'pinny time' with targeted children.</p> <p>Writing data:</p> <p>Year 2 baseline – 68% expected level, 3% working above</p> <p>We do not have data to compare as the children will be assessed when the return to school. However, as with the phonics data as shown above, the children have made huge progress with their reading and phonics abilities. The children have grown massively in confidence with both reading and writing. All children can write independently to some extent, and some are beginning to write more independently just with initial support for ideas.</p> <p>Focus will be on embedding spelling patterns, stamina for writing, punctuation and using more adventurous vocabulary.</p> <p>A new intervention timetable to be created after assessment.</p>	
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Objective	Success Criteria	Actions	Staff / Date	Evaluation of impact and next steps (Spring Term) (Summer Term) Y3 and Y4 Teaching Team	Resources (cost/times)
<p><b>1.3 Targeted children in Y3 and Y4 make accelerated progress in reading and writing through daily 1:1 support.</b></p>	<p>Individual children in Y3 and Y4 identified as needing catch up support to make accelerated progress in reading and writing to close the gap with 'all' children.</p>	<ul style="list-style-type: none"> <li>• Appoint a Fischer Family Trust Wave 3 early intervention teaching assistant to work 1:1 with targeted children.</li> <li>• FFT TA to deliver a daily Reading/Writing Recovery programme 4 times a week.</li> <li>• Teachers in Y3 and Y4 to identify the children that require additional reading and writing support through regular assessments.</li> </ul>	<p>Employ FFT TA Nov 2020 (KS)</p> <p>FFT TA to lead intervention programme daily 4 times a week</p> <p>Class teachers to identify children requiring support</p>	<p>In the 6-week window of the FFT intervention, five children across 3NG and 3JH were selected and received 1:1 focused teaching in reading and writing. The children responded and engaged very well in the interventions. However, through the evolution of the recovery programme each child's intervention was tailored and bespoke to their specific needs for the children to make their required progress.</p> <p>The impact of the FFT intervention has certainly moved some of the identified children forwards with confidence within writing and reading comprehension. Although a mitigating factor that needs to be recognised, which would have interrupted the recovery programme, was the two-week period of self-isolation in Year 3 due to Covid in December 2020.</p> <p><u>Words Per Minute (WPM)</u></p> <p>3JH – ■ and ■ – WPM scores in early Oct 2020 ■ (8), ■ (53), and WPM scores in Dec 2020, ■ (8), ■ (64).</p> <p>July 2021 ■ (9), ■ (73)</p>	<p>£4365.80 for the cost of FFT reading recovery TA</p> <p>Nov 2020 - August 2021</p>

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				<p>■ Reading and weekly AR quiz (from 20/04/21).</p> <p>Colourful semantics concentrating on sentence structure – who/what doing/what/where and introducing when/what like and conjunctions.</p> <p>Precision learning 100 sight words</p> <p>21/04/21 could read 30 words</p> <p>18/05/21 could read 77 words</p> <p>07/07/21 could read 97 words</p> <p>RWI – Still reading RWI books and is now quizzing 1 book a week with support.</p> <p>Daily phonics set 2 speed sounds. Can read and spell all set 1 &amp; 2 green words.</p> <p>RWI assessments</p> <p>12/10/20 – 45 phonemes/words</p> <p>21/04/21 – 139 phonemes/words</p> <p>05/07/21 – 170 phonemes/words. Hugo also read 15 words in a minute from the first passage of text with 5 errors.</p> <p>NFER Score of 83. Had the whole paper and questions to him but answered independently.</p> <p>■ – ZPD Sept 2020 – 1.2- 2.2 - July 2021 2.1 - 2.1</p> <p>Reading orange books and scoring average of 70% in AR quizzes.</p>	
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			<p>Scored a standardised score of 95 in NFER Reading paper. Read the paper and answered questions independently.</p> <p>3NG – [REDACTED] – WPM scores in early Oct 2020 [REDACTED](61), [REDACTED](42), [REDACTED](21), and WPM scores in Dec 2020 [REDACTED](71), [REDACTED](53), [REDACTED](43).</p> <p>[REDACTED] – has made great progress in terms of reading and his comprehension. Over the year, TB has increased from a ZPD of 2.3-3.3 to 3.8-5.8 with a reading age of 10years and 8 months (AR). His WPM has also increased from 73 back in the Autumn term to 122 in summer term 2021. [REDACTED] also achieved a SS of 111 on the Summer NFER test. However, spelling is still a large issue for [REDACTED] (possible underlying learning issues may need to be further investigated).</p> <p>[REDACTED] – has made fluency progress this year. Over the year, HF has increased from:-</p> <p>ZPD: 1.3-2.3 to 2.1-3.1</p> <p>Reading Age: 6.04 to 7.07</p> <p>WPM: 36 to 86</p> <p>Although Hugo has increased is reading skills, his comprehension skills are still</p>	
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			<p>requiring further development and support.</p> <p>■ – has made good progress across the year. AJ has increased the on the following:</p> <p>ZPD: 1.7-2.7 to 2.4-3.4</p> <p>Reading Age: 6.11 to 8.03</p> <p>WPM: 36 to 68</p> <p>Regarding the next steps upon the children fully returning to school, the selected children will be reassessed and the FFT TA and Y3 teachers will customise the future teaching to suit the children’s individual needs.</p> <p>Summer term 2021 – 3NG to host a SCITT student where upon NG will provide an extra capacity to impact the FFT reading/writing recovery programme.</p> <p>One child in year ■ was selected to receive FFT intervention for reading and writing. This had a positive effect on the child’s confidence, and she really looked forward to these tailored sessions.</p>	
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			<p>WPM scores increased from 10 in September to 27 in December.</p> <p>Due to the limited length of intervention time and subsequent lockdown, it would be hard to measure whether [REDACTED] writing confidence had been affected; by the end of the autumn term [REDACTED] was working towards ARE and required daily conferencing to support her with her writing – if support were to continue during the remainder of the spring term, I’m sure this would support [REDACTED] confidence in addition to the support she receives in class.</p> <p>During the summer term, [REDACTED] has continued to develop confidence when working independently in both reading and writing activities. She is still working towards expectations in both areas and requires a lot of additional support, however she has developed her sentence structure and moved up a band in reading.</p> <p>Her WPM scores have been inconsistent throughout the year (10-27-23-19) however this is greatly affected by [REDACTED] level of concentration – her fluency has gradually developed throughout the course of the autumn and summer term.</p> <p>[REDACTED]</p>	
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				<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	
Objective	Success Criteria	Actions	Staff / Date	Evaluation of impact and next steps (Spring Term) (Summer Term) Emma Marriott – English Lead	Resources (cost/times)
<p><b>1.4 Children from Y2-Y6 have access to Accelerated Reader to ensure progress and attainment for all children in reading.</b></p>	<p>All children in year 2-6 to have reading books which at the appropriate age and stage of their reading journey.</p> <p>Rigorous and regular assessments will ensure children have reading books that challenge and extend fluency and comprehension.</p> <p>Reading progress for all children will be evident in the termly data drops.</p> <p>Gender gap between children will narrow in reading for Y5 and Y6 to be below 10%. Y5 – 19% current gap Y6 – 24% current gap</p>	<ul style="list-style-type: none"> <li>Accelerated reader subscription to be purchased for all children from Y2-6</li> <li>Ensure reading books are available and in the accelerated reader scheme for all year groups.</li> <li>Train staff in year groups that have not used accelerated reader</li> <li>Inform parents of how to access accelerated reader at home to complete quizzes</li> <li>Purchase additional reading books to support the accelerated reader programme across the school</li> </ul>	<p>HS/EM (Y2 Oct 20. Y3-6 Spring Term)</p> <p>EM</p> <p>EM</p> <p>Class teachers/EM</p> <p>EM</p>	<p>HS / EM have renewed the subscription for the Spring Term as AR has been used effectively in promoting reading and supporting reading throughout the school.</p> <p>Y2 books have been labelled and are ready for the children to be assessed and allocated books when the return on 8<sup>th</sup> March. The January lockdown has meant that we could not assess the children accurately whilst remote learning was taking place. This assessment is a priority for Term 4.</p> <p>Big Cat scheme books have been banded and will be used by the FFT TA to support reading of targeted children in Y3 and 4.</p>	<p>Subscription renewal in the Autumn Term (Y2) and Spring Term (Y3-6)</p> <p>£6 522.00</p> <p>Additional books to support Accelerated reader £1000</p>

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				<p>Audit of reading books and assessment of children's reading highlighted gaps in Y3 and 4 for readers on AR bands 1 – 3. £400 worth of books have been purchased to support readers working below ARE expectations. These have been banded and are being used to support these learners.</p> <p>Further gaps in materials at AR 6+ have been identified and challenged books have been ordered for these higher ability readers including archaic texts. EM has allocated £150 to this collection of books.</p> <p>EM will look at purchasing additional books for the new library upon completion and will organise a fund-raising scheme for this. She has already raised a quote from Peters for books that raise issues, cover a range of multicultural backgrounds and focus on breadth across the curriculum using the CLPG book lists. This quote is for £500.</p> <p>EM provided training for staff who had been on maternity / new to Year groups in Term 1 and 2. Further training will be given to Y2 staff before children return to school on the 8<sup>th</sup> March.</p> <p>Information about the AR platform has been shared with parents on the school website and through letters during this period of remote learning. A high</p>	
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			<p>percentage of children are engaging with AR at home.</p> <p>During remote learning, a book exchange was established to enable children to have access to reading books.</p> <p>Gender Gap with percentage of boys achieving ARE in Reading has increased slightly in Years 4 (66 – 75%), 5 (72 – 81%) and 6 (60 – 66%). This shows that support such as Daily Reading and carefully selected HiLo reading books with a boy focus is helping to close the gap. EM will purchase further HiLo books for Y5 and 6 to further develop this.</p> <p>Priority on return to focus on Y6 boy readers as 66% currently on track to achieve ARE. Also, Y3 the percentage predicted to secure ARE is 62%. The FFT TA 1:1 reading intervention targets this group of boys and this will be a further priority in March 2021.</p> <p>Two STAR assessments have been completed and data used to accurately match book band to children’s reading ability. One will take place upon the children’s return as a benchmark for progress.</p> <p>EM attended AR training and has shared the knowledge to support staff members.</p>	
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				<p>AR in place for children in Y2 – Y6 and being used regularly.</p> <p>Staff INSET to explain changes to AR rewards in September to raise the profile of the platform and maximise its usage.</p> <p>Progress evident in most Year groups as a result of AR and other reading developments. Assessment data for Summer term:</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Disapplied</th> <th>B</th> <th>WTS</th> <th>ARE</th> <th>ARE+</th> <th>GDS</th> </tr> </thead> <tbody> <tr> <td>1</td> <td></td> <td></td> <td>32</td> <td>47</td> <td>18</td> <td>3</td> </tr> <tr> <td>2</td> <td>1</td> <td>2</td> <td>27</td> <td>45</td> <td>10</td> <td>15</td> </tr> <tr> <td>3</td> <td>2</td> <td>3</td> <td>20</td> <td>20</td> <td>34</td> <td>21</td> </tr> <tr> <td>4</td> <td>1</td> <td>2</td> <td>16</td> <td>35</td> <td>24</td> <td>22</td> </tr> <tr> <td>5</td> <td></td> <td>3</td> <td>18</td> <td>37</td> <td>13</td> <td>29</td> </tr> <tr> <td>6</td> <td></td> <td>3</td> <td>8</td> <td>33</td> <td>15</td> <td>41</td> </tr> </tbody> </table> <p>STAR assessments taken at key assessment periods.</p> <p>Further books purchased to support children working at AR ZPD 1 – 3. These have been used in Y3 and 4 to support the lowest group of attainers.</p>	Year	Disapplied	B	WTS	ARE	ARE+	GDS	1			32	47	18	3	2	1	2	27	45	10	15	3	2	3	20	20	34	21	4	1	2	16	35	24	22	5		3	18	37	13	29	6		3	8	33	15	41	
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6		3	8	33	15	41																																																
<b>Objective</b>	<b>Success Criteria</b>	<b>Actions</b>	<b>Staff / Date</b>	<b>Evaluation of impact and next steps (Spring Term) (Summer Term)</b> Y6 Teaching Team	<b>Resources (cost/times)</b>																																																	

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<p><b>1.5 Targeted children in Y6 to make accelerated progress in Spelling Punctuation and Grammar (SPAG) and maths</b></p>	<p>67% children at ARE in maths in the baseline assessment. 80% to be at ARE at the end of KS2.</p> <p>54% children at ARE in SPAG in the baseline assessment. 78% to be at ARE at the end of KS2.</p>	<ul style="list-style-type: none"> <li>• Purchase two computers to support teaching and learning.</li> <li>• Link one computer with the interactive board in the staff room.</li> <li>• Ensure that the staffroom learning area has effective ICT hardware for the TA to lead high quality learning to small groups of targeted children daily.</li> <li>• Teachers to identify the children requiring additional support through regular and ongoing assessments.</li> <li>• Children to have 1:1 and small group support from a TA using daily</li> </ul>	<p>Daily support from KR and HP</p>	<p>SNIP spelling intervention has been set up for a group of learners in Y6 identified through assessments as having weaknesses in spelling. This has continued throughout the period of remote learning via TEAMS using this new software. This is for a group of boys as assessment has identified a gender gap in terms of attainment in SPAG.</p> <p>The interactive board and new computers have been used daily during remote learning to provide bespoke remote English and Maths learning through live TEAMS lessons and 1:1 tuition throughout Term 3 and 4 for 3 x Y6 children and 1 x Y5 child. This mirrored the approach in the Autumn term where personalised lessons were given using the interactive board in the staffroom.</p> <p>Additional children have been identified through a TOWBANS assessment (Jan 2021) and have been given maths intervention through Power of Two daily. This has been done in school and via TEAMS using this software.</p> <p>During Term 3 and 4, 1:1 and small group intervention has taken place to support groups of learners. Daily lessons have taken place in English and Maths for those learners in school and they have been taught in sets where the class teacher or TA takes either the</p>	<p>Fujitsu ESPRIMO Q558 Desktop Computer - £367.44 x 2</p> <p><u>Total</u> £734.88</p>
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				<p>HA/ MA group or the LA group to support learning. This was necessary due to many children in the Educare group being vulnerable and having significant gaps in their learning.</p> <p>Assessments in all subjects have not been possible due to Covid restrictions but will take place once the children return to school.</p> <p>High numbers of children have been fully engaged with the remote learning package. Misconceptions have been dealt with through TEAMS sessions with CT / TA and child as needed.</p> <p>Maths's curriculum adapted due to misconceptions and topics such as Fractions will be taught when children return to best support the needs of the children.</p> <p>SAT results from the Summer Term indicate that the children have made progress against national benchmarks.</p> <p>SPAG results</p> <p>6EM – 27 children passed the SPAG test</p> <p>GDS – 18 out of 31</p> <p>6RL - 19 passed the SPAG test</p> <p>GDS – 4 out of 30</p>	
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				<p>Maths results (PA data)</p> <p>Autumn ARE 65%</p> <p>Spring Term 77%</p> <p>Summer Term 78.7%</p>	
Objective	Success Criteria	Actions	Staff / Date	Evaluation of impact and next steps (Spring Term) (Summer Term) YF Teaching Team	Resources (cost/times)
<p><b>1.6 Secure high quality provision and approaches for oracy across the Foundation Stage</b></p>	<p>Baseline assessments show that there are;</p> <ul style="list-style-type: none"> <li>14/30 chn (FCC) 47%</li> <li>12/29 chn (FSJ) 41%</li> <li>Cohort 44%</li> </ul> <p>Of children that have Speech and language concerns or/CLL difficulties.</p>	<ul style="list-style-type: none"> <li>Invest in resources to enhance imaginative, small world play.</li> <li>Language to be modelled and scaffolded in order to promote and support oracy. Children to be expected to speak in full sentences. Ensure there is strong oracy provision in the learning environment which will encourage talk and language development.</li> <li>Continue to develop the use of 'Helicopter Stories' and storytelling time as part of the daily provision.</li> </ul>	<p>CC to lead</p> <p>All Foundation staff to implement on a daily basis</p>	<p>Resources purchased for small world play. Fairy garden, wooden shapes and blocks, manipulatives for maths, tens frames, outside new tuff spot stands and outside wooden house/ stand for small world play. FSJ classroom adapted to include larger small world area to encourage talking through play.</p> <p>Talk encouraged through reading areas with good quality texts/ puppet theatre, home corner, small world provision, children accessing message centre and leaving secret messages for their friends to find and read.</p> <p>Rolling snack station to encourage talking. Shop keeper role play.</p> <p>Frequent tapestry time where children can share their home news and parents encouraged to upload photos. All adults in school contributing to tapestry and</p>	<p>Wooden frame for tough trays</p> <p>Wooden construction blocks</p> <p>Small world resources to include; people, animals, dinosaurs, reptiles, enchanted house</p> <p>£1280.49</p>

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				<p>uploading their weekend news as a starting point of conversation.</p> <p>All adults modelling full sentences and good language and insisting on children speaking in full sentences during play and whole class work. My turn your turn... Both during direct teaching in literacy and maths.</p> <p>To continue to use cued articulation doing the teaching of phonics and in freeflow.</p> <p>NELI assessments started with children in educare. LS taken part in online training and will be implementing intervention when children return.,</p> <p><b>NELI running 3x per week with TA. Will continue in 2021 alongside SALT support from PLP</b></p> <ul style="list-style-type: none"> <li>• 14/30 chn (FCC) 47%</li> <li>• <b>6/31 chn (FCC) 19%</b></li> <li>• 12/29 chn (FSJ) 41%</li> <li>• <b>4/29 chn (FSJ) 14%</b></li> <li>• Cohort 44%</li> <li>• <b>Cohort 17% 27% increase across the year</b></li> </ul>	
<b>Objective</b>	<b>Success Criteria</b>	<b>Actions</b>	<b>Staff / Date</b>	<b>Evaluation of impact and next steps (Spring Term) (Summer Term)</b> Pete Agnew – Maths Lead	<b>Resources (cost/times)</b>

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<p><b>1.7 Improve pupil progress and attainment in mathematics by ensuring there is a consistently high quality teaching of mastery in every year group.</b></p>	<p>Baseline maths assessments  Y1 – 68% ARE, 0% GDS  Y2 – 63% ARE, 5% GDS  Y3 – 67% ARE, 16% GDS  Y4 – 82% ARE, 21% GDS  Y5 – 80% ARE, 20% GDS  Y6 – 67% ARE, 21% GDS</p> <p>KS1 to be above the national average of 76% ARE and 22% GDS (2019 national data)</p> <p>KS2 to make accelerated progress to be well above their Spring 2020 data</p> <p>Y3 – 83% ARE, 16% GDS  Y4 – 82% ARE, 21% GDS  Y5 – 84% ARE, 20% GDS  Y6 – 75% ARE, 21% GDS</p>	<p><b><u>DATA ANALYSIS</u></b></p>	<p>PA staff INSETs throughout the year</p> <p>PA in consultation with teaching staff</p> <p>PA/SLT</p> <p>PA</p>	<p><b><u>DATA ANALYSIS BASED ON SUCCESS CRITERIA</u></b></p> <p><u>ARE and above data</u></p> <p>Y1 Baseline Sept ARE 68%  Autumn Term data 67%  <b>Spring Term 74%</b>  <b>Summer Term 76.7%</b></p> <p>Y2 Spring 2020 ARE 78%  Baseline Sept ARE 63%  Autumn ARE 62%  <b>Spring Term 72%</b>  <b>Summer Term 70%</b></p> <p>Y3 Spring 2020 ARE 83%  Baseline Sept 67%  Autumn ARE 81%  <b>Spring Term 76%</b>  <b>Summer Term 83.6%</b></p> <p>Y4 Spring 2020 ARE 82%  Baseline ARE 82%  Autumn ARE 82%  <b>Spring Term 81%</b>  <b>Summer Term 79.4%</b></p> <p>Y5 Spring 2020 ARE 84%  Baseline ARE 80%  Autumn ARE 79%</p>	<p>Audit of resources and purchase of quality manipulatives Autumn term 2020.  £2735</p>
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		<p>Maths lead to support staff across school to ensure there is high quality mastery teaching including manipulatives.</p>	<p>Spring Term 70%</p> <p>Summer Term 77.4%</p> <p>Y6 Spring 2020 ARE 75%</p> <p>Baseline ARE 67%</p> <p>Autumn ARE 65%</p> <p>Spring Term 77%</p> <p>Summer Term 78.7%</p> <p>Nearly all year groups show that as of lockdown affected the children's ARE data detrimentally. Autumn Term analysis of data shows, even though year groups dipped, they have risen again to pre lockdown levels. (Y5 one child as an outlier has affected this data)</p> <p>Data analysis shows that Baseline – Dec Y1 – 3 made good progress and Y4 – 6 made minor progress and steadied the ship.</p> <p>Dec – Spring data suggests lockdown affected Y5 children the most 79% - 70% - This year group was the year group that were at home the most across the school during lockdown, however. Interventions have been put in place.</p> <p>PA has led two whole staff Maths INSETS across the Autumn Term 2020</p>	
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			<p>remotely. These have focussed upon the Ready to Progress Guidance released by the DfE and the use of Manipulatives and Representations. Each INSET has developed teachers understanding of how and when to use a range of representations and manipulatives through following the White Rose Scheme of objectives and support materials. The INSETs have also introduced teachers to the Ready to Progress materials which we shall be using carefully throughout the remaining part of the Spring Term and the Summer Term to support catch up of specific targeted children. <b>Ready to Progress sessions have been taught across the school for three sessions a week 10-15 minutes. These sessions have been taught separately from the main Maths lesson to ensure lessons remain short, snappy and to the point. The added bonus of flashback 4 questions have been used to create a spiral curriculum of Maths.</b></p> <p>Throughout lockdown, PA has signposted and supported teachers to ensure children have been given differentiated work – using White Rose – in order to follow the same, consistent approach. As well as this, we have discussed as a staff, offering greater depth challenges and NRICH challenges to more able pupils to ensure they have continued to develop</p>	
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			<p>usage but the development of understanding to enable progress in the future. <b>Monitoring reveals that manipulatives still need to be used more within the school – KS2 in particular – however the use of representations across the school (evidenced in lesson flipcharts, books and working walls) show significant progression.</b></p> <p>In September 2020, PA lead a whole staff live lesson to develop the theory and understanding, once again, of a mastery lesson. We looked at variation, repetition and use of stem sentences as well as representations to support learning. This was aimed at an adult level but staff were then encouraged to use the White Rose Premium resources and their knowledge of the Ready to Progress and NCETM materials signposted to support the design of their lesson. <b>INSET planned for 12/7 to findings from monitoring cycle and work scrutiny, signposting to subject knowledge NCETM guidance, discussion of transition and Sept on return after the summer break as well as a reminder of key elements of mastery. TAs and HLTAs to be included in ALL Maths staff insets, if possible, from September 2021. This INSET to end the school year has partially been informed by the</b></p>	
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			<p>action plan which PA has written and produced detailing key objectives and ways forward for the school as a whole. (Evidenced in Action Plan)</p> <p>PA has been involved with discussions and remote meetings with Year 2 to ensure they are clear on the ways we plan and deliver lessons here at Elburton. The meeting consisted of two new to the school Y2 teachers and we discussed, planning, resourcing, mastery theory and resources which could be used to support the feedback given from book scrutiny and SLT discussions. See above regarding Y2 action plan and discussions had regarding this to upskill teachers and develop their confidence in delivering a mastery style lesson.</p> <p>PA will support the further training on using manipulatives and representation to support Mastery training into the future. The EYFS have been signed up to a mastery programme entitled 'Building Firmer Foundations for mathematics' and they have begun their journey towards mastery this Spring Term.</p> <p>This course has supported EJ in Foundation to develop the elements of Mastery further. As a school, we have applied for and are awaiting acceptance</p>	
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		<p>Other aspects and Summer Term review continued</p>	<p>from the NCETM for their Mastering Number CPD – this will be lead by an EYFS, Y1 and Y2 teacher and ensure fluency and reasoning are developed consistently across Key Stage 1 in September.</p> <p>PA is attending alongside NG (Y3) the Maths Mastery Hub meeting to work alongside other schools who have been on the mastery journey to sustain and build firmer understanding in the teaching of mastery. This information will be disseminated to all staff across the Summer Term through INSETs and coaching (if possible) PA has attended these meetings throughout the Summer Term online via Zoom. Unfortunately, not a lot has been taken away from it as the idea is that the hub get together to review, plan and teach lessons in person.</p> <p><b><u>THE FUTURE AND SUMMER TERM THOUGHTS</u></b></p> <p>On the return to school, we shall begin to focus, once again, on the journey towards Mastery, using manipulatives and representations to support mathematical thinking as well as how to design the curriculum in Maths for the rest of the year ahead.</p> <p>Each year group has adapted and prioritised the learning of Maths and</p>	
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				<p>the Maths objectives based on the lockdown teaching and the needs of the children. Recap lessons have been taught and teachers have kept a record of their teaching of the Ready to Progress guidance and coverage for transition into next year. From here, we will develop our own recap lessons and follow White Rose Maths schemes of learning. (Evidenced in September 2021 and onwards)</p> <p>Data will inevitably fall, once again, but the Summer Term will be a time for all staff to work together to ensure children have not fallen too far behind.</p> <p>Interventions have been put in place. Entry and exit assessments show progress in Year 5 and 6. (Evidenced with TOBANS assessment)</p> <p>Progress has not been evident in hard data during the Spring Term – for obvious reasons – but we shall be assessing children upon return and using this data to inform the Summer Term catch up programme using TAs, Teachers and all staff to support in this using the Ready to progress resources as well as other resources made available to us.</p>	
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