

| Total catch up funding received | | £80 x 208 =£16,640 | | |
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| Priorities for Change (no more than 3) based on assessment/ observation data | | Key Stage 1 phonics catch up Key Stage 2 maths gap analysis and catch up | | |
| Key questions | Actions | Milestone by December 2020 | Milestone by April 2021 | Milestone by July 2021 Evaluation |
| Teaching: "evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils." | | | | |
| <p>What new routines and habits do teachers and other staff need to integrate into their work? How have we raised our capacity to make those changes and ensure they are sustainable?</p> | <ul style="list-style-type: none"> Embed use of formative assessment and NTS by all staff to ensure effective gap analysis Use of Phonics screening, NGTR reading assessment and White Rose Maths assessments to make secure judgements about attainment and next steps Training in Target Tracker, recognising and targeting vulnerable groups <p>Cost: £200</p> | <ul style="list-style-type: none"> Training for all staff (with a focus on new staff) on the most effective use of formative assessment and NTS has been carried out Teachers are able to evidence how their use of formative assessment and NTS impacts upon teaching and learning Teachers can use pupil data to recognise significant groups and these are identified in their planning of lessons and interventions. Teachers adjust their planning to address common 'gaps' and refer pupils for targeted support where appropriate. All class based staff contribute to the NTS impacting on planning of future lessons and interventions. | <ul style="list-style-type: none"> The implementation of the new Marking and Feedback policy is securely embedded in all classes. Pupils are confident to work with peers to provide feedback and improve their work before the intervention of an adult. An effective cycle of varying forms of assessment is embedded and ensures that judgments regarding attainment and progress are accurate. Where implemented, home learning ensures continued engagement and progress in line with school expectations. | To be reviewed in Spring 2021 |
| | | Evaluation: | Evaluation: | |
| Targeted academic support: structured academic support provided 1:1 or in small groups, linked to classroom teaching | | | | |
| <p>Is there a clear understanding of what is being implemented and how? Are targeted interventions clearly communicated between teacher and person delivering targeted support?</p> | <ul style="list-style-type: none"> Use Recovery Curriculum, LTPs and White Rose planning to backtrack and fill gaps. Support staff to meet needs and fill gaps. Use remote learning with teachers at home to meet needs of designated learners Ensure at home teachers have appropriate resources to facilitate distance learning. <ul style="list-style-type: none"> Ensure effective communication of interventions and progress <p>Cost: £14,400</p> | <ul style="list-style-type: none"> Teachers use a range of assessment strategies to inform their classroom planning including the use of revisits and the deployment of classroom support. Teachers provide clear guidance to those delivering interventions and progress is clearly communicated back Interventions impact positively on the recipients and evidence shows closing of the gap, including Y2 phonics screening. Pupil progress meetings evidence progress made by targeted children. | <ul style="list-style-type: none"> Targeted interventions impact positively on the recipients and evidence shows closing of the gap. Data drop indicates increase in number of children reaching ARE. Pupil progress meetings evidence progress made by targeted children. | <ul style="list-style-type: none"> Monitoring shows the embedded use of formative assessment and rapid implementation of catch up strategies in class. Data drop indicates increase in number of children reaching ARE. |
| | | Evaluation: | Evaluation: | |

| Wider strategies: including attendance, behaviour and social and emotional support | | | | |
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| <p>How will we be best placed to respond to new challenges that arise during the academic year ahead e.g. significant falls in attendance?</p> | <ul style="list-style-type: none"> • Sustained parental engagement through Class Dojo and phone calls • Use of PSP to support positive behaviour • EWO support with attendance team helps families to engage again with Illogan School • Allocate Learning Mentor and Autism Lead to specific bubbles where need is greatest for support • Invest in resources for home learning packs for pupil absence/closure. • Release DR to attend meetings with Crofty Home Learning Group to ensure consistency of provision and ensure key messages are shared with all staff. | <ul style="list-style-type: none"> • All parents communicate with class teachers via Class Dojo. • Parental engagement, the deployment of support staff and the use of PP meetings impact positively on pupil behaviour. • The work of the attendance team indicates a positive impact on attendance. • SEMH issues in key bubbles are dealt with effectively and in a timely fashion by LM and AL. • Where provided, home learning is consistent with meeting our attainment goals and is provided promptly and efficiently • There is a high level of engagement with home learning both from families and staff. • Crofty working group has provided clear guidance on a consistent approach to home learning. | <ul style="list-style-type: none"> • Attendance trends are positive and reach national averages. • The attendance team impact positively on PA children. • Where required home learning packages are accessible to all families and there is a high level of engagement. • SEMH issues are effectively addressed in bubbles. | <ul style="list-style-type: none"> • Attendance trends are positive and reach national averages. • The attendance team impact positively on PA children. • Where required home learning packages are accessible to all families and there is a high level of engagement. • SEMH issues are effectively addressed in bubbles. |
| | <p>Cost: £2000</p> | <p>Evaluation</p> | | |