

# Sandylands Catch-up Plan 2021-22



<b>Area: Intervention Catch-up</b>	<b>Aspect: Maths Well-being Reading</b>	<b>Overall Target:</b> That the gaps are closed so children achieve broadly in-line with the age related expectations. That pupils make accelerated progress to narrow the gaps in their learning. That children feel well and confident in school.
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Current Situation/Critical Analysis	Supporting Evidence	Required Changes (particularly Teaching and Learning)
<p>The biggest gaps in learning are in Maths. Less children participated in on-line Maths lessons during lockdown.</p> <p>Children need to be confident and competent in the basic maths skills and achieve highly in the Arithmetic</p> <p>Children's Reading and comprehension have remained as a strength but poorer in a year 5 class</p> <p>Children have returned to school and settled well but there is the need for a lot of individual support</p> <p>Parents are happy with the children's return to school.</p> <p>There are a high amount of referrals for mental health and well-being from families and teachers.</p> <p>There are higher incidents of CP and reports of incidents out of school.</p> <p>Children in EYFS baseline indicated children came into school very low particularly in vocabulary and speech and language.</p> <p>Behaviour is good but some children are requiring intensive support.</p> <p>A higher amount of referrals for SEN from teachers</p>	<p>Assessments Tracking</p> <p>Family team reports</p> <p>Baseline</p>	<p>Children on PP receive tutoring additional to the lesson</p> <p>Children receive immediate intervention in Maths to access the lesson</p> <p>To provide therapeutic support for children</p> <p>Increase family support team</p> <p>Provide speech and language support in EYFS for children from a trained teacher</p> <p>Appoint additional support assistants to enable all children to access learning</p> <p>Provide training to all staff providing catch-up</p> <p>Provide weekly Educational Psychologist support for families and access to advice for teachers.</p>

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Actions (including staff training needs)	Personnel/role	Time Scale	Costs £	Funding Source	Success Criteria/Intended Outcomes	Evaluation points
Increase Educational Psychologist to weekly Provide therapeutic support fortnightly Speech and Language support from a temporary teacher Additional family link worker for attendance and inclusion Third Space learning Additional two teaching assistant to deliver tuition	HS AH HS AH MM PL	Until March 2021 Until July 2021 Yr 3 TO 6 until May 2021	£8,400 £7,425 £17,036 £22,178 £12,760 £16,364	Recovery Recovery Catch-up Recovery School-led	<ul style="list-style-type: none"> <li>That children's needs are provided for within the daily routine of school so that children can achieve</li> <li>That children feel happy and well reflecting on their academic achievement</li> <li>Attendance improves to absence below 5%</li> <li>Children achieve broadly in-line with the age related expectations</li> <li>Children receive good quality intervention to close gaps.</li> </ul>	

Procedures for Monitoring Actions	Procedures for monitoring Impact
LW to provide information on attendance and exclusion MM to provide information on the progress in Maths across the school and on individual pupils. Tracking of progress across the school for PP children by GG PL and MT reporting on phonics check and the progress in Reading JM to report on progress in EYFS	Pupil progress reviews termly SLT meetings Weekly safeguarding meeting