



### The Edge Schools' Federation

Our focus will be on Early Reading, including Phonics, and then identifying gaps in individual learning. Additionally, we will review funding and may be able to also give some hours to an LSA who leads phonics intervention. Pupils will be identified by class teachers through formative and summative assessments and re-establishment of relationships. The teachers will determine which pupils need additional support. Support will be delivered through 1:1 and small group teaching through HLTA/TA's under direction from teachers.

Key:

- = Early Reading and Phonics
- = Learning , looking at attainment for Maths, Reading and Writing

### Catch Up Plan 2020-2021

Year Group	Evidence & Rationale	Chosen approach/approaches	Desired outcome
1	<ul style="list-style-type: none"> <li>• Many pupils have not received directed phonics teaching since March 2020.</li> <li>• Pupils have not all had the opportunity to read to others, access stories and enjoy books.</li> <li>• Transition to KS1 has not been able to happen, so pupils need transition support</li> <li>• EYFS curriculum; pupils need to focus in Autumn on the EYFS curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>-C1 teachers to support transition and Early reading Autumn 1</li> <li>-Priority teaching of Early Reading and class / group time to enjoy reading and stories.</li> <li>-Play and self -led activities focus for Y1 in Autumn.</li> <li>-Focus on The Characteristics of Learning.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Early reading skills developed.</li> <li>❖ Enjoyment in reading and stories.</li> <li>❖ Phonics attainment and confidence raised.</li> <li>❖ On – track for passing the Phonics Screening Check.</li> <li>❖ Pupils have a smooth and accelerated transition to Y1</li> <li>❖ Pupils are able to display and further develop The Characteristics of Learning.</li> </ul>
2	<ul style="list-style-type: none"> <li>• Pupils have not received directed phonics teaching since March 2020.</li> <li>• Pupils have not all had the opportunity to read to others, access stories and enjoy books.</li> <li>• Pupils will take the Phonics Screening Check in Autumn 2 2020</li> </ul>	<ul style="list-style-type: none"> <li>-C1 teachers to support transition and Early reading Autumn 1</li> <li>-Priority teaching of Early Reading and class / group time to enjoy reading and stories.</li> <li>-Tell Intervention for Y2 pupils who are able to Blend (groups of6)</li> <li>-Detailed and rigorous analysis and tracking – swiftly informs teaching (formative/summative)</li> <li>-Fluid groupings and teaching to meet exact gaps in phonics.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Early reading skills developed.</li> <li>❖ Enjoyment in reading and stories.</li> <li>❖ Phonics attainment and confidence raised.</li> <li>❖ On – track for passing the Phonics Screening Check.</li> <li>❖ Pupils become fluent, confident readers who enjoy reading.</li> </ul>

Year Group	Evidence & Rationale	Chosen approach/approaches	Desired outcome
3	<ul style="list-style-type: none"> <li>• Pupils who have not passed their KS1 Phonics Screening Check have not received directed phonics teaching since March 2020.</li> <li>• Pupils have not all had the opportunity to read to others, access stories and enjoy books.</li> </ul>	<p>-Priority teaching of Reading and class/group time to enjoy reading and stories.</p> <p>- Fluid groupings and teaching to meet exact gaps in phonics and reading fluency and understanding.</p> <p>-Detailed and rigorous analysis and tracking which then swiftly informs teaching (formative and summative).</p>	<ul style="list-style-type: none"> <li>❖ Early reading skills developed.</li> <li>❖ Enjoyment in reading and stories.</li> <li>❖ Phonics attainment and confidence raised.</li> <li>❖ On – track for passing the Phonics Screening Check.</li> <li>❖ Pupils become fluent, confident readers who enjoy reading.</li> <li>❖ Pupils are confident in reading and use this to access the curriculum and all aspects of learning.</li> <li>❖ Pupils enjoy reading.</li> <li>❖ Pupils pass the Phonics Screening Check and become fluent readers</li> </ul>
4	<ul style="list-style-type: none"> <li>• Pupils have not all had the opportunity to read to others, access stories and enjoy books.</li> <li>• Pupils may not have had direct teaching of reading skills - fluency and comprehension</li> </ul>	<p>-Priority teaching of Reading and class/group time to enjoy reading and stories.</p> <p>- Fluid groupings and teaching to meet exact gaps in phonics and reading fluency and understanding.</p> <p>-Detailed and rigorous analysis and tracking which then swiftly informs teaching (formative and summative).</p>	<ul style="list-style-type: none"> <li>❖ Reading skills developed.</li> <li>❖ Enjoyment in reading and stories.</li> <li>❖ Pupils become fluent, confident readers who enjoy reading.</li> <li>❖ Pupils are confident in reading and use this to access the curriculum and all aspects of learning.</li> <li>❖ Pupils read for enjoyment</li> </ul>

Year Group	Evidence & Rationale	Chosen approach/approaches	Desired outcome
5	<ul style="list-style-type: none"> <li>• Pupils have not all had the opportunity to read to others, access stories and enjoy books.</li> <li>• Pupils may not have had direct teaching of reading skills - fluency and comprehension</li> </ul> <ul style="list-style-type: none"> <li>➤ Pupils are not on – track to meet their end of Key Stage attainment in reading, writing and / or maths due to lack of direct teaching in Spring and Summer 2020.</li> <li>➤ Teachers (Autumn1, 2020) observe, discuss and then report pupils needing additional or intensive support to catch – up.</li> <li>➤ Pupils require additional support in previous programmes of study in maths.</li> <li>➤ Pupils are not on track with their writing; there are gaps in their understanding of GPS.</li> </ul>	<p>--Priority teaching of Reading and class/group time to enjoy reading and stories.</p> <p>- Fluid groupings and teaching to meet exact gaps in phonics and reading fluency and understanding.</p> <p>-Detailed and rigorous analysis and tracking which then swiftly informs teaching (formative and summative).</p> <ul style="list-style-type: none"> <li>➤ Teachers complete teacher assessments (formative/summative).</li> <li>➤ Teachers and SLT identify those with gaps, and whether they require additional (In-class) support or Intensive (Additional teacher/boosting) support to gap fill.</li> <li>➤ Testing using Rising Stars (late Aut term)</li> <li>➤ Question Level Analysis identifies specific gaps to be planned for taught and embedded.</li> <li>➤ Additional teaching of pupils identified as requiring intensive support 3 x 30 mins a week by experienced teacher/HLTA in Reading, Writing and / or Maths.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Reading skills developed.</li> <li>❖ Enjoyment in reading and stories.</li> <li>❖ Pupils become fluent, confident readers who enjoy reading.</li> <li>❖ Pupils are confident in reading and use this to access the curriculum and all aspects of learning.</li> <li>❖ Pupils read for enjoyment</li> </ul> <ul style="list-style-type: none"> <li>➤ Pupils who were on – track pre Covid 19 closure and were not then on – track at the start of Aut 2020 are back on – Track to meet their end of year and end of Key Stage attainment.</li> <li>➤ Pupils receive Quality intervention through teaching from a highly knowledgeable and experienced dedicated teacher.</li> <li>➤ Interleaving activities, low stake quizzes and recapping previous year’s POS support consolidation, gap teaching and progression.</li> <li>➤ Termly assessments show progress, in scaled scores and attainment.</li> <li>➤ QLA and communication with class teachers and SLT ensures pupils are well – supported and intervention supports class learning and visa-versa.</li> </ul>

Year Group	Evidence & Rationale	Chosen approach/approaches	Desired outcome
6	<ul style="list-style-type: none"> <li>• Pupils have not all had the opportunity to read to others, access stories and enjoy books.</li> <li>• Pupils may not have had direct teaching of reading skills - fluency and comprehension</li> </ul> <ul style="list-style-type: none"> <li>➤ Pupils are not on – track to meet their end of Key Stage attainment in reading, writing and / or maths due to lack of teaching in Spring and Summer 2020.</li> <li>➤ Teachers (Autumn1, 2020) observe, discuss and then report of pupils needing additional or intensive support to catch – up.</li> <li>➤ Pupils require additional support in previous programmes of study in maths.</li> <li>➤ Pupils are not on track with their writing; there are gaps in their understanding of GPS.</li> </ul>	<p>--Priority teaching of Reading and class/group time to enjoy reading and stories.</p> <p>- Fluid groupings and teaching to meet exact gaps in phonics and reading fluency and understanding.</p> <p>-Detailed and rigorous analysis and tracking which then swiftly informs teaching (formative and summative).</p> <ul style="list-style-type: none"> <li>➤ Teachers complete teacher assessments (formative/summative).</li> <li>➤ Teachers and SLT identify those with gaps, and whether they require additional (In-class) support or Intensive (Additional teacher/boosting) support to gap fill.</li> <li>➤ Testing using Rising Stars (late Aut term)</li> <li>➤ Question Level Analysis identifies specific gaps to be planned for taught and embedded.</li> <li>➤ Additional teaching of pupils identified as requiring intensive support 3 x 30 mins a week by experienced teacher/HLTA in Reading, Writing and / or Maths.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Reading skills developed.</li> <li>❖ Enjoyment of reading and stories.</li> <li>❖ Phonics attainment and confidence raised.</li> <li>❖ Pupils become fluent, confident readers who enjoy reading.</li> <li>❖ Pupils are confident in reading and use this to access the curriculum and all aspects of learning.</li> <li>❖ Pupils are able to comprehend and analyse texts.</li> <li>❖ Pupils enjoy reading, they may choose to read dialogically to support them process and comprehend.</li> </ul> <ul style="list-style-type: none"> <li>➤ Pupils who were on – track pre Covid 19 closure and were not then on – track at the start of Aut 2020 are back on – Track to meet their end of year and end of Key Stage attainment.</li> <li>➤ Pupils receive Quality intervention through teaching from a highly knowledgeable and experienced dedicated teacher.</li> <li>➤ Interleaving activities, low stake quizzes and recapping previous year’s POS support consolidation, gap teaching and progression.</li> <li>➤ Termly assessments show progress, in scaled scores and attainment.</li> <li>➤ QLA and communication with class teachers and SLT ensures pupils are well – supported and intervention supports class learning and visa-versa.</li> </ul>

Year Group		Evidence & Rationale	Chosen approach/approaches	Desired outcome
		Impact measures		
Year Group	Autumn	Spring	Summer	
1	<ul style="list-style-type: none"> <li>Pupils attain GLD, they display the Characteristics of Learning in their Y1 class.</li> <li>Pupils successfully transition and settle to learn and enjoy Y1</li> <li>Parent's Consultation about their strengths and development areas.</li> <li>Pupils have formed excellent relationships with their adults and peers.</li> <li>Pupils are tracked and supported as needed Emotionally through Thrive.</li> </ul>	<ul style="list-style-type: none"> <li>Phonics screening check – 50% of pupils pass the phonics screening check.</li> <li>Pupils enjoy reading; they have daily opportunities to read and share stories. They know the importance of reading and the wealth of knowledge reading opens up to them for all aspects of life.</li> <li>The gap between attainment prediction and end of Autumn attainment is diminishing.</li> <li>Pupils are tracked, assessments are analysed and QLA informs teaching</li> <li>The gap between identified pupil groups and all other pupils is narrowing.</li> <li>Improved outcomes for all pupils, with a focus on identified groups, aligned to targets set.</li> <li>Recovery of lost learning time.</li> </ul>	<ul style="list-style-type: none"> <li>Phonics screening check – 80% of pupils pass the phonics screening check.</li> <li>Pupils attain end of year expectations, where they were predicted GLD</li> <li>Pupils who did not attain a GLD have made accelerated progress to be in – line with Age Expected expectations for Y1.</li> <li>The gap between identified pupil groups and all other pupils has diminished.</li> <li>Improved outcomes for all pupils, with a focus on identified groups, aligned to targets set.</li> <li>On – track for end of KS target outcomes</li> </ul>	
2	<ul style="list-style-type: none"> <li>Phonics screening check – 75% of pupils pass the phonics screening check.</li> <li>Pupils successfully transition and settle to learn and enjoy Y2</li> <li>Parent's Consultation about their strengths and development areas.</li> <li>Pupils have formed excellent relationships with their adults and peers.</li> </ul>	<ul style="list-style-type: none"> <li>Phonics screening check – 85% of pupils pass the phonics screening check.</li> <li>Pupils enjoy reading; they have daily opportunities to read and share stories. They know the importance of reading and the wealth of knowledge reading opens up to them for all aspects of life.</li> <li>The gap between attainment prediction and end of Autumn attainment is diminishing.</li> <li>Pupils are tracked, assessments are analysed and QLA informs teaching (SATS past papers)</li> <li>The gap between identified pupil groups and all other pupils is narrowing.</li> <li>Improved outcomes for all pupils, with a focus on identified groups, aligned to targets set.</li> <li>Recovery of lost learning time.</li> </ul>	<ul style="list-style-type: none"> <li>Phonics screening check – 85% of pupils pass the phonics screening check.</li> <li>Pupils attain end of KS1 expectations if they attained GLD when they completed EYFS.</li> <li>Pupils who did not attain a GLD have made accelerated progress to be in – line with Age Expected expectations for the end of KS1.</li> <li>Pupils are in – line for their age expectations in Thrive Assessments; those who are not continue to receive additional mentoring support and in – class Thrive support.</li> <li>The gap between identified pupil groups and all other pupils has diminished.</li> </ul>	

Year Group	Evidence & Rationale	Chosen approach/approaches	Desired outcome
3	<ul style="list-style-type: none"> <li>• Pupils successfully transition and settle to learn and enjoy Y3</li> <li>• Parent's Consultation about their strengths and development areas.</li> <li>• Pupils have formed excellent relationships with their adults and peers.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils enjoy reading; they have daily opportunities to read and share stories. They know the importance of reading and the wealth of knowledge reading opens up to them for all aspects of life.</li> <li>• The gap between attainment prediction and end of Autumn attainment is diminishing.</li> <li>• Pupils are tracked, assessments are analysed and QLA informs teaching (RS)</li> <li>• The gap between identified pupil groups and all other pupils is narrowing.</li> <li>• Improved outcomes for all pupils, with a focus on identified groups, aligned to targets set.</li> <li>• Recovery of lost learning time.</li> </ul>	<ul style="list-style-type: none"> <li>• Phonics screening check – 90% of pupils pass the phonics screening check.</li> <li>• Pupils who attained Working Towards at the end of KS1 make accelerated progress to be in – line/closed the gap with Age Expected expectations.</li> <li>• Pupils who attained Age Related Expectations or Greater Depth at the end of KS1 continue to make at least good progress to maintain or surpass their end of KS1 attainment.</li> <li>• The gap between identified pupil groups and all other pupils has diminished.</li> </ul>
4	<ul style="list-style-type: none"> <li>• Pupils successfully transition and settle to learn and enjoy Y4</li> <li>• Pupils have 1:1 pupil progress meetings and Parent's Consultation about their strengths and development areas.</li> <li>• Pupils have formed excellent relationships with their adults and peers.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils enjoy reading; they have daily opportunities to read and share stories. They know the importance of reading and the wealth of knowledge reading opens up to them for all aspects of life.</li> <li>• Phonics screening check – All pupils pass the phonics screening check.</li> <li>• The gap between attainment prediction and end of Autumn attainment is diminishing.</li> <li>• Pupils are tracked, assessments are analysed and QLA informs teaching (RS)</li> <li>• The gap between identified pupil groups and all other pupils is narrowing.</li> <li>• Improved outcomes for all pupils, with a focus on identified groups, aligned to targets set.</li> <li>• Recovery of lost learning time.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils who attained Working Towards at the end of KS1 make accelerated progress to be in – line with Age Expected expectations for the end of KS1.</li> <li>• Pupils who attained Working Towards at the end of KS1 make accelerated progress to be in – line/closed the gap with Age Expected expectations.</li> <li>• The gap between identified pupil groups and all other pupils has diminished.</li> </ul>

Year Group	Evidence & Rationale	Chosen approach/approaches	Desired outcome
5	<ul style="list-style-type: none"> <li>• Pupils successfully transition and settle to learn and enjoy Y5</li> <li>• Pupils have 1:1 pupil progress meetings and Parent's Consultation about their strengths and development areas.</li> <li>• Pupils have formed excellent relationships with their adults and peers.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils enjoy reading; they have daily opportunities to read and share stories. They know the importance of reading and the wealth of knowledge reading opens up to them for all aspects of life.</li> <li>• Pupils enjoy reading; they have daily opportunities to read and share stories. They know the importance of reading and the wealth of knowledge reading opens up to them for all aspects of life.</li> <li>• The gap between attainment prediction and end of Autumn attainment is diminishing.</li> <li>• Pupils are tracked, assessments are analysed and QLA informs teaching. (RS)</li> <li>• Pupils receive 1:1 feedback about their progress, next steps and understand their targets in Reading, Writing and Maths</li> <li>• The gap between identified pupil groups and all other pupils is narrowing.</li> <li>• Improved outcomes for all pupils, with a focus on identified groups, aligned to targets set.</li> <li>• Recovery of lost learning time.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils who attained Working Towards at the end of KS1 make accelerated progress to be in – line with Age Expected expectations for the end of KS1.</li> <li>• Pupils who attained Working Towards at the end of KS1 make accelerated progress to be in – line/closed the gap with Age Expected expectations.</li> <li>• The gap between identified pupil groups and all other pupils has diminished.</li> </ul>

Year Group	Evidence & Rationale	Chosen approach/approaches	Desired outcome
6	<ul style="list-style-type: none"> <li>• Pupils successfully transition and settle to learn and enjoy Y6</li> <li>• Pupils have 1:1 pupil progress meetings and parents consultation about their strengths and development areas, with specific targets set.</li> <li>• Pupils have formed excellent relationships with their adults and peers.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils enjoy reading; they have daily opportunities to read and share stories. They know the importance of reading and the wealth of knowledge reading opens up to them for all aspects of life.</li> <li>• The gap between attainment prediction and end of Autumn attainment is diminishing.</li> <li>• Pupils are tracked, assessments are analysed and QLA informs teaching.</li> <li>• Pupils are well – prepared for their Statutory tests; they are encouraged to read dialogically and have Mock SATS weeks.</li> <li>• Pupils receive 1:1 feedback about their progress, next steps and understand their targets in Reading, Writing and Maths</li> <li>• The gap between identified pupil groups and all other pupils is narrowing.</li> <li>• Improved outcomes for all pupils, with a focus on identified groups, aligned to targets set.</li> <li>• Recovery of lost learning time.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils who attained Working Towards at the end of KS1 make accelerated progress to be in – line with Age Expected expectations for the end of KS1.</li> <li>• Pupils who attained Working Towards at the end of KS1 make accelerated progress to be in – line/closed the gap with Age Expected expectations.</li> <li>• The gap between identified pupil groups and all other pupils has diminished.</li> <li>• Year 6 pupils feel confident and well – prepared for Secondary school.</li> </ul>

Funding to be used to support deployment of HLTA/TA's to support small gp interventions and teacher meeting/planning time to determine interventions (who and what)