

**South Hiendley**  
**Catch Up Funding Plan 2020-21**  
**(Linked to Lowest 20% Strand of SDP)**

The school has an accurate understanding of all gaps as a result of baseline assessments using standardised materials	Quality first teaching is used effectively to target whole class gaps and this results in pupils making strong gains in learning to be back on track	Assessment for learning is used well to track the impact of pupils and as a result teachers and leaders have a clear understanding of the impact of their work
The school has an accurate understanding of all common gaps across classes, groups and individuals and uses this information to effectively deploy staffing	As a result of grouping pupils with common gaps in learning, these are addressed and pupils are swiftly back on track	Pupils in the lowest 20% or in danger of falling into the lowest 20% are identified, access appropriate provisions led by qualified staff the impact of which is closely tracked
The school has adjusted planning in place at a class, group and individual level to target gaps	Tuition is prioritised effectively across the school and delivered by skilled individuals, resulting in pupils catching up swiftly	

<b>Improvement Targets (What?)</b>	<b>Actions: (How?)</b>	<b>Timescale (When?)/Cost</b>	<b>PersonResp. (Who?)</b>	<b>Monitoring</b>
The school has an accurate understanding of all gaps as a result of baseline assessments using standardised materials	Baseline assessments ordered and distributed	010920		
	Baseline assessments undertaken	140920		
	Analysis done and shared by and with staff	280920		
	Gaps communicated to parents	011020		
The school has an accurate understanding of all common gaps across classes, groups and individuals and uses this information to effectively deploy staffing	Analysis done and shared with staff	280920		
	Pupil progress meetings to agree quality first teaching, group tuition and 1:1 tuition	280920		
	Additional staffing identified- HLTA based in Year 5/JMcN and SH working with Y6 Bubble- Maths Boosting	110920 180920		
	Additional and existing staffing used deployed			
The school has adjusted planning in place at a class, group and individual level to target gaps	Published materials such as White Rose Catch Up Curriculum to be shared and taught	140920		
	Additional CGP materials to be bought to support pupils to practice/Used as Intervention materials	140920		
	Key focus on reading to be implemented throughout the curriculum to strengthen reading fluency	080920		

	Access proven EEF programmes that meet the need identified	280920		
Quality first teaching is used effectively to target whole class gaps and this results in pupils making strong gains in learning to be back on track	Whole class teaching plans adjusted to fill gaps identified at whole class level	280920		
	Quality first teaching to focus gap filling for identified groups of pupils alongside catch up tuition	280920		
	Bubble tuition adult to plan timetable of catch up for small groups and 1:1 pupils identified (short regular sessions across the week in line with EEF guidance)	280920		
	Support staff to be deployed to address gaps for pupils with additional needs over and above quality first teaching	280920		
As a result of grouping pupils with common gaps in learning, these are addressed and pupils are swiftly back on track	Use EEF approach to tuition with small groups (1,2,3,4)	280920		
	Follow research led practise to use short regular slots (20 mins 3 or 4 times per week) to move pupils quickly	280920		
Tuition is prioritised effectively across the school and delivered by	Provide additional adults to support in class so that teachers can focus on identified groups and pupils	080920		
	Ensure tuition is timetabled and monitoring ensures this takes place as agreed	080920		

skilled individuals, resulting in pupils catching up swiftly	TA to claim for Y6 Weekly Booster sessions starting Thursday 8 <sup>th</sup> October	080920		
Assessment for learning is used well to track the impact of pupils and as a result teachers and leaders have a clear understanding of the impact of their work	Impact of tuition and support is tracked through formative assessment and formative assessment	231020		
	The impact of the programme is collated every 4 weeks and reviewed,	231020		
	All adjustments needed are swiftly made to ensure pupils make strong progress	051120		
	Impact is reported to parents and governors regularly through the LGB and parent consultations	051120		
Pupils in the lowest 20% or in danger of falling into the lowest 20% are identified, access appropriate provisions led by qualified staff the impact of which is closely tracked	Each identified pupils has a Learner profile that is shared with key staff	280920		
	All staff aware of barriers	280920		
	Wrap around support in place for child (attendance, EWO, Learning Mentor, SEND external support)	280920		
	Learning profiles reviewed every half term to ensure needs met	051120		