

1. Teaching								
	Identified Pupil Group	Pupil Needs	How were needs identified	Chosen Approach / Action	Evidence and Rational for this choice	Expenditure	Desired Outcome / impact	When measured / staff lead
A	Phonics knowledge, acquisition and application in EYFS / Y1 / Y2 / Y3	Additional phonics teaching and catch up.  High quality phonics teaching time.	Sept 21 RWI phonics screening of all pupils – EYFS – Yr 3.	Teaching sequence has been adjusted.  Redeployment of qualified teacher to provide additional phonic group so that 5 groups are supporting pupils at appropriate level.	Pupils unable to complete phonics screening. Gaps in pupil learning and lack of practice at home. Pupils have not retained prior phonics learning.		Pupils making accelerated progress to develop and embed phonic knowledge and early reading skills.  Impact:	Dec 21 Apr 21 July 21  GB / SN
B	All Pupils	Quality First Teaching	Academic / Pastoral identification of pupils	School tutoring delivered by school staff at either 1:1 or small group to support children falling behind in Reading / Writing / Maths	Prolonged time away from normal teaching routines  Flexibility in approaches needed to in order to meet needs of all pupils.		Strong QFT to ensure pupils have the best chance of catch up lost learning.  Impact:	Dec 21 Apr 21 July 21  GB AW CH SO LH AP
C	Year 1 - 6	To ensure all teachers have a clear understanding of the curriculum gaps that need covering in the current year of	Gaps Analysis  Professional dialogue, pupil progress meetings, subject leader termly reviews	Teaching and Learning lead in place to work alongside subject lead. Used to tailor, mentor and develop CPD for staff and deliver by SLT and	Teachers need to be fully equipped to ensure QFT and consistent Quality of Education in every classroom.		All teachers have a clear understanding of the curriculum gaps the need to teach.	SLT

		teaching from previous objectives.		subject lead as appropriate.			Teachers to have increased confidence in meeting needs of their children.  Impact:	
D	All pupils	Ensure that all children make at least expected progress from previous key stage.	Baseline assessments  Assessment tracking analysis  Flexible assessment for learning.	All teachers to have additional support to monitor their specific subject provided by teaching and learning.  Subject leads will have the opportunity to join senior leaders and subject governors in deep dives.  Subject leads will use deep dive evaluations to update termly action planning in their subject.	Teachers need to be fully equipped to ensure QFT and consistent Quality of Education in every classroom.		Subject Leads will have strong evidence for subject effectiveness and teachers will receive high quality CPD as a result of subject evaluations.  Teachers use quality assurance / evaluation to refine curriculum and sequencing.  Impact:	SLT

2. Targeted Academic Support								
	Identified Pupil Group	Pupil Needs	How were needs identified	Chosen Approach / Action	Evidence and Rational for this choice	Expenditure	Desired Outcome / impact	When measured / staff lead
A	Year 2 who did not pass phonic screen in year 1	Additional phonics teaching and catch up.  Targeted extra phonics teaching time.	Baseline Assessments	Small group tuition 1:1 tutoring	EEF small group tuition. Phonics screening. Gaps in learning and lack of practice at home leading to pupils regressing in phonic knowledge.		Year 2 pupils make accelerated progress and embed phonic knowledge and early reading skills.  Impact:	SN
B	Lower and middle attaining pupils in year 3 / 4 behind ARE	Additional phonics teaching and catch up.  Targeted extra phonics teaching time.	Baseline Assessments	Small group tuition / 1:1 tutoring	EEF small group tuition. Pupils have gaps and year 3 unable to complete national standard assessments.		Identified pupils make accelerated progress to develop and embed key skills.  Impact:	LH / AW
C	Children in year 1 / 2 significantly behind age related.	Children have additional gaps within their learning in English and Maths	End of year assessments.  Gap Analysis of the previous year group curriculum.	Year group specific teaching of year 1 and year 2 pupils for English and Maths.	EEF small group teaching.  Support effective transition from KS1 to KS2.		Year 1 and 2 pupils make at least expected progress.  Imapct:	SO / AW
D	Children in year 6	Children have additional gaps	End of year assessments.	1:1 tuition and small group tuition.	EEF small group tuition.		Year 6 pupils catch up and are	AP / AW

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	significantly behind age related.	within their learning in English and Maths	KS1 Data.  Baseline and informal assessment.		Pupils must be secondary ready to ensure they have additional catch up learning to prepare them for secondary school – EEF.		secondary ready and those can achieve the expected standard in R,W,M.  Impact:	
E	Children in year 5 significantly behind age related.	Children have additional gaps within their learning in English and Maths	End of year assessments. KS1 Data.  Baseline and informal assessment.	1:1 tuition and small group tuition.	EEF small group tuition.  Pupils must be secondary ready to ensure they have additional catch up learning to prepare them for secondary school – EEF.		Year 6 pupils catch up and are secondary ready and those can achieve the expected standard in R,W,M.  Impact:	AP / AW

3. Wider Strategies								
	Identified Pupil Group	Pupil Needs	How were needs identified	Chosen Approach / Action	Evidence and Rational for this choice	Expenditure	Desired Outcome / impact	When measured / staff lead
A	Parents unable to work and struggling financially as a result of COVID	Deprivation and financial difficulty.	Pastoral lead and ongoing support / conversations and ongoing group. Increased number of pupils eligible for pupil premium.	Pupil premium stamp book introduced to give access to uniform, drinks bottles, reading books, free breakfast club places.  Community shop in place in school office so that parents can top up on basic food / hygiene / uniform options.	DFE guidance / pupil premium research shows that children need to have basic needs met. Without having basics, they can't access learning.		Pupils are ready to learn, concentration is increased and pupils have a good self-esteem.	SO AO AW
B	Pupils and parents suffering with mental health problems and bereavement	Mental health and anxiety support.  THRIVE – 1:1 or group sessions	Pastoral lead and SLT through on-going conversations. Increased number of pupils eligible	Staff trained in bereavement and counselling and offering grief support 1:1  THRIVE trained staff delivering sessions	1:1 support EEF some individual cases of parents and carers reporting to have anxiety issues.		Additional support available to break down anxiety and ensure pupil attendance.	AO GB GN

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	as a result of COVID 19.		for pupil premium. Thrive Screening	to those most vulnerable				
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