



EMMBROOK JUNIOR SCHOOL

Catch-up Plan 2020-21

Catch Up: Ensure Year 6 cohort are secondary ready; all children have the opportunity to close gaps in learning; prepare Year 5 cohort for transition to Year 6.

We have identified the children in every year group who meet the following criteria:

- Children who are our lowest 20% for attainment
- Children who have moved backwards from our previous assessments (March 2020) from either on track to exceed ARE to ARE or from ARE to Working Towards ARE or from Working Towards ARE to Working Below ARE.

Pupil progress meetings are in place for the start of the year with baseline assessments planned for Autumn 1 and termly summative assessments planned for the end of each term with a pupil progress meeting to follow each assessment point.

- Question Level Analysis to be performed after each summative assessment
- Planning to reflect identified gaps in knowledge & understanding

We completed baseline assessments in the autumn term using assessment materials for the previous term to identify lost learning and gaps in knowledge and understanding.

Teaching teams completed Question Level Analysis on summative tests and identified areas of the curriculum that needed to be revisited and reinforced.

The impact of this will be measured through on-going formative assessment and summative assessments inline with the school's assessment timetable.

Pupils progress meetings will follow each assessment point where vulnerable groups will be discussed and provision reviewed. Ensuring that our children are ready for the next stage of their education was identified as a priority.

Mission Statement

We provide an inclusive, positive environment in which we nurture and empower our children to develop life-long learning skills. This enables them to grow into reflective, successful and well-rounded individuals in our global community.

Emmbrook Junior School is a two-form entry Junior School serving the Emmbrook Community in Wokingham. We are committed to serving the local community and its surrounding areas. The school recognizes the multi-cultural, multi faith and ever-changing nature of the United Kingdom, and therefore those it serves. It also understands the vital role it has in ensuring that groups or individuals within the school are not

subjected to intimidation or radicalization by those wishing to unduly, or illegally, influence them. The school, as an inclusive establishment, accepts admissions from all those entitled to an education under British law, including pupils of all faiths or none. It follows the policies outlined by its governing body regarding equal opportunities, which guarantee that there will be no discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, political or financial status, or similar.

Intent

The purpose of our curriculum at Emmbrook Junior School is to equip our pupils with life-long-learning skills; knowledge and cultural capital to access the next stage in their education and to succeed in life. We give each child 'Roots to grow' and 'wings to fly', regardless of their barriers to learning or starting point.

Consideration of all the needs of all individuals, including those with special educational needs (SEND) and those who are disadvantaged, means that all pupils have access to a wide and varied curriculum and appropriate provision within an inclusive classroom environment. Fundamental British Values and Spiritual, Moral and Cultural development are at the heart of our school curriculum and we help pupils understand, accept and celebrate their differences and uniqueness.

Provision	Impact	Leader	Cost
Additional teacher recruited to support bespoke smaller group teaching. Initially this will take place in Year 6 allowing teachers to adapt teaching and learning closely to the needs of smaller groups of children for both maths and English. The focus of the smaller groups will be to increase rates of progress and allow gaps that developed due to Covid-19 to be addressed thus allowing all Y6 children to catch up and become secondary ready.	All children in Y6 to make at least expected progress from baseline assessments in reading, writing and mathematics. Children in the lowest 20% for attainment to make accelerated progress. Year 6 children to be ready for transfer to secondary school.	DHT Year 6 Team	£10,680.85
Power Maths Teachers resources for Y6 Autumn & Spring Term	Additional teacher will be able to plan and teach maths effectively.	N/A	£83.75

<p>Purchase and provide all children with resources to support writing (SDP whole school priority) in particular grammar and punctuation. Books to be used as directed by Teachers and year group teams to support learning in Grammar & Punctuation.</p>	<p>All children to make at least expected progress in terms of Grammar & Punctuation. All children to make at least expected progress in writing with an increase in the numbers of children making accelerated progress in all year groups. Children in the lowest 20% of attainers to increase rate of progress compared to peers.</p>	<p>SLT English Team</p>	<p>£950.40</p>
<p>Accelerated Reader - reading software package to encourage and improve reading at our school and to measure and monitor progress of individual readers. Each child completes a computer adaptive STAR reading test at the beginning of the year and at the end of each half-term. It also helps us to identify a child's specific development points and strengths in Reading and to set personalised reading targets. AR gives both children and teachers feedback based on the quiz results, which the teacher then uses to help your child set goals and direct ongoing reading practice. AR is used as part of a comprehensive reading programme in place in school.</p>	<p>An EEF study in 2015 showed that Year 7 pupils who were offered Accelerated Reader made 3 months' additional progress in reading compared to other similar pupils. For pupils eligible for free school meals the figure was 5 months' additional progress. The study also found that for weaker readers, the approach appears to contribute towards catch-up at the start of secondary school, although pupils at very low levels of reading may need initial support from teachers to benefit, if they are not independent readers.</p>	<p>DHT</p>	<p>£3004.56</p>
<p>Library Assistant – recruit a library assistant to help set up the school library for the Accelerated Reader Scheme</p>	<p>All books to be labelled and recorded with appropriate reading level and link to quizzes in AR scheme. Books identified as not having an AR quiz or level will be shared with AR and a level and quiz will be sought.</p>	<p>DHT</p>	<p>£310.50</p>
<p>Total for Autumn & Spring = £15,030.06</p>			
<p>Provision of additional teacher to move down the school – initially to Year 5 in the summer term. This will allow the smaller group teaching to address identified needs and gaps. Smaller group focus to ensure that children are ready for Year 6 curriculum and learning lost due to Covid-19 is addressed allowing children to catch-up.</p>	<p>Year 5 cohort to make at least expected progress in reading, writing and maths. Identified vulnerable pupils to make accelerated progress. Year 5 children to be Year 6 ready by the end of the summer term.</p>	<p>DHT Year 5 Team</p>	<p>£7,261</p>

Power Maths Teachers resources for Y5 Summer Term	Additional teacher will be able to plan and teach maths effectively.	N/A	£41.19
Accelerated Reader - See above	See above		£1,978
Total for Summer = £9,280.19			
Total overall Expenditure = £24,310.25			

Our provision for catch-up is £24,310.25 for the school year 2020-21. This is £4230.25 more than the allocated amount of £20,080