Primary Catch-Up Mentor strategy statement 2020-2021

## School overview

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| **Metric** | **Data** |
|  School name | Two Gates Primary School |
| Pupils in school | 297 |
| Proportion of disadvantaged pupils | 26%  |
| Catch-up mentor allocation this academic year.ATLP pooled schools’ funding and employed catch-up mentors centrally to ensure equity in provision for all children. | 1 part-time catch-up mentor Qualified teacher.  |
| Academic year or years covered by statement | 2021-2022 |
| Publish date  | September 10th 2021 |
| Review date | July 2022 |
| Statement authorised by | Nêst Llewelyn-Cook |
| Catch-up Mentor Lead | Michelle Dodds |

## Two Gates Primary Strategy aims for catch-up mentor

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| **Measure** | **Activity** |
| Priority 1 | To provide focused 1:1 reading support for pupils in Year 5 who have fallen behind in their attainment. Pupils have been identified through teacher assessment and NFER test data.  |
| Priority 2 | To provide 1:1 Fast Track Tutoring through the Read, Write Inc. Phonics programme to Year 2 pupils who are working below the expected standard.  |
| Priority 3 | To provide focused maths teaching for identified girls in Y6 who have fallen behind in their attainment. Pupils have been identified through teacher assessment and Testbase Assessment data. |
| Priority 4 | To facilitate Reading Plus to pupils in Year 6 who are working towards the expected standard in order to accelerate their progress.  |
| Barriers to learning these priorities address | Two academic years of disruption to schooling due to The Covid 19 Pandemic has resulted in lost learning time and consistent teaching; this has impacted on pupil attendance, progress and attainment as well as pupil well-being and confidence.  |

## Teaching priorities for current academic year

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| **Aim** | **Target** | **Target date**  |
| Progress in Reading | Targeted Year 5 children close the attainment gap created by COVID-19 school closures/disruption by increasing their reading speed and fluency, while building reading confidence and reading enjoyment.  | September 2022 |
| Progress in Maths | Targeted girls in Year 6 close the attainment gap created by COVID-19 school closure/disruption focusing on securing Ready to Progress criteria. | September 2022 |
| Progress in Reading | Targeted Year 6 children close the attainment gap created by COVID-19 school closures  | September 2022 |
| Phonics | Targeted Y2 children close the attainment gap created by COVID-19 school closures/disruption. Pupils to be secure in their phoneme-grapheme correspondence and application of sounds to blending. | September 2022 |

## Monitoring and Implementation

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| **Area** | **Challenge** | **Mitigating action** |
| Teaching | Ensuring quality time is dedicated to catch-up mentor’s professional development with one to one feedback.Catch-up mentor to attend whole staff CPD sessions where appropriate.  | A bespoke CPD programme is delivered to ensure mentor is skilled (subject knowledge and pedagogy) and confident to deliver teaching to vulnerable children in reading and phonics.  |
| Targeted support | Ensuring catch-up mentor is impacting on improved outcomes for targeted Year 5 and 6 children.  | Class teachers, Reading and Catch Up Leads to monitor impact and provision. Make amendments where necessary to ensure the targeted support has impact.  |
| Targeted support | Ensuring catch-up mentor is impacting on outcomes for targeted Y6 girls using mastery materials. | Maths Lead and Catch Up Lead to monitor impact and provision. Making amendments where necessary to ensure the target support has impact. |
| Targeted support | Ensuring catch-up mentor is impacting on improved outcomes for targeted Year 2 children in phonics. | KS1 Lead to monitor impact and provision. Making amendments where necessary to ensure the targeted support has impact.  |

Review: last year’s aims and outcomes (20/21)

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| **Aim** | **Outcome** |
| Targeted Year 3 children close the attainment gaps created by COVID-19 school closures by increasing their reading speed and fluency, while building reading confidence and reading enjoyment.  | **March-May 2021** An outcome of the 1:1 reading tuition has been that 83% of pupils have made at least expected progress during the period of support. 50% of the group have made better than expected progress with individuals making measurable and qualitative gains to build sustained progress upon. Pupils report enjoying reading more, they are reading more regularly at home and are more confident in their reading day to day at school. **May-July 2021-** Following the reading fluency intervention, 73% of the children involved have made at least expected progress, while 45% of this group have made accelerated progress. |
| Targeted Year 5 children close the attainment gaps created by COVID-19 school closures through facilitation and monitoring of Reading Plus. | **May-July 2021-** Tracking data from the online Reading Plus programme indicates that 75% of children involved have made at least expected progress, 71% of who have made accelerated progress. As a result of quality intervention through the Reading Plus programme, teacher assessments in Summer 2021 indicate that 78% of the pupils involved are now working at ARE, in line with their KS1 assessment.  |
| Targeted Y1 children close the attainment gap created by COVID-19 school closures. Pupils to be secure in their phoneme-grapheme correspondence and application of sounds to blending through Read, Write Inc Fast Track Phonics Tuition.  | **March- May 2021** As a result of high quality 1:1 tuition, 100% of pupils made at least expected progress, with 60% pupils making accelerated progress. This acceleration has been evident in their progress through the RWI phonics bands, making 2+ bands of progress (2 bands over 1 full term is expected progress)**May-July 2021** Evidence from phonic assessments this half term has indicated that the high quality Fast Track Tuition has enabled 100% of pupils to make at least expected progress and 86% have made accelerated progress. This acceleration has been evident in their progress across the RWI phonics bands and practice phonics screening scores. |