



'Catch up' Planning Statement

The government has announced £650 million will be shared across state primary and secondary schools over the 2020/21 academic year. This is expected to equate to approximately **£80 per pupil**.

Whilst head teachers will decide how the money is spent, the government expects this to be spent on small group tuition for whoever needs it.

This one-off grant to support pupils in state education recognises that all young people have lost time in education as a result of the pandemic, regardless of their income or background.

Separately, a National Tutoring Programme, worth £350 million, will increase access to high-quality tuition for the most disadvantaged young people over the 2020/21 academic year. This will help accelerate their academic progress and prevent the gap between them and their more affluent peers widening.

Please complete this planning tool to identify groups of pupils who may require additional tuition. The funding is not available for interventions that remove pupils during the lessons and should only be targeted at morning, lunch or afterschool learning that is additional to the core teaching offer. The Education Endowment Foundation also has a [published guide](#) to help school leaders and staff decide how to use this funding to best support their pupils and their outcomes. The [Toolkit](#) provides an evaluation of the various tested programmes.

[The National Tutoring Programme](#) is designed to reach up to two million of England's most disadvantaged children.



Strategy for 2020-21

1. Summary information 'Catch up' Grant					
Academy	Witham St Hughs Academy				
Academic Year	2020-21	Total Catch up budget	£31,680	Number of pupils	410

Initial evaluations and assessments of gaps/barriers for groups of pupils

2. Barriers to future good attainment
8 children in Year 1 (13%) have been identified as needing significant additional support in phonics.
7 children in Year 1 (11%) have been identified as needing significant additional support in maths.
10 children in Year 2 (16%) have been identified as needing significant additional support in phonics.
8 children in Year 2 (13%) have been identified as needing significant additional support in maths.
3 children in Year 3 (5%) have been identified as needing significant additional support in phonics.
7 children in Year 3 (23%) have been identified as needing significant additional support in reading.
9 children in Year 3 (15%) have been identified as needing significant additional support in maths.
8 children in Year 4 (12%) have been identified as needing significant additional support in reading.
7 children in Year 4 (11%) have been identified as needing significant additional support in maths.
8 children in Year 5 (14%) have been identified as needing significant additional support in reading.
6 children in Year 5 (10%) have been identified as needing significant additional support in maths.



Witham St Hughs Academy

7 children in Year 6 (14%) have been identified as needing significant additional support in reading.
7 children in Year 6 (14%) have been identified as needing significant additional support in maths.
A small number of Year 1 pupils are displaying some more challenging behaviours, 1 pupil has required an individual behaviour plan and part time timetable.
2 LAC Year 1 pupils have joined the Academy.
1 LAC Year 2 pupil has joined the Academy.
1 Year 2 pupil has been awarded 'significant' EHCP funding in September. This pupil is currently on a part time timetable.
1 Year 6 pupil has been awarded 'significant' EHCP funding in August.
1 Year 1 pupil has an EHCP pending.
1 Year 2 pupil with an EHCP has had his hours increased to 'significant'.
1 Year 3 pupil with an EHCP has had his hours increased to 'significant'.
There has been no notable difference in the genders identified for catch up support – 31 boys and 30 girls.
Pupil premium pupils are not over-represented in the group identified for catch up support.
All year groups Y2-Y6 have sat assessment papers from the summer year group before in September. E.g. Year 4 pupils completed Year 3 Summer NFER papers in reading, maths and SPaG. Each class teacher has engaged in a pupil progress meeting with the Headteacher to discuss the outcomes and specific needs for their class. Wave 2 interventions are planned and taking place within the school day to target many pupils with gaps that we feel confident this level of small group, in-school intervention will close the gap for these pupils. The plan outlined below sits above and beyond this in-school intervention. In total, 61 pupils have been identified for 1:1 or small group tuition in Termlet 2.



3. Planning for Catch up interventions						
What do we want to achieve?		How?	What is the rationale for this chosen strategy?	How will it be monitored	Cost?	Progress/Impact
<i>Year Group</i>	<i>Identified evaluation or assessment as a baseline</i>	<i>How will the intervention or provision be delivered?</i>	<i>Refer to research from EEF or other research to justify the choice of strategy.</i>		<i>Provide simple breakdown of proportionate or full costs.</i>	<i>Briefly evaluate impact of intervention against the identified outcomes.</i>
Year 1 Phonics	<p>8 pupils have been identified as needing additional support in phonics.</p> <p>Read, Write Inc assessments have been completed by the phonics leader to identify these pupils.</p>	<p>A programme of 6, 1:1 or 2:1 sessions delivered by KS1 staff within school.</p> <p>These will be for 15 minutes for 7 pupils, and 30 minutes for 1 pupil.</p>	<p>The EEF has found that providing pupils with high-quality feedback, building on accurate assessment, is likely to be a particularly promising approach. (EEF)</p> <p>There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. (EEF)</p> <p>Short, regular sessions (about 30 minutes, over a set period of time (six to twelve weeks) appear to result in optimum impact. Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. 1: 1 teaching delivers approximately five additional months progress on average (EEF)</p> <p>Interventions should include explicit and systematic teaching. This should include providing models of proficient problem solving, verbalization of thought processes, guided practice, corrective feedback, and frequent</p>	<p>Phonics leader</p> <p>Headteacher</p> <p>By the end of the 6 week programme, children will be able to read and write 80% of the sounds that they could not at the start of the programme.</p> <p>Children will have moved up 1 Read, Write Inc colour group band.</p>	<p>Read, Write Inc resources - £91.80</p> <p>Teacher/TA time - £20 per session</p>	



Witham St Hughs Academy

			cumulative review (Gersten, R. et al (2009).			
Year 1 Maths	<p>7 pupils have been identified as needing additional support in maths.</p> <p>Reception baseline data and class observations and outcomes in books have been used to identify these pupils.</p>	<p>A programme of 6, 1:1 or 2:1 sessions delivered by KS1 staff within school.</p> <p>These will be for 15 minutes in length as all of these pupils are also receiving intervention for their phonics within the same 30-minute after-school session.</p>	<p>The EEF has found that high quality targeted support in mathematics can provide effective extra support for children. Small-group support is more likely to be effective when sessions are brief and regular; and explicit connections are made between targeted support and everyday activities or teaching.</p> <p>The EEF has found that providing pupils with high-quality feedback, building on accurate assessment, is likely to be a particularly promising approach. (EEF)</p> <p>There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. (EEF)</p> <p>Short, regular sessions (about 30 minutes, over a set period of time (six to twelve weeks) appear to result in optimum impact. Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. 1: 1 teaching delivers approximately five</p>	<p>KS1 leader</p> <p>Headteacher</p> <p>By the end of the 6 week programme, children will complete their Autumn 2 assessments. These will indicate progress towards the next achievement band.</p> <p>A numerical target is not available for this year group in this term, due to them not completing a formal assessment in September.</p>	<p>Headstart Y1 arithmetic booklets - £4.15 per pupil. Total £29.05</p> <p>Headstart Y1 reasoning booklets - £4.15 per pupil. Total £29.05</p> <p>Teacher/TA time - £20 per session</p>	



Witham St Hughs Academy

			<p>additional months progress on average (EEF)</p> <p>Interventions should include explicit and systematic teaching. This should include providing models of proficient problem solving, verbalization of thought processes, guided practice, corrective feedback, and frequent cumulative review (Gersten, R. et al (2009).</p>			
<p>Year 2</p> <p>Phonics</p>	<p>10 pupils have been identified as needing additional support in phonics.</p> <p>Read, Write Inc assessments have been completed by the phonics leader to identify these pupils.</p>	<p>A programme of 6, 1:1 or 2:1 sessions delivered by KS1 staff within school.</p> <p>These will be for 15 minutes for 8 pupils, and 30 minutes for 2 pupils.</p>	<p>The EEF has found that providing pupils with high-quality feedback, building on accurate assessment, is likely to be a particularly promising approach. (EEF)</p> <p>There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. (EEF)</p> <p>Short, regular sessions (about 30 minutes, over a set period of time (six to twelve weeks) appear to result in optimum impact. Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. 1: 1 teaching delivers approximately five additional months progress on average (EEF)</p> <p>Interventions should include explicit and systematic teaching. This should include providing models of proficient problem solving, verbalization of</p>	<p>Phonics leader</p> <p>Headteacher</p> <p>By the end of the 6 week programme, children will be able to read and write 80% of the sounds that they could not at the start of the programme.</p> <p>Children will have moved up 1 Read, Write Inc colour group band.</p>	<p>Read, Write Inc resources - £114</p> <p>Teacher/TA time - £20 per session</p>	



Witham St Hughs Academy

			thought processes, guided practice, corrective feedback, and frequent cumulative review (Gersten, R. et al (2009).			
Year 2 Maths	<p>8 pupils have been identified as needing additional support in maths.</p> <p>Spring 2 Year 1 data has been used as a baseline and then pupils completed the Year 1 summer NFER maths assessments in September to identify those in need of additional support.</p>	<p>A programme of 6, 1:1 or 2:1 sessions delivered by KS1 staff within school.</p> <p>These will be for 15 minutes in length as all of these pupils are also receiving intervention for their phonics within the same 30-minute after-school session.</p>	<p>The EEF has found that high quality targeted support in mathematics can provide effective extra support for children. Small-group support is more likely to be effective when sessions are brief and regular; and explicit connections are made between targeted support and everyday activities or teaching.</p> <p>The EEF has found that providing pupils with high-quality feedback, building on accurate assessment, is likely to be a particularly promising approach. (EEF)</p> <p>There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. (EEF)</p> <p>Short, regular sessions (about 30 minutes, over a set period of time (six to twelve weeks) appear to result in optimum impact. Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. 1: 1 teaching delivers approximately five</p>	<p>KS1 leader</p> <p>Headteacher</p> <p>By the end of the 6 week programme, children will complete their Autumn 2 assessments. These will indicate a SATs scaled score above that of their September NFER standardised score.</p> <p>A direct numerical target is not available for this year group in this term, due to the difference in systems between Y1 standardised scores, and Year 2 scaled scores.</p>	<p>Headstart Y2 arithmetic booklets - £4.15 per pupil. Total £33.20</p> <p>Headstart Y2 reasoning booklets - £4.15 per pupil. Total £33.20</p> <p>Teacher/TA time - £20 per session</p>	



Witham St Hughs Academy

			<p>additional months progress on average (EEF)</p> <p>Interventions should include explicit and systematic teaching. This should include providing models of proficient problem solving, verbalization of thought processes, guided practice, corrective feedback, and frequent cumulative review (Gersten, R. et al (2009).</p>			
<p>Year 3</p> <p>Phonics</p>	<p>3 pupils have been identified as needing additional support in phonics.</p> <p>Read, Write Inc assessments have been completed by the phonics leader to identify these pupils.</p>	<p>A programme of 6, 1:1 or 2:1 sessions delivered by staff within school.</p> <p>These will be for 15 minutes in length as all of these pupils are also receiving intervention for their maths within the same 30-minute after-school session.</p>	<p>The EEF has found that providing pupils with high-quality feedback, building on accurate assessment, is likely to be a particularly promising approach. (EEF)</p> <p>There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. (EEF)</p> <p>Short, regular sessions (about 30 minutes, over a set period of time (six to twelve weeks) appear to result in optimum impact. Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. 1: 1 teaching delivers approximately five additional months progress on average (EEF)</p> <p>Interventions should include explicit and systematic teaching. This should include providing models of proficient problem solving, verbalization of thought processes, guided practice,</p>	<p>Phonics leader</p> <p>Headteacher</p> <p>By the end of the 6 week programme, children will be able to read and write 80% of the sounds that they could not at the start of the programme.</p> <p>Children will have moved up 1 Read, Write Inc colour group band.</p>	<p>Read, Write Inc resources - £34.20</p> <p>Teacher/TA time - £20 per session</p>	



Witham St Hughs Academy

			corrective feedback, and frequent cumulative review (Gersten, R. et al (2009).			
Year 3 Reading	<p>7 pupils have been identified as needing additional support in reading.</p> <p>Spring 2 Year 2 SATS data has been used as a baseline and then pupils completed a Year 2 summer SATS reading assessment in September. The reading fluency rubric has been used by staff in addition to this to identify those in need of additional support.</p>	<p>A programme of 6, 1:1 or 2:1 sessions delivered by staff within school.</p> <p>These will be 30 minutes in length for 3 pupils, and 15 minutes in length for 4 pupils as these pupils are also receiving intervention for their maths within the same 30-minute after-school session.</p>	<p>The EEF has found that successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge (EEF)</p> <p>The EEF has found that providing pupils with high-quality feedback, building on accurate assessment, is likely to be a particularly promising approach. (EEF)</p> <p>There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. (EEF)</p> <p>Short, regular sessions (about 30 minutes, over a set period of time (six to twelve weeks) appear to result in optimum impact. Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. 1: 1 teaching delivers approximately five additional months progress on average (EEF)</p>	<p>LKS2 leader</p> <p>Headteacher</p> <p>By the end of the 6 week programme, children will complete their Autumn 2 assessments. These will indicate a standardised score above that of their September SATS scaled score.</p> <p>A direct numerical target is not available for this year group in this term, due to the difference in systems between Y3 standadised scores, and Year 2 scaled scores.</p>	<p>Headstart Y3 reading booklets - £4.15 per pupil. Total £29.05</p> <p>Teacher/TA time - £20 per session</p>	



Witham St Hughs Academy

			Interventions should include explicit and systematic teaching. This should include providing models of proficient problem solving, verbalization of thought processes, guided practice, corrective feedback, and frequent cumulative review (Gersten, R. et al (2009).			
Year 3 Maths	<p>9 pupils have been identified as needing additional support in maths.</p> <p>Spring 2 Year 2 SATS data has been used as a baseline and then pupils completed a Year 2 summer SATS reading assessment in September to identify those in need of additional support.</p>	<p>A programme of 6, 1:1 or 2:1 sessions delivered by staff within school.</p> <p>These will be 30 minutes in length for 2 pupils, and 15 minutes in length for 7 pupils as these pupils are also receiving intervention for their literacy within the same 30-minute after-school session.</p>	<p>The EEF has found that high quality targeted support in mathematics can provide effective extra support for children. Small-group support is more likely to be effective when sessions are brief and regular; and explicit connections are made between targeted support and everyday activities or teaching.</p> <p>The EEF has found that providing pupils with high-quality feedback, building on accurate assessment, is likely to be a particularly promising approach. (EEF)</p> <p>There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. (EEF)</p> <p>Short, regular sessions (about 30 minutes, over a set period of time (six to twelve weeks) appear to result in optimum impact. Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. 1: 1 teaching delivers approximately five</p>	<p>LKS2 phase leader</p> <p>Headteacher</p> <p>By the end of the 6 week programme, children will complete their Autumn 2 assessments. These will indicate a standardised score above that of their September SATS scaled score.</p> <p>A direct numerical target is not available for this year group in this term, due to the difference in systems between Y3 standardised scores, and Year 2 scaled scores.</p>	<p>Headstart Y3 arithmetic booklets - £4.15 per pupil. Total £37.35</p> <p>Headstart Y3 reasoning booklets - £4.15 per pupil. Total £37.35</p> <p>Teacher/TA time - £20 per session</p>	



Witham St Hughs Academy

			<p>additional months progress on average (EEF)</p> <p>Interventions should include explicit and systematic teaching. This should include providing models of proficient problem solving, verbalization of thought processes, guided practice, corrective feedback, and frequent cumulative review (Gersten, R. et al (2009).</p>			
<p>Year 4 Reading</p>	<p>8 pupils have been identified as needing additional support in reading.</p> <p>Spring 2 Year 3 NFER data has been used as a baseline and then pupils completed the Year 3 summer NFER reading assessment in September. The reading fluency rubric has been used by staff in addition to this to identify those in need of additional support.</p>	<p>A programme of 6, 1:1 or 2:1 sessions delivered by staff within school.</p> <p>These will be 30 minutes in length for 2 pupils, and 15 minutes in length for 6 pupils as these pupils are also receiving intervention for their maths within the same 30-minute after-support.</p>	<p>The EEF has found that successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge (EEF)</p> <p>The EEF has found that providing pupils with high-quality feedback, building on accurate assessment, is likely to be a particularly promising approach. (EEF)</p> <p>There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. (EEF)</p> <p>Short, regular sessions (about 30 minutes, over a set period of time (six to twelve weeks) appear to result in optimum impact. Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. 1: 1</p>	<p>LKS2 leader</p> <p>Headteacher</p> <p>By the end of the 6 week programme, children will complete their Autumn 2 assessments. These will indicate a standardised score 10% above that of their September standardised score.</p>	<p>Headstart Y4 reading booklets - £4.15 per pupil. Total £33.20</p> <p>Teacher/TA time - £20 per session</p>	



Witham St Hughs Academy

		school session.	<p>teaching delivers approximately five additional months progress on average (EEF)</p> <p>Interventions should include explicit and systematic teaching. This should include providing models of proficient problem solving, verbalization of thought processes, guided practice, corrective feedback, and frequent cumulative review (Gersten, R. et al (2009).</p>			
Year 4 Maths	<p>7 pupils have been identified as needing additional support in maths.</p> <p>Spring 2 Year 3 NFER data has been used as a baseline and then pupils completed the Year 3 summer NFER maths assessments in September to identify those in need of additional support.</p>	<p>A programme of 6, 1:1 or 2:1 sessions delivered by staff within school.</p> <p>These will be 30 minutes in length for 1 pupil, and 15 minutes in length for 6 pupils as these pupils are also receiving intervention for their reading within the same 30-minute after-</p>	<p>The EEF has found that high quality targeted support in mathematics can provide effective extra support for children. Small-group support is more likely to be effective when sessions are brief and regular; and explicit connections are made between targeted support and everyday activities or teaching.</p> <p>The EEF has found that providing pupils with high-quality feedback, building on accurate assessment, is likely to be a particularly promising approach. (EEF)</p> <p>There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. (EEF)</p> <p>Short, regular sessions (about 30 minutes, over a set period of time (six to twelve weeks) appear to result in optimum impact. Overall, evidence</p>	<p>LKS2 phase leader</p> <p>Headteacher</p> <p>By the end of the 6 week programme, children will complete their Autumn 2 assessments. These will indicate a standardised score 10% above that of their September standardised score.</p>	<p>Headstart Y4 arithmetic booklets - £4.15 per pupil. Total £29.05</p> <p>Headstart Y4 reasoning booklets - £4.15 per pupil. Total £29.05</p> <p>Teacher/TA time - £20 per session</p>	



Witham St Hughs Academy

		school session.	<p>shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. 1: 1 teaching delivers approximately five additional months progress on average (EEF)</p> <p>Interventions should include explicit and systematic teaching. This should include providing models of proficient problem solving, verbalization of thought processes, guided practice, corrective feedback, and frequent cumulative review (Gersten, R. et al (2009).</p>			
Year 5 Reading	<p>8 pupils have been identified as needing additional support in reading.</p> <p>Spring 2 Year 4 NFER data has been used as a baseline and then pupils completed the Year 4 summer NFER reading assessment in September. The reading fluency rubric has been used by staff in</p>	<p>A programme of 6, 1:1 or 2:1 sessions delivered by staff within school.</p> <p>These will be 30 minutes in length for 6 pupils, and 15 minutes in length for 2 pupils as these pupils are also receiving intervention for their</p>	<p>The EEF has found that successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge (EEF)</p> <p>The EEF has found that providing pupils with high-quality feedback, building on accurate assessment, is likely to be a particularly promising approach. (EEF)</p> <p>There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. (EEF)</p> <p>Short, regular sessions (about 30 minutes, over a set period of time (six to twelve weeks) appear to result in</p>	<p>UKS2 phase leader</p> <p>Headteacher</p> <p>By the end of the 6 week programme, children will complete their Autumn 2 assessments. These will indicate a standardised score 10% above that of their September standardised score.</p>	<p>Headstart Y5 reading booklets - £4.15 per pupil. Total £33.20</p> <p>Teacher/TA time - £20 per session</p>	



Witham St Hughs Academy

	addition to this to identify those in need of additional support.	maths within the same 30-minute after-school session.	<p>optimum impact. Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. 1: 1 teaching delivers approximately five additional months progress on average (EEF)</p> <p>Interventions should include explicit and systematic teaching. This should include providing models of proficient problem solving, verbalization of thought processes, guided practice, corrective feedback, and frequent cumulative review (Gersten, R. et al (2009).</p>			
Year 5 Maths	<p>6 pupils have been identified as needing additional support in maths.</p> <p>Spring 2 Year 4 NFER data has been used as a baseline and then pupils completed the Year 4 summer NFER maths assessments in September to identify those in need of additional support.</p>	<p>A programme of 6, 1:1 or 2:1 sessions delivered by staff within school.</p> <p>These will be 30 minutes in length for 4 pupils, and 15 minutes in length for 2 pupils as these pupils are also receiving intervention</p>	<p>The EEF has found that high quality targeted support in mathematics can provide effective extra support for children. Small-group support is more likely to be effective when sessions are brief and regular; and explicit connections are made between targeted support and everyday activities or teaching.</p> <p>The EEF has found that providing pupils with high-quality feedback, building on accurate assessment, is likely to be a particularly promising approach. (EEF)</p> <p>There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. (EEF)</p>	<p>UKS2 phase leader</p> <p>Headteacher</p> <p>By the end of the 6 week programme, children will complete their Autumn 2 assessments. These will indicate a standardised score 10% above that of their September standardised score.</p>	<p>Headstart Y5 arithmetic booklets - £4.15 per pupil. Total £24.90</p> <p>Headstart Y5 reasoning booklets - £4.15 per pupil. Total £24.90</p> <p>Teacher/TA time - £20 per session</p>	



Witham St Hughs Academy

		for their reading within the same 30-minute after-school session.	<p>Short, regular sessions (about 30 minutes, over a set period of time (six to twelve weeks) appear to result in optimum impact. Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. 1: 1 teaching delivers approximately five additional months progress on average (EEF)</p> <p>Interventions should include explicit and systematic teaching. This should include providing models of proficient problem solving, verbalization of thought processes, guided practice, corrective feedback, and frequent cumulative review (Gersten, R. et al (2009).</p>			
Year 6 Reading	<p>7 pupils have been identified as needing additional support in reading.</p> <p>Spring 2 Year 5 NFER data has been used as a baseline and then pupils completed the Year 5 summer NFER reading assessment in September. The</p>	<p>A programme of 6, 1:1 or 2:1 sessions delivered by staff within school.</p> <p>These will be 30 minutes in length for 3 pupils, and 15 minutes in length for 4 pupils as these pupils are also</p>	<p>The EEF has found that successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge (EEF)</p> <p>The EEF has found that providing pupils with high-quality feedback, building on accurate assessment, is likely to be a particularly promising approach. (EEF)</p> <p>There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. (EEF)</p>	<p>UKS2 phase leader</p> <p>Headteacher</p> <p>By the end of the 6 week programme, children will complete their Autumn 2 assessments. These will indicate a SATS scaled score above that of their September standardised score.</p> <p>A direct numerical target is not available for this year group in this term, due to</p>	<p>Headstart Y6 reading booklets - £4.15 per pupil. Total £29.05</p> <p>Teacher/TA time - £20 per session</p>	



Witham St Hughs Academy

	reading fluency rubric has been used by staff in addition to this to identify those in need of additional support.	receiving intervention for their maths within the same 30-minute after-school session.	<p>Short, regular sessions (about 30 minutes, over a set period of time (six to twelve weeks) appear to result in optimum impact. Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. 1: 1 teaching delivers approximately five additional months progress on average (EEF)</p> <p>Interventions should include explicit and systematic teaching. This should include providing models of proficient problem solving, verbalization of thought processes, guided practice, corrective feedback, and frequent cumulative review (Gersten, R. et al (2009).</p>	the difference in systems between Y5 standardised scores, and Year 6 scaled scores.		
Year 6 Maths	<p>7 pupils have been identified as needing additional support in maths.</p> <p>Spring 2 Year 5 NFER data has been used as a baseline and then pupils completed the Year 5 summer NFER maths assessments in September to</p>	<p>A programme of 6, 1:1 or 2:1 sessions delivered by staff within school.</p> <p>These will be 30 minutes in length for 3 pupils, and 15 minutes in length for 4 pupils as these pupils</p>	<p>The EEF has found that high quality targeted support in mathematics can provide effective extra support for children. Small-group support is more likely to be effective when sessions are brief and regular; and explicit connections are made between targeted support and everyday activities or teaching.</p> <p>The EEF has found that providing pupils with high-quality feedback, building on accurate assessment, is likely to be a particularly promising approach. (EEF)</p>	<p>UKS2 phase leader</p> <p>Headteacher</p> <p>By the end of the 6 week programme, children will complete their Autumn 2 assessments. These will indicate a SATS scaled score above that of their September standardised score.</p> <p>A direct numerical target is not available for this year</p>	<p>Headstart Y6 arithmetic booklets - £4.15 per pupil. Total £29.05</p> <p>Headstart Y6 reasoning booklets - £4.15 per pupil. Total £29.05</p> <p>Teacher/TA time - £20 per session</p>	



Witham St Hughs Academy

	<p>identify those in need of additional support.</p>	<p>are also receiving intervention for their reading within the same 30-minute after-school session.</p>	<p>There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. (EEF)</p> <p>Short, regular sessions (about 30 minutes, over a set period of time (six to twelve weeks) appear to result in optimum impact. Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. 1: 1 teaching delivers approximately five additional months progress on average (EEF)</p> <p>Interventions should include explicit and systematic teaching. This should include providing models of proficient problem solving, verbalization of thought processes, guided practice, corrective feedback, and frequent cumulative review (Gersten, R. et al (2009).</p>	<p>group in this term, due to the difference in systems between Y5 standardised scores, and Year 6 scaled scores.</p>		
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Costs for initial 6 week block	
Resources	£730
Teacher/TA time	£7320
Total	£8050
Assuming a similar model rolling across termlets 2-5- Annual total:	£32,200