



Scotch Orchard Catch-Up Mentor Strategy Statement 2020/21

School overview

Metric	Data
School name	Scotch Orchard Primary School
Pupils in school	184 (plus 25 Nursery)
Proportion of disadvantaged pupils	24% (2020-21)
Catch-up mentor allocation this academic year. ATLP pooled Trust school's funding to ensure equality in provision for all children	1 part time catch-up mentor. Qualified teacher.
Academic year or years covered by statement	2020-2021
Publish date	1 st May 2021
Review date	End of the academic year
Statement authorised by	Mrs J Bishop
Catch-up Mentor Lead	Mrs J Tomlinson

Scotch Orchard Strategy aims for catch-up mentor

Measure	Activity
Priority 1	To provide additional Phonics interventions for targeted children in Years 1-6 in order to close identified gaps in learning.
Priority 2	To ensure catch-up mentor is skilled in the teaching of phonics, reading and writing at Scotch Orchard by providing bespoke CPD. Ongoing mentoring and weekly discussions with the English lead in order to feedback and set further purposeful learning goals.
Barriers to learning these priorities address	Spring term COVID lockdown has resulted in lost learning in 20/21 academic year. COVID isolation could impact on attendance of children and mentor.

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Phonics	All targeted groups in Years 1 – 6 close the attainment gap created by COVID-19 isolation periods and national lockdown	July 2021

Progress in Phonics	Targeted Year 1 children to improve their PSC from the start of the academic year by at least 10 marks.	July 2021
Progress in Phonics	Targeted Year 2 children to improve their PSC from the start of the academic year by at least 10 marks.	July 2021
Progress in Phonics	One Year 2 child to successfully blend, segment and read simple CVC words in relation to specific SEN ADPR targets	July 2021
Progress in Phonics	Targeted Year 3 children improve understanding of the relationship between phonemes and written graphemes	July 2021
Progress in Phonics	Targeted Year 4 children improve understanding of the relationship between phonemes and written graphemes	July 2021
Progress in Phonics	Targeted Year 5 children improve understanding of the relationship between phonemes and written graphemes	July 2021
Progress in Phonics	One Year 6 child improves reading in relation to specific SEN ADPR targets	July 2021

Monitoring and Implementation

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.	Catch-up mentor to observe English lead teaching Phonics. English lead and catch-up mentor to team teach identified groups to ensure mentor is skilled (subject knowledge and pedagogy) and confident to deliver teaching in Phonics.
Targeted support	Ensuring catch-up mentor is impacting on improved outcomes for targeted children.	Class teachers and English lead to monitor impact and provision. Specific feedback notes for each group to be uploaded by the English lead to the One Drive for all staff to access. Amendments will be made where necessary to ensure the targeted support has impact.

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

Aim	Outcome