



# Scotch Orchard Catch-Up Mentor Strategy Statement 2021/22

## School overview

Metric	Data
School name	Scotch Orchard Primary School
Pupils in school	186 (11 Nursery)
Proportion of disadvantaged pupils	23% (2021-22)
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	2021-2022
Publish date	December 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 and reading support for targeted children in Years 1-6 in order to close identified gaps in learning. Pupils have been identified through teacher assessment and NFER test data.
Priority 2	To provide 1:1 Keep Up Tutoring through the Little Wandle Letters and Sounds Revised Phonics programme to KS1 pupils who are working below the expected standard.
Priority 3	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	COVID lockdown has resulted in lost learning in 20/21 academic year. New Phonics SSP, Little Wandle Letters and Sounds Revised to be fully implemented in spring term 2022. COVID isolation could impact on attendance of children and mentor.

## Teaching priorities for current academic year

Aim	Target	Target date
Phonics	All targeted groups in Years 1 – 6 close the attainment gap in Phonics and reading created by COVID-19 isolation periods and national lockdowns	July 2022
Phonics	Targeted KS1 children's additional blending practice will ensure they are secure in their phoneme-grapheme correspondence and application of Phonics to reading	July 2022
Progress in Reading	Targeted Year 4 children close the attainment gap by increasing their reading speed and fluency, while building reading confidence and enjoyment	July 2022

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>Ensuring quality time is dedicated to catch-up mentor's professional development with one to one feedback.</p> <p>Catch-up mentor to attend Little Wandle Letters and Sounds Revised training and have time to explore resources, how-to videos and keep up guides.</p> <p>Catch-up mentor to attend whole staff CPD sessions.</p>	<p>Catch-up mentor to observe English lead teaching Little Wandle Letters and Sounds Revised SSP.</p> <p>English lead to coach catch up mentor, practising using the SSP resources and mantras.</p> <p>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.</p> <p>Ensure catch-up mentor is familiar with The Simple View of Reading and how to diagnose pupils' specific difficulties through discussion and feedback with the English lead and class teachers.</p>
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
Targeted Year 1 children to improve their PSC from the start of the academic year by at least 10 marks	As a result of high quality 1:1 tuition, 100% of pupils made improvements with their PSC scores. 60% of targeted Year 1 children improved their PSC score from the start of the academic year by 20 marks. One child improved by eight marks and one child (SEN) improved by three marks.
Targeted Year 2 children to improve their PSC from the start of the academic year by at least 10 marks.	As a result of high quality 1:1 tuition, 100% of pupils made improvements with their PSC scores. 50% of targeted Year 2 children improved their PSC score from the start of the academic year by at least ten marks. Two targeted children achieved a pass mark of 32.
One Year 2 child to successfully blend, segment and read simple CVC words in relation to specific SEN APDR targets	By the summer term, this child could successfully blend simple CVC words using specific GPCs from their APDR target (Teacher assessment).
Targeted Year 3 children improve understanding of the relationship between phonemes and written graphemes	This group of children have made improvements with their decoding and understanding of GPCs. 50% of these children will continue Phonics decoding support starting autumn 2021. Two children are more confident with their decoding skills and will therefore begin intervention for reading fluency, starting autumn 2021.
Targeted Year 4 children to improve understanding of the relationship between phonemes and written graphemes	Teacher assessment - this group of children have made improvements with their decoding and understanding of GPCs. One child (EAL/SEN) will continue Phonics decoding support, starting autumn 2021. Two children will begin intervention for reading fluency in order to apply their Phonics knowledge.
Targeted Year 5 children improve understanding of the relationship between phonemes and written graphemes	Teacher assessment - children have made improvements with their decoding and understanding of GPCs. Some small errors and inaccuracy at times, to work on autumn 2021.
One Year 6 child improves reading in relation to specific SEN ADPR targets	Teacher assessment - this child improved confidence and accuracy with specific phonemes, linked to their specific Phase 3 SEN targets. The child scored well on section one of the PSC, which is based on Phase 2/3 Phonics.

