



## CATCH UP FUNDING PLAN 2020-2021 Total Funding £14,240

### Autumn Term Plan

Gap Identified	Strategies	Allocated Fund	Impact
<p>September assessment has shown a decline in reading and phonics skills. Year 1 have not secured initial graphemes, CVC and Reception words. Y2 pupils need preparation for phonics screen. Pupils who did not pass their Y1 phonics screen and are now in Y3 and Y4 remain behind.</p>	<p>Coaching of all TAs in YR to Y6 in the teaching of phonics.  Intensive teaching of phonics and high frequency words by dedicated TA 2 days a week.</p> <ul style="list-style-type: none"> <li>• 8 Y2 pupils 2x weekly.</li> <li>• 5 Y1 pupils 2x weekly.</li> <li>• 5 Y3 pupils 2x weekly.</li> <li>• 5 Y4 pupils 2x weekly.</li> <li>• 2 Y5 pupils 1x weekly</li> </ul>	<p>Autumn Term 22 full days of intensive individual and small-group teaching by experienced phonics TA = £1,628</p>	<ul style="list-style-type: none"> <li>• 80% of children in Year 2 have passed the phonics screen.</li> <li>• Improvement in reading in KS1 and specific children in KS2 who did not pass their phonics screen in Year One.</li> </ul>
<p>September maths assessment has shown that additional intervention is needed for Yr5 and Yr6 pupils who did not attend during lockdown.</p>	<p>Additional interventions in Y5 and Y6 in arithmetic and problem-solving skills.</p> <ul style="list-style-type: none"> <li>• 7 Yr6 pupils 2x weekly.</li> <li>• 1 Yr5 pupil 2x weekly</li> </ul>	<p>£666 in Autumn Term 12 afternoons of intensive individual and small-group teaching of maths by experienced KS2 TA.</p>	<p>The current Year 6 cohort took the 2017 SATs maths test (PIXL). The results show that 14/16 EXP+ = 88%. 5/16 GD = 31%</p>
<p>September maths assessment shows that additional intervention is needed in Y1 and Y2.</p>	<p>Individual and small group interventions for Y1 and Y2.</p>	<p>£160 in Autumn Term 4 afternoons of small-group interventions with experienced TA.</p>	<p>Confidence increased.</p>
<p><b>Spent in Autumn Term</b></p>		<p><b>£2,454</b></p>	

## Catch-up Funding for Spring and Summer Term

(Lockdown 5<sup>th</sup> January – 8<sup>th</sup> March 2021)

Gap Identified	Strategies	Allocated Fund	Impact
<p>Maths progress in Year 2 has fallen behind.</p>	<p>Experienced TA took out small groups of children, one afternoon a week, to address identified gaps in their learning (from diagnostic assessments given in Spring 2) The groups were different each week depending on their need. Some children came out multiple times, whereas others just once or twice.</p>	<p>TA 2 hours per week for 8 weeks = £160</p>	<p>Children made significant progress in maths, despite another lockdown. A large number of Y2 children were still in school during the lockdown which really made a difference.</p>
<p>Maths progress in Year 5 and 6 for 3 pupils with SEN has fallen behind.</p>	<p>Employ teacher to work with 3 selected pupils with SEN for 4 maths lessons a week. This will additionally benefit those pupils working just below age-related expectations in the class, because experienced class TA will support them in class.</p>	<p>10 hours a week at £20/hour = £200 on casual contract for 10 weeks = £2,000</p>	<p>Improved positive attitude towards mathematics. One Year 5 is happier to come into school and increased focus and motivation. One Year 5 has gained a real improvement in mental methods for adding and subtracting a much better understanding of number bonds to 100 and a big improvement in re-call of multiplication facts. She was able to re-join her Year group and with support she is accessing Year 5 fluency work. Parents of Yr 6 with SEN reported improved number skills and can now tell the time.</p>
<p>Yr5 extra maths intervention for those who have fallen behind.</p>	<p>Experienced TA worked with Year 5 children in small groups, 2 afternoons a week – 2 x 40-minute sessions. Focusing on Y5 ready to progress criteria, the four operations and focusing on improving arithmetic scores.</p>	<p>12 afternoons of intensive individual and small-group teaching of maths by experienced KS2 TA = £288</p>	<p>Improvement in arithmetic scores and an increase in confidence with number work in class.</p>

Gap Identified	Strategies	Allocated Fund	Impact
Year 4 have fallen behind with their maths and an intervention was needed to improve their basic arithmetic	Maths Subject Leader took out groups of identified Y4 children who had clear gaps from maths covered in lockdown. (from diagnostic assessments given in Spring 2) The focus was on the four operations, fractions and decimals with a focus on improving arithmetic. Sessions were 30 minutes. They started off twice a week but after 4 weeks they went to once a week.	30 minutes twice a week for 8 children = £240	Improved number work and arithmetic. Target children made progress in confidence and accuracy by the end of the term.
Continued catch-up phonics teaching for pupils across the school, building on what was achieved in the Autumn Term.	Intensive teaching of phonics and high frequency words in 1:1 sessions and small group sessions by a dedicated TA over 2 days a week.  Older pupils received phonics intervention.	£2,220 in Spring Term 30 full days of intensive individual and small-group teaching by experienced phonics TA.	66% of Year One passed their phonics screen by the end of the Summer Term. 83% of Year Two passed their phonics screen by the end of the Summer Term. Child in Year 4 with SEN has improved reading accuracy Children with SEN in Year 3 have improved their reading. Child with SEN in Year 5 has improved reading and spelling.
One-to-one counselling and therapy for selected children.	Employ qualified counsellor to work with Year 6 pupils individually each week for 18 weeks.	12 half days = £2,430	Pupils and parents reported that anxiety had reduced. One child had stopped having suicidal thoughts and the other was able to speak about her On child is much more open to sharing her concerns at home and is smiling.
A structure and professional scheme to support wellbeing school-wide.	Purchase of Jigsaw PSHE scheme.	£1,000	Teachers have the tools to support children with their wellbeing from Nursery to Year 6.
Staff training in supporting children with emotional difficulties.	All staff trained in Emotion Coaching.		Teachers, Midday Supervisors and Teaching Assistants have the skills to support children who are emotionally challenged.
<b>Spent Summer Term 2021</b>		<b>£10,792</b>	
<b>Total Spend 2020-2021</b>		<b>£13,246</b>	<b>£994 c/f next year</b>