



**Dundry CE Primary School**

**Catch up funding 2020-21**

COVID-19 Catch-up Premium Funding									
<p>Identified gaps</p> <ul style="list-style-type: none"> <li>● Writing stamina across the school,</li> <li>● Y1 over reliance on segmenting not able to blend words to read,</li> <li>● Y2 lack number sense,</li> <li>● Y3/4 poor SPAG,</li> <li>● Y3 weak in writing in general.</li> <li>● Y5/6 spelling for middle and low ability.</li> <li>● Timetables and number facts.</li> </ul>					<p>Objective from SIP: Teacher’s planning accelerates pupil progress across all subjects (planning backwards from effective assessment), especially for vulnerable children and those who need to catch up to ARE following significant absence in 2019-2020</p> <p><b><u>Success Criteria going forward:</u></b> Expected outcomes for 2020-21: GLD 80%, Y1 phonics 75%, KS1 phonics catch up 80%, KS1 Reading 80%, KS1 Writing 73%, KS1 Maths 73%, KS2 Reading 75%, KS2 Writing 63%, KS2 Maths 50% <i>These targets represent at least good progress for pupils for whom we have prior attainment data.</i> These will be revised periodically as children recover lost learning.</p>				
	Objective	Actions, including CPD	Time Scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
1	Additional support given to those now below ARE in phonics and reading	YARC assessments and subsequent analysis and planning	T1	AMM	Clear baseline established that feeds directly into planning: set up group for fluency and group for comprehension by T2 T4 reassess with second YARC assessment	15 months progress in reading so catch up to where they should have been	Data checks Book looks Pupil Progress Meetings Lesson visits Pupil conferencing	Photocopying and time to administer (2 days of CT time)  <b>£300</b>	

		Sarah Cook half a day reading surgeries for each teacher to identify gaps and strategies	T1, T3	AMM	Surgeries to establish T1 and TY2 provision T3 follow up	15 months progress in reading so catch up to where they should have been	Subject Leader monitoring and feedback into SIP and SEF	<b>£200</b>	
		Follow up visit						<b>£200</b>	
		AMM to offer group catch up sessions (employ 2 days week teacher to backfill AMM and SENCO)	From T2 onwards	AMM	T2 timetable in place and pupils identified and assessed T3, 4, 5, 6 reassess to see impact	15 months progress in reading so catch up to where they should have been  Targeted pupils pass PSC so continue to be in line with national average		0.1 CT cost at MPS4  <b>£5250</b>	
		Guided reading packs in KS1 to be audited and gaps filled	T1 onwards	SC	T1 check provision T2 order and organise T2 onwards all GR sessions well resourced	All children have access to phonetically decodable books for GR and 1:1 reading		up to <b>£300</b>	
		Release Sally to work cross Shosocmbe and St Julian's on consistent approach to phonics	T1 onwards	SC	T1 initial meeting T2 staff meeting to disseminate and TA training T3 onwards monitoring	Targeted pupils pass PSC so continue to be in line with national average  Gaps in Y2, 3, 4 are effectively plugged		use existing HLTAs to cover	
		Introduce school's own images and ditties for phonics	T1	SC	T1 team meeting all schools to agree images/rhymes	Gaps in YR, Y1 and Y2 are effectively plugged	<b>£200</b>		

					T2 Disseminate to staff T3 onwards monitoring				
2	Good progression in spelling skills	Buy No Nonsense Spelling and train staff	T2	NW & AMM	T2 purchase and train staff T3 onwards whole of KS2 use approach consistently	Gaps in Y2, 3, 4 are effectively plugged  75%+ reach ARE in spelling in NFER and KS2 testing  Spelling rules applied in most independent writing		<b>£299</b> for the scheme  Use staff meeting time for training	
3	Increase writing stamina and quality in lower KS2	Support English leader to drive improvements in the subject and raise profile of writing across the school  Joint monitoring (AMM & NW)  Joint analysis of the Comparative Judgement feedback	T1 onwards	NW	T1 WS training for NW T2 whole staff training T3 Trust training T4 regular touching base on progress  T1 start NMM T2 joint moderation and NMM used	% children at ARE in writing reaches at least national levels  Children who have returned behind ARE (and were previously ARE) catch up to that level  Children who were behind before lockdown catch up to where they were and make good progress towards their individual end of year target		cover cost (already have HLTA employed) and teacher to backfill AMM	
4	Improve recall of times tables and	Buy Times Table Rockstars and roll out	T2 onwards	AMM	T2 AMM TT Rockstars user	At least 75% of children in Year 4		<b>£130</b>	

	number facts	across the school for Y2 upwards  Buy Numbots for KS1 and lower KS2 SEN			video sessions. Wrote user guide and shared with staff Set up TTRockstars accounts for children. Letter to parents  Introduce times tables booklets to KS2 T2 onwards Year 2 T3 onwards	and above can pass the x table check		<b>£100</b>	
2	Develop stamina and learning behaviours for all	Buy homeworks for every child in Y2 upwards and introduce new homework policy	T3	AMM	T2 induct staff on homework policy and explain to parents Buy books and send home T3 start initiative with lots of incentives and support for vulnerable pupils in place	90%+ of children in Y2 and above complete their weekly homework tasks		<b>£50</b>	
		Buy incentive prizes for regular reading and regular homework. Also x table rockstar champions  Celebrate in newsletter too	T1 onwards	AMM & NW	T1 launch incentive scheme in school and in newsletter  T2 onwards scheme is running	90%+ of children in Y2 and above complete their weekly reading and times tables tasks		<b>up to £150</b>	

					in every class with regular tracking				
3	Support for children who are behind in maths	Purchase and complete Sandwell Maths assessments on bottom 20%	T2	AMM				<b>£365</b>	
		Additional catch & keep up groups with TA (part of provision and intervention timetable)	T1 onwards	AMM	T1 PPMtgs identify who needs what T2 support teachers and TAs to plan provision T3 onwards monitor impact of provision and adapt accordingly	% children at ARE in writing reaches at least national levels  Children who have returned behind ARE (and were previously ARE) catch up to that level  Children who were behind before lockdown catch up to where they were and make good progress towards their individual end of year target	costed within TA salaries		
		School-wide introduction of Claire Christie's Number Sense	T2 onwards	AMM	T2 induct staff in KS1 T2 onwards staff to use as part of additional provision	Children who have returned behind ARE (and were previously ARE) catch up to that level	<b>£100</b>		
		Follow up visit from Jo Cronin	T3		Whole school surgery planning for mixed age classes	All maths lessons are Good and the needs of all children are met.	<b>£200</b>		

						Children make good progress in maths			
		Work with Alex Parry as part of Boolean Mastery Readiness programme to support staff development	4 Year programme	AMM/NW/AB	6 sessions across the year for SLT and 6 sessions for class teacher focused on different strands			free	
							<b>TOTAL</b>	<b>£7844</b>	