

Plan for Catch Up Funding 2020-2021

£19,840

ACTION	WHY	HOW	MONITORING AND IMPACT	COST
<p>1. Recruiting an additional Teacher for Phonic and Early Reading boosters from EYFS – Year 3</p>	<p>Term 1 phonics baseline has shown a that there are significant gaps in pupil knowledge from Phase 2 through to Phase 5 and therefore the application of these skills to reading is slower than expected.</p> <p>The figures below are taken from the test results at the start of Term 1 and show the number of children requiring intervention/support within each phase.</p> <p>POTTER Year 1: Phonics: Phase 2 - 12/24 (50%) still have gaps in knowledge of more than 3 sounds. Phase 3 - 20/24 pupils (83%) still have gaps in knowledge of more than 3 sounds When reading tricky words from phase 2/3 only 7 pupils (29%) have secure understanding</p> <p>MURPHY Year 2: Phonics: Phase 2 - 7/30 (23%) still have gaps in knowledge of more than 3 sounds. Phase 3 - 25/30 pupils (83%) still have gaps in knowledge of more than 3 sounds</p>	<p>Potter Class - 1:1 Phonics Intervention/booster with adult daily Phase 4/5 phonics boosters – blending, segmenting and reading HFWs - Precision teaching – phase 2/3 phonics gaps Small focus group reading to focus on building confidence in application of phonics knowledge Additional opportunities for reading and GR throughout the day to develop fluency AR support for higher ability readers Spelling focus groups to plug gaps and ensure year 1 words are spelt correctly</p> <p>Murphy Class - 1:1 Phonics Intervention/booster with adult daily Phase 4/5 phonics boosters – blending, segmenting and reading HFWs - Precision teaching – phase 3/4 phonics gaps Focussed 1:1 support on all Year 2 pupils that do not pass Autumn phonics check Small focus group reading to focus on building confidence in application of phonics knowledge Additional opportunities for reading and GR throughout the day to develop fluency AR support for higher ability readers</p>	<p>Potter Class - Increase in Phonics knowledge to meet current predictions for Year 1 phonics screening. Increase in number of pupils on track for ARE in reading matched to current predictions in SIP Increase in number of Year 1 pupils ready to start AR For pupils on AR significant rise in reading age on Star Reader test Increased confidence in reading, spelling and vocabulary Increase in weekly spelling scores</p> <p>Murphy Class – Increase in Year 2 phonics retake pupils to meet current predictions based on pupils not passing Autumn check. Increase in number of pupils on track for ARE in reading matched to current predictions in SIP Significant rise in reading age on Star Reader test Increased confidence in reading, spelling and vocabulary Increase in weekly spelling scores</p> <p>Austen Class – Accelerated progress in reading for identified pupils</p>	<p>£18145.68</p>

	<p>Phase 4 – 20/30 (67%) still have gaps in knowledge of more than 3 sounds Phase 5 – 29/30 (97%) still have gaps in knowledge of more than 3 sounds When reading tricky words from phase 2/3 only 11 pupils (37%) have secure understanding When reading tricky words from phase 5 only 4 pupils (13%) have secure understanding</p> <p>Austen Year 3: Phonics: Phase 2 - 4/10 (40%) still have gaps in knowledge of more than 3 sounds. Phase 3 - 6/10 pupils (60%) still have gaps in knowledge of more than 3 sounds Phase 4 – 7/10 (70%) still have gaps in knowledge of more than 3 sounds Phase 5 – 8/10 (80%) still have gaps in knowledge of more than 3 sounds When reading tricky words from phase 2/3 only 3 pupils (30%) have secure understanding When reading tricky words from phase 5 only 1 pupil (10%) has a secure understanding</p>	<p>Spelling focus groups to plug year 1 gaps and ensure year 2 words are spelt correctly</p> <p>Murphy Class – (Y2 retake pupils 2020) Focussed 1:1 support on all Year 3 pupils that do not pass Autumn phonics check Precision teaching – phase 2/3/4/5 phonics gaps Small focus group reading to focus on building confidence in application of phonics knowledge AR support</p>	<p>Narrowing of the gap between identified PP children (7 out of 10) and peers in reading Significant rise in reading age on Star Reader test Increased confidence in reading, spelling and vocabulary Increase in weekly spelling scores</p>	
2. Purchase Numicon Online & Numicon CPD –	School has resources for using Numicon but not the confidence, ability or understanding for it to effectively impact on progress in maths.	Staff training and CPD will be broken down into 5 learning modules that can then be incorporated into class room practice. Modules are:	Increase in maths data to meet current ARE in SIP	£99 + £225

<p>Catch-Up and Intervention</p>	<p>Programme to support in identifying and addressing gaps or inconsistencies in children's learning, as well as correcting errors and misconceptions. It will enable staff to:</p> <ul style="list-style-type: none"> • Understand the barriers to mathematics some children may face • Learn how the Numicon approach supports the teaching of key mathematical ideas, including how they make abstract mathematical ideas real and 'visible', and why this works for Catch-up and Intervention • Discover how Numicon Breaking Barriers and Big Ideas support the assessment and re-teaching of key mathematical ideas • Know where and how to start with implementation, monitoring and evaluation 	<ol style="list-style-type: none"> 1. Introduction to Catch-up and Intervention 2. What is the Numicon approach? 3. Exploring Numicon Breaking Barriers and Big Ideas 4. Exploring Key Mathematical Ideas 5. Implementing, Monitoring and Evaluating 	<p>Increase in use of and pupil understanding of Numicon as a manipulative</p> <p>Investment in CPD that will enable improved knowledge and skills in the teaching of maths to ensure sustained progress year on year.</p>	
<p>3. 1 X Ipads for each KS2 year group/classroom</p>	<p>To support the access to AR and TT Rockstars and online learning and research opportunities within each classroom</p>	<p>Increasing capacity for each class to increase their AR and TT rockstars access and scores</p>	<p>Increase in correlation between ARE and chronological age for reading Increase in Times Tables percentages Improved access to online learning</p>	<p>£350 x 5 = £1400</p>
			<p>Total Spend</p>	<p>£19,869.68</p>