



Little Stoke Primary School – CATCH UP FUNDING (Covid-19)

<p>The government has allocated approximately £80 per pupil to support catch-up initiatives following the reopening of schools. Below provides information of where this money will be targeted and the intended impact.</p>	
Total number of pupils on roll – Autumn Census	197
Proportion of DP Pupils, Reception to Y6 (ever 6 FSM)	28%
Proportion of SEND children	15%
Catch Up allocation	£15,760 (approximately)
Delivering the interventions	A trained teacher will be employed in terms 1-3 between 1-2 days per week to deliver quality interventions across the school. Additional TA time will be provided where needed.
Publish date	September 2020
Review date	February 2021, July 2021
Lead	Anne Sargent and New Head (to be appointed)
Governor Monitoring	Scott Pells (Chair)

PRIORITY AREAS FOR CATCH UP FUNDING

Priority 1

Phonics catch up interventions for children in years 2, 3 and 4

Priority 2

Basic mathematics calculation catch up interventions for children in years 3-6 (link to SDP)

Priority 3

Reading interventions across years 1-6 (link to SDP)

Catch-Up Funding Initiatives

Precise Action	Who	Expected Improvement	Success Criteria (evidence)
1.1 Assess phonics knowledge retained from previous year in years 2 and target children in years 3 and 4 and compile list of children for intervention groups	Delivered by IP, HV, DS and SLT Monitored by HR	<ul style="list-style-type: none"> Correct children are targeted for interventions 	<ul style="list-style-type: none"> Targeted Children reach their ARE targets in reading in years 2, 3 and 4 (see performance management targets and SDP)
1.2 Set up daily short phonic interventions in Year 2 delivered by catch up teacher and specifically trained TA to begin week commencing 21/9	Delivered by CE, LW, AB Monitored by HR	<ul style="list-style-type: none"> Children make rapid progress in learning and retaining phonic knowledge and are able to apply effectively 	<ul style="list-style-type: none"> 75%+ of year 2 children will pass the phonics screening check in term 2 75%+ children will reach at expected + in key stage 1 SATs
1.3 3x a week intervention combining phonics recognition and application through phonic reading books (eg Project X) for children with gaps in phonic knowledge in years 3 and 4 from 21/9	Delivered by CE, SS, MG Monitored by HR	<ul style="list-style-type: none"> Targeted children in years 3 and 4 make good progress in reading, supported by a comprehensive phonic knowledge 	<ul style="list-style-type: none"> All targeted children pass a phonics screening check in term 3 85% of children meet AREs SEN children make at least 3PP from post covid starting points
2.1 Assess multiplication gaps in year 5 (cohort who would have taken multiplication check), carry out baseline assessments and put in place daily catch-up interventions where needed	Delivered by AH, CE Monitored by CJ	<ul style="list-style-type: none"> Targeted children will confidently be able to recall all multiplication tables and use for calculations and reasoning 	<ul style="list-style-type: none"> 80% of all children pass multiplication check test administered in term 4 Evidence in book looks shows confident application of multiplication knowledge
2.2 Implement regular targeted multiplication interventions in years 3, 4 to support comprehensive tables knowledge	Delivered by CE and MG Monitored by CJ	<ul style="list-style-type: none"> Targeted children will have an increasingly confident grasp of multiplication tables Children will be equipped to meet ARE in their year group 	<ul style="list-style-type: none"> 75% of year 4 pass multiplication check in term 4 80%+ of year 3 know named tables for year group confidently by term 5

2.3 Carry out baseline assessment to highlight children in years 4, 5 and 6 whose calculation knowledge demonstrates gaps. 2x weekly interventions will address these gaps	Delivered by RG, AH, CE, JC and MG Monitored by CJ	<ul style="list-style-type: none"> Children in years 4, 5 and 6 will have confident calculation knowledge to access relevant year's AREs 	<ul style="list-style-type: none"> 80% of children in years 4 and 5 and 6 can calculate to Age Related Expectations by term 5 (Performance management, SDP targets)
2.4 3x a week number facts interventions put in place in years 2 and 3 and SEN children in years 4, 5 and 6	Delivered by HV, DS, JD, CE, JC and MG Monitored by CJ and KT through learning plans	<ul style="list-style-type: none"> Number facts and recalled quickly and confidently and support morning mathematics work 	<ul style="list-style-type: none"> 80% of children in years 2 and 3 can calculate to Age Related Expectations by term 6 (Performance management, SDP targets) SEN children Learning Zone in years 4-6 meet age related expectations in their target year group
3.1 Checks across Years 3-6 to ensure children are reading at the correct level	Delivered by CE Monitored by RG	<ul style="list-style-type: none"> All children are reading at the correct levels on book boxes or making good choices from class libraries 	<ul style="list-style-type: none"> Through pupil conferencing and monitoring, 100% of children are reading at the right level of challenge and have a wide choice of books with high interest level
3.2 Pupil Premium children across years 1-6 will have 3x a week 1:1 reading	Delivered by all TAs across the school Monitored by RG and AS	<ul style="list-style-type: none"> Children will make good progress in reading Strong links made between reading and the rest of the curriculum Daniel Sobel initiative shows high impact 	<ul style="list-style-type: none"> 85% of children in PP reading initiative make at least 3PP. 30% make 4PP (accelerated)
3.3 Project X reading intervention set up and implemented in years 4 and 5	Delivered by MG and SS Monitored by RG and AS	<ul style="list-style-type: none"> Children accessing Project X make accelerated progress and show high engagement 	<ul style="list-style-type: none"> 80%+ make accelerated reading progress of 4PP from starting points
3.4 Class Pod reading initiatives set up linked to SDP priorities	Delivered by all class teachers Monitored by RG and AS	<ul style="list-style-type: none"> High engagement in reading across the school 	<ul style="list-style-type: none"> Pupil conferencing and class oracy outcomes demonstrate high engage in curriculum linked reading and 75% of all children are reading regular (3x a week minimum) at home

