



## Kingswood Primary School – CATCH UP FUNDING (Covid-19)

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.

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| Total number of pupils on roll – Autumn Census        | 124   |
| Proportion of PP Pupils, Reception to Y6 (ever 6 FSM) |   |
| Proportion of SEND children                           |   |
| Catch Up allocation                                   | (£2360 so far)  |
| Delivering the interventions                          | Teacher training<br>Focussed SENCO time on identifying additional needs etc<br>Additional SENCO time to deliver interventions |
| Publish date  | November 2020   |
| Review date   | March 2021, July 2021   |
| Lead  | Lynsey Sanchez Daviu and Emma Hickling  |
| Governor Monitoring                                   |   |

## PRIORITY AREAS FOR CATCH UP FUNDING

### Priority 1

Phonics catch-up interventions for children in year 2

### Priority 2

To ensure all targets are met for end of year outcomes in key stage 2 impacts on progress, in writing and maths.

### Priority 3

To ensure learning journals are used to record high quality observations and record progress towards the ELG, ensuring end of year targets are met

### Catch-Up Funding Initiatives

| Precise Action   | Who  | Expected Improvement  | Success Criteria (evidence)   |
|--|--|---|---|
| Priority 1<br><br>1 a) Assess phonics knowledge retained from previous year in years 2 and target children for intervention groups.                                    | Delivered by class teachers and TAs and monitored by JB                      | All pupils make at least expected progress from baseline in September   | All pupils who met ELG in reading at end of year R pass phonics screening test in Autumn term 2   |
| 1 b) Set up daily short phonic interventions in Year 2   | Delivered by class teachers and specifically trained TAs and monitored by JB | Children make rapid progress in learning, retain phonic knowledge and are able to apply effectively.            | 75%+ of year 2 children will pass the phonics screening check in term 2<br><br>75%+ children will reach at expected + in key stage 1 SATs                             |
| -<br><br>3x a week intervention combining phonics recognition and application through phonic reading books for children with gaps in phonic knowledge in years 3 and 4 | Delivered by class teachers and TAs and monitored by JB                      | Targeted children in years 3 and 4 make good progress in reading, supported by a comprehensive phonic knowledge | All targeted children pass a phonics screening check in term 3<br><br>85% of children meet AREs<br><br>SEN children make at least 3PP from post covid starting points |

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| <p>2.1<br/>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.</p> | <p>Delivered by TA monitored by LUB</p>                  | <p>Targeted children will confidently be able to recall all multiplication tables and use for calculations and reasoning</p>                                  | <p>80% of all children pass multiplication check test administered in term 4</p> <p>Evidence in book looks shows confident application of multiplication knowledge</p> |
| <p>2.2<br/>Implement regular targeted multiplication interventions in years 3, 4 to support comprehensive tables knowledge</p>   | <p>Delivered by TA monitored by LUB</p>                  | <p>Targeted children will have an increasingly confident grasp of multiplication tables.</p> <p>Children will be equipped to meet ARE in their year group</p> | <p>75% of year 4 pass multiplication check in term 4<br/>80%+ of year 3 know named tables for year group confidently by term 5</p>                                     |
| <p>2.3<br/>Regular opportunities given for extended writing, with opportunities to up level in response to feedback<br/>Individual support given by teacher and TA impact on progress</p>          | <p>Support given by teachers/ TA<br/>Monitored by JB</p> | <p>All pupils make at least expected progress in writing from their baseline in September 2020</p>  | <p>All pupils maintain or exceed trajectory for writing in key stage 2</p>   |

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| <p>3.1<br/>All pupils in year R make appropriate progress as learning opportunities are matched to next steps</p> | <p>Interventions delivered by CM/ER focus on S and L - monitored by SENCo</p>       | <p>Pupils in year R make at least expected progress from base line</p> | <ul style="list-style-type: none"> <li>● Pupils make at least expected progress across all ELGs</li> <li>● Targeted pupils make at least expected progress in Phonics</li> <li>● S and L interventions positively impact on progress in reading and phonics</li> </ul> |
| <p>3.2<br/><br/>TA used in EY to target pupils who need additional support particularly in phonics</p>            | <p>interventions delivered by ER/CM focus on S and L - monitored by SENCo</p>       | <p>Targeted pupils make expected progress in phonics</p>               |  |
| <p>3.3</p>  |   |  |  |
| <p>Use of tapestry to capture learning and track progress</p>   | <p>Class teachers and TAs enter observations on tapestry monitored by LS and FS</p> | <p>Progress tracked and can be accessed by all stake holders</p>       | <p>Targeted pupils reach GLD by the end of EY</p>  |

