



## Platts Heath 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.

Total number of pupils on roll – Autumn Census	53
Proportion of PP Pupils, Reception to Y6 (ever 6 FSM)	
Proportion of SEND children	
Catch Up allocation	£4,240
Delivering the interventions	Teacher training Focussed SENCO time on identifying additional needs etc Additional SENCO time to deliver interventions
Publish date	November 2020
Review date	March 2021, July 2021
Lead	Emma Hickling
Governor Monitoring	

## PRIORITY AREAS FOR CATCH UP FUNDING

### Priority 1

Phonics catch up interventions for children in years 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)
<p>1.1</p> <p>Assess phonics knowledge retained from previous year in years 2 and target children for intervention groups</p>	<p>Delivered by class teachers and TAs and monitored by JB</p>	<p>All pupils make at least expected progress from baseline in September</p>	<p>All pupils who met ELG in reading at end of year R pass phonics screening test in autumn term 2</p>
<p>1.2</p> <p>Set up daily short phonic interventions in Year 2 delivered by teacher and specifically trained TA</p>	<p>Delivered by class teachers and TAs and monitored by JB</p>	<p>Children make rapid progress in learning and retaining phonic knowledge and are able to apply Effectively</p>	<p>75%+ of year 2 children will pass the phonics screening check in term 2</p> <p>75%+ children will reach at expected + in key stage 1 SATs</p>
<p>1.3</p> <p>3x a week intervention combining phonics recognition and application through phonic reading books for children with gaps in phonic</p>	<p>Delivered by class teachers and TAs and monitored by JB</p>	<p>Targeted children in years 3 and 4 make good progress in reading, supported by a comprehensive phonic knowledge</p>	<p>All targeted children pass a phonics screening check in term 3</p> <p>85% of children meet AREs</p> <p>SEN children make at least 3PP from post covid</p>

knowledge in years 3 and 4			starting points
<p>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</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 Evidence in book looks shows confident application of multiplication knowledge</p>
<p>2.2 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 Children will be equipped to meet ARE in their year group</p>	<p>75% of year 4 pass multiplication check in term 4 80%+ of year 3 know named tables for year group confidently by term 5</p>
<p>2.3 Regular opportunities given for extended writing, with opportunities to up level in response to feedback Individual support given by teacher and TA t impact on progress</p>	<p>Support given by teachers/ TA 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>

<p>3.1 All pupils in year R make appropriate progress as learning opportunities are matched to next steps</p>	<p>Interventions delivered by JN 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  TA used in EY to target pupils who need additional support particularly in phonics</p>	<p>interventions delivered by JN 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 EH and FS</p>	<p>Progress tracked and can be accessed by al;l stake holders</p>	<p>Targeted pupils reach GLD by the end of EY</p>

