



Ulcombe C of E 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	71
Proportion of PP Pupils, Reception to Y6 (ever 6 FSM)	44%
Proportion of SEND children	31%
Catch Up allocation	£5,680.00
Delivering the interventions	Teacher training Focussed SENCO time on identifying additional needs etc Additional SENCO time to deliver interventions Additional T.A employed
Publish date	November 2020
Review date	March 2021, July 2021
Lead	Emma Masters
Governor Monitoring	

PRIORITY AREAS FOR CATCH UP FUNDING – (from Ulcombe Improvement Plan)

Priority 1

Ensure that all pupils make at least expected progress in Reading, Writing and Maths from September 2020 to July 2021 with 25% making accelerated progress within the academic year.

Priority 2

To ensure that pupils' individual needs are recognised, understood and supported as part of an inclusive environment to enable them to make expected progress

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)
Target Area 1			
SENCO, T.A and CT to discuss each pupil and identify potential areas of need.	Each teacher to discuss every child to identify current levels as well as additional needs and areas where booster work is required.	Children identified quickly and interventions put in place to start with immediate effect.	Children with targeted intervention are making accelerated progress in that area.
SENCO and CT to undertake assessments and monitoring to identify actions required to assist each child	Under supervision of SENCo or with SENCo teachers and TA,s to undertake specific reading, writing and maths linked assessments to expose areas of need – additional staff LW and VH	Using the results tailored provision is set up and started immediately using additional staff LW and VH	75% of children will pass the phonics screening check in Term 2 Children are identified who did not make expected at KS1 have made accelerated progress to obtain expected at KS2
Individual provision planning for each identified child to be undertaken using additional TAs, if not in class support.	Interventions delivered by LW, teachers and all TA,s in afternoons monitored by SENCo	All pupils make at least expected progress in writing from their baseline in September 2020	All pupils have made 6 points progress from February 2020 to July 2021 Children targeted for intervention and booster tuition make accelerated progress

Target Area 2

<p>Identified children who have additional needs and implement provision plans with specific target areas. These are monitored and reviewed termly.</p>	<p>Each teacher to discuss every child to identify current levels as well as additional needs and areas where booster work is required. Discussion with additional TAs and class teachers</p>	<p>All pupils make at least expected progress in core subjects from their baseline in September 2020</p>	<p>All pupils have made 6 points progress from February 2020 to July 2021</p> <p>Children targeted for intervention and booster tuition make accelerated progress</p>
<p>TA used to target pupils who need additional support in core subjects and discuss with CT and SENCOs</p>	<p>Under supervision of SENCo or with SENCo teachers and TAs, to undertake specific reading, writing and maths linked assessments to expose areas of need. Additional Staff LW and VH</p>	<p>Tailored provision mapping in place for each identified child and these are linked to additional Staff for interventions.</p> <p>Interventions are reviewed and monitored termly – VH and LW and class TA's</p>	<p>All pupils make at least expected progress in from their baseline in September 2020</p> <p>Children with specific gaps are making accelerated progress in the subjects where intervention is in place.</p> <p>Interventions regularly reviewed</p>
<p>All pupils have made at least 1 point progress each term from their starting point.</p>	<p>Interventions delivered by LW, teachers and all TAs in afternoons monitored by SENCo. Additional staff LW and VH</p>	<p>All pupils make at least expected progress in all areas from their baseline in September 2020.</p> <p>Children with specific gaps are making accelerated progress in the subjects where intervention is in place.</p> <p>Interventions are reviewed and monitored termly and needs assessed and interventions changed to suit the child.</p>	<p>Year 2 and 6 children obtain expected results at SATs.</p> <p>Children are identified who did not make expected at KS1 have made accelerated progress to obtain expected at KS2</p>

Target Area 3

<p>All pupils in year R make appropriate progress as learning opportunities are matched to next steps</p>	<p>Interventions delivered by SM, MW, LW focus on S and L - monitored by SENCo</p>	<p>Pupils in year R make at least expected progress from base line</p>	<p>Pupils make at least expected progress across all ELGs</p> <p>Targeted pupils make at least expected progress in Phonics</p> <p>S and L interventions positively impact on progress in reading and phonics</p>
<p>TA used in EY to target pupils who need additional support particularly in phonics</p>	<p>interventions delivered by SM, MW, LW focus on S and L - monitored by SENCo</p>	<p>Targeted pupils make expected progress in phonics</p>	<p>Targeted pupils make at least expected progress in Phonics</p> <p>S and L interventions positively impact on progress in reading and phonics</p>
<p>Use of tapestry to capture learning and track progress</p>	<p>Class teachers and TAs enter observations on tapestry monitored by EM 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>