



Leeds and Broomfield CoE 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	55
Proportion of PP Pupils, Reception to Y6 (ever 6 FSM)	18
Proportion of SEND children	17
Catch Up allocation	£4,400
Delivering the interventions	Teacher training / Additional TA 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	Fiona Steer
Governor Monitoring	

PRIORITY AREAS FOR CATCH UP FUNDING

Priority 1

Basic skills in maths – counting / place value / four operations / multiplication for Y2 / Y4 / Y6

Priority 2

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

Priority 3

To ensure learning journals / tapestry are used to record high quality observations and carefully plan next steps to move 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>From assessments target pupils from Y2 / Y4 / Y6 who need basic skills – set up an intervention group.</p>	<p>Delivered by class teachers and TAs and monitored by FS</p>	<p>All pupils make at least expected progress from baseline in September</p>	<p>Y4 pupils to pass times table assessment in 2021 Y6 pupils work through problems logically drawing on their basic skills – maths books. Y2 Pupils complete end of year 2 assessment reaching expected standard.</p>
<p>1.2</p> <p>Set up Y2 basic skills – focusing on counting and place value. Set up Y4 times table intervention Set up Y6 basic skills intervention</p>	<p>Delivered by class teachers and TAs and monitored by FS</p>	<p>Children make rapid progress in</p> <p>learning and retaining basic skills Y2 counting / place value Y4 – time tables Y6 - All knowledge and are able to apply Effectively</p>	<p>75%+ of year 2 children will reach expected</p> <p>75% of year 4 will pass times table assessment</p> <p>75%+ children will reach at expected KS2 SATs</p>
<p>1.3</p>	<p>Delivered by</p>	<p>Targeted children in years 2 and 4 / 6</p>	<p>All targeted Y4 children pass times table assessment</p>

<p>3x a week intervention combining basic skills into reasoning.</p>	<p>class teachers and TAs and monitored by FS</p>	<p>make good progress in maths</p> <p>Pupils will be able to talk and reason maths</p>	<p>check in term 3</p> <p>85% of children meet AREs</p> <p>SEN children make at least 3PP from post covid starting points</p>
<p>2.1</p> <p>Assess gaps in KS2 pupils spelling , punctuation and sentence structure.</p> <p>Put in place daily interventions for spelling / spag and sentence structure.</p>	<p>Delivered by TA monitored by FS</p>	<p>Targeted children will confidently</p> <p>Be able to spell common words for their age group.</p> <p>Make phonetically plausible attempts at others.</p> <p>Use a thesaurus / dictionary to support their writing.</p> <p>Structure sentences correctly</p>	<p>80% of all children get over 90% spelling correct for their age group.</p> <p>Evidence in book looks shows spellings being transferred to writing.</p> <p>Writing structure is improved – book look – shows progress.</p>
<p>2.2</p> <p>Implement regular targeted spelling groups interventions in years 3/ 5 / 6 on sentence structure</p>	<p>Delivered by TA monitored by FS</p>	<p>Targeted children will have an</p> <p>increasingly confident grasp of Spelling common words.</p> <p>Children will be equipped to meet</p> <p>ARE in their year group</p>	<p>80% of all children get over 90% spelling correct for their age group.</p> <p>Evidence in book looks shows spellings being transferred to writing.</p> <p>Writing structure is improved – book look – shows progress.</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 FS</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 All pupils in year R make appropriate progress as learning opportunities are matched to next steps</p>	<p>Interventions delivered by GN focus on S and L - monitored by FS</p>	<p>Pupils in year R make at least expected progress from base line</p>	<ul style="list-style-type: none"> ● Pupils make at least expected progress across all ELGs ● Targeted pupils make at least expected progress in Phonics ● S and L interventions positively impact on progress in reading and phonics
<p>3.2 TA used in EY to target pupils who need additional support particularly in phonics</p>	<p>Interventions delivered by GN focus on S and L - monitored by FS</p>	<p>Targeted pupils make expected progress in phonics</p>	
<p>3.3</p>			
<p>Use of tapestry to capture learning and carefully plan next steps, alongside the environment plan.</p>	<p>Class teachers and TAs enter observations on tapestry monitored by EH and FS</p>	<p>Next steps tracked to ensure opportunities are given within the environment for pupils to make progress.</p>	<p>Targeted pupils reach GLD by the end of EY</p>

