

Catch up Funding 2020-2021

Year Group	Provision	Cost	Rationale
2	<p>Additional phonics resources</p> <p>Support Assistant ½ day per week Intensive support before y2 phonics Dec and KS1 SATs May (Monday morning)</p>	<p>£96</p> <p>17 weeks = £714</p>	<p>Y2 intensive teaching of phonics for first term. This will allow the children to catch up with the year 2 curriculum having achieved ARE or better outcomes for y1 in phonics.</p> <p>Support assistant will allow the Y2 literacy teacher to focus on the children in the bottom 20% or those in danger of falling into the bottom 20% as in the SDP. Supporting where the need is greatest</p>
3	<p>NQT Mentor to work with teacher to improve first wave teaching of literacy and maths.</p> <p>Additional writing resources</p>	<p>No additional cost</p> <p>£135</p>	<p>Adoption of the Jane Considine writing scheme needs to be embedded. Improving NQT teacher's subject knowledge. NQT mentor and literacy lead to provide a supportive role in ensuring that first wave teaching of reading and writing is effective.</p> <p>Maths lead to work with NQT to ensure first wave teaching is providing high quality learning experiences.</p>
4			
5	<p>Upper Bands of Reading Books</p> <p>Reading intervention</p>	<p>£2500</p>	<p>Children can take reading books home to support their independent reading.</p> <p>1:1 reading with bottom 20% daily 4/5 days. Differentiated comprehension tasks (as identified by the Education Endowment Fund) as a key skill to target as it is beneficial to all subject areas.</p> <p>Guided reading books for groups and class to be provided to facilitate gaps in comprehension and higher order reading skills. Inference has been identified as an area which needs catch-up. Improved reading age in bench marking assessment and pira tests.</p>

	<p>Academic Mentor Y5 Y6</p> <p>Maths and Literacy small class sizes</p> <p>Pay TA for an extra HLTA day for the rest of the year (Currently 2 days HLTA and 3 days TA. Proposal 3 days HLTA and 2 days TA)</p>	<p>£2337 £2442</p> <p>£1111</p>	<p>Academic mentor to be used to support children by improving learning behaviours. 1:1 support when needed to improve working relationships in the class and improve learning to learn. Success will be achieved if all children engage in all lessons without the effects of negative behaviour.</p> <p>Use of HLTA to teach maths. Class teacher to teach literacy using the write stuff approach.</p> <p>The class will be split into 2 groups of 14 to provide a more productive, supportive environment to facilitate effective immediate feedback in the teaching of maths and literacy.</p> <p>Improved outcomes in maths and independent writing.</p>
6	<p>New Teacher CPD year 6</p> <p>Literacy Specialist teacher an extra half day per week for the rest of the year. 34/39</p> <p>Upper Bands of Reading Books (included in Y5 costing)</p> <p>Reading intervention</p> <p>Maths and Literacy small class sizes</p> <p>Pay TA for an extra HLTA day for the rest of the year (Currently 2 days HLTA and 3 days TA. Proposal 3 days HLTA and 2 days TA)</p>	<p>£150</p> <p>£6384</p> <p>£1111</p>	<p>New to Year 6 Training, Standard Assessment training</p> <p>Literacy support to be extended to address assessment outcomes in reading and writing. 3 adults in class will enable feedback to be direct and immediate to support learning behaviours and improve outcomes.</p> <p>Children can take reading books home to support their independent reading.</p> <p>1:1 reading with bottom 20% daily 4/5 days. Differentiated comprehension tasks (as identified by the Education Endowment Fund) as a key skill to target as it is beneficial to all subject areas.</p> <p>Use of HLTA to teach maths.</p> <p>The class will be split into 2 groups to provide a more productive, supportive environment to facilitate effective immediate feedback in the teaching of maths.</p>

	RWInc Fresh Start Phonics training for Upper Key stage 2 teacher and TA	£194	Training for staff to implement targeted intervention for children in the bottom 20% to close the gap in reading, spelling and writing.
Whole School	Adoption of PSHE Association Recovery Curriculum Approach		Building relationships within the class is the most effective way to reintroduce children into the classroom. Children need to feel happy and secure in order to do their best.
	Learning to Learn CPD in metacognition		Focus on basic skills from baseline assessments it is clear that children need to be supported in relearning phonics, arithmetic, reading and writing. This will have greatest impact on the teaching of the wider curriculum.
	Writing CPD Using the Write stuff approach for consistency throughout school	Resourcing cost as CPD course cost covered by school	Children will have lessons in how to learn. Using the language of learning the school is using a common language to all to describe learning behaviours, this is used to describe positive and negative learning behaviours therefore pin pointing the skills which need to be developed in order to be successful.
	Phonics CPD for new staff	No extra cost	Whole staff CPD in writing. This has allowed staff to set common expectations, have dialogue with others about pedagogy. This is improving the quality and effectiveness of literacy lessons. The impact will be in the improvements in independent reading and writing attainment.
	IT provision	£3600	Staff new to the school have been trained to implement the Floppy's phonics scheme in order to improve the achievement of pupils across the school.
			Replace incompatible whiteboards with new ones. Improvements in the provision of IT across school will facilitate improvement in pedagogy and pedagogical content to engage pupils and improve outcomes in lessons.
Total	Without IT and reading books With reading books With IT With IT and reading books	£14,674 £17,174 £18,274 £20,774	