



### Greenfields Community Primary School – Catch up Funding (Covid19)

<p>The government has allocated £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.</p>	
<p><b>Total number of pupils on roll – Autumn Census (Reception-Year 6)</b></p>	<p><b>269</b></p>
<p><b>Catch Up allocation</b></p>	<p><b>£21,520 ( £5440 in Autumn Term 2021)</b></p>
<p><b>Delivering the interventions</b></p>	<p><b>Outside providers and teaching assistants</b></p>
<p><b>Publish date</b></p>	<p><b>November 2020</b></p>
<p><b>Review date</b></p>	<p><b>January 2021</b></p>
<p><b>Staff</b></p>	<p><b>Gemma Robertson DHT/ Ele Dobson HT Amy Banks KS2 COVID Lead &amp; Alex Cheel KS1 COVID Lead</b></p>
<p><b>Governor Monitoring</b></p>	<p><b>PAC Committee</b></p>

## PRIORITY AREAS FOR CATCH UP FUNDING

### Priority 1

Reception and year 1 (R:29, Y1:27) £4,480 - annual

### Priority 2

Phonics catch up interventions for specific children in years 2, 3 and 4 (Y2:41, Y3:27, Y4:37) £8,400 - annual

### Priority 3

Outdoor learning programme for our year 5 and 6 children to support social and emotional well-being (Y5:39, Y6: 45) £6,720 - annual

## Catch up funding initiatives

### Priority 1:

**Reading and singing programme to support the development of oral literacy, listening skills and to support the development of early reading in Reception and Y1 (R:29, Y1:27) £4,480**

EEF: 'there is extensive evidence showing the long-term negative impact of beginning secondary school without secure literacy skills. Programmes are likely to have the greatest impact where they meet a specific need, such as oral language skills or aspects of **reading**, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery.'

Precise Action	Who	Expected Improvement	Success Criteria (evidence)
1.1 Assess children's reading and listening skills and collect data at the start of the programme,	Programme delivered by an outside provider. Children assessed by AC and AW	Staff will have evidenced a clear baseline from which to measure progress of the intervention both quantitative	Children make good or accelerated progress from the start of the project to the end. Phonics data

using formal quantitative data and internal whole child assessment information.	Monitored by SMT	and qualitative.	PIRA data THRIVE data School whole child assessment
1.2 1 session per week, with the application of listening skills evident across the curriculum.	Programme delivered by outside provider Children's progress assessed by AC and AW Monitored by SMT	Children's listening skills improve across the curriculum. Children's turn-taking skills improve. Children's communication skills improve.	Children's listening skills across the curriculum improve and this is evident in lessons and at playtimes.
1.3 1 session per week, with the application of oral language skills and aspects of early reading evident in English lessons.	Programme delivered by outside provider Children's progress assessed by AC and AW Monitored by SMT	Children's oral language skills improve across the curriculum. Children's early reading improves across the curriculum. Children's love for reading becomes evident and children become excited by books. Children make at least good progress in reading.	Children's oral language skills across the curriculum improve. Children's love for reading improves and this is evident across the curriculum, particularly in English lessons.
<p><b>Priority 2</b></p> <p><b>Reading catch up interventions for specific children in years 2, 3 and 4 (Y2:41, Y3:27, Y4:37) £8,400</b></p> <p>EEF: 'there is extensive evidence showing the long-term negative impact of beginning secondary school without secure literacy skills. Programmes are likely to have the greatest impact where they meet a specific need, such as oral language skills or aspects of <b>reading</b>, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery.'</p>			
<b>Precise Action</b>	<b>Who</b>	<b>Expected Improvement</b>	<b>Success Criteria (evidence)</b>

<p>2.1 Assess phonics knowledge retained from previous year in year 3 and application of phonics and comprehension skills in year 4 and compile a list of children for intervention groups</p>	<p>Children's progress assessed by DL, JI, KC, DC &amp; GH Programme delivered by KC, JG &amp; MA Monitored by SMT</p>	<p>Correct children are targeted for interventions</p>	<p>Targeted Children make accelerated progress</p>
<p>2.2 3x a week intervention combining phonics recognition and application through phonic reading books (eg Project X) for children with gaps in phonic knowledge in years 2, 3 and 4</p>	<p>Programme delivered by KC, JG &amp; MA Monitored by SMT</p>	<p>Targeted children in years 2, 3 and 4 make at least good progress in reading, supported by a comprehensive phonic knowledge</p>	<p>Targeted Children make accelerated progress in reading</p>
<p>2.3 Pupil Premium children across years 1-6 will have 3x a week 1:1 reading</p>	<p>Class teachers to hear PP children read 3 x per week on a 1-1 basis and record in online reading book and red folder.</p>	<p>Children will make at least good progress in reading Strong links made between reading and the rest of the curriculum</p>	<p>PP children make at least good progress. We would expect to see some PP children making accelerated progress.</p>
<p><b>Priority 3:</b> Outdoor learning programme for our Y5 and Y6 children to support social and emotional well-being and behaviour (Y5:39, Y6: 45) £6,720</p> <p>EEF: 'Interventions might focus on other aspects of learning, such as behaviour or pupils' social and emotional needs'</p>			

Precise Action	Who	Expected Improvement	Success Criteria (evidence)
1 x session per week of outdoor adventure learning provided by an external provider with a high skill set.	Programme delivered by outside provider Children assessed by provider and class teachers Monitored by SMT	The impact of outdoor adventure learning on children and young people's health and wellbeing, wider achievements, attainment and personal development will be recognised by school staff.	Children's emotional, social and behavioural wellbeing improves and can be seen across the wider curriculum.
Sessions provided both on the school site and off site.	Programme delivered by outside provider Class teachers and teaching assistants to support sessions Monitored by SMT	Children will be able to make connections experientially with the real world outside the classroom, helping to develop skills, knowledge and understanding in a meaningful context.  Children will develop an awareness of the complexities of the real world.	Because outdoor environments and surroundings act as a rich stimulus for creative thinking and learning, children will be given opportunities for challenge, enquiry, critical thinking and reflection.  Children become more critical in their thinking.
Sessions will support children's mental health and wellbeing with the application of skills evident across the curriculum.	Programme delivered by outside provider Class teachers and teaching assistants to monitor children's progress Monitored by SMT	Targeted children's behaviour improves in the classroom as well as outside.  Quiet pupils are given the opportunity to vocalise more in a different environment.	Children become involved in emotional, physical and cognitive experiences as part of their learning across the whole curriculum.

		The multi-sensory experience outdoors helps children and young people to retain knowledge more effectively.	
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