



Greenfields Community Primary School – Catch up Funding (Covid19)

<p>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.</p>	
<p>Total number of pupils on roll – Autumn Census (Reception-Year 6)</p>	<p>224 Reception – Y6</p>
<p>Catch Up allocation</p>	<p>£17,920</p>
<p>Delivering the interventions</p>	<p>Outside providers and teaching assistants</p>
<p>Publish date</p>	<p>October 2021</p>
<p>Review date</p>	<p>October 2022</p>
<p>Lead</p>	<p>Gemma Robertson</p>
<p>Governor Monitoring</p>	<p>Business Operation Committee</p>

PRIORITY AREAS FOR CATCH UP FUNDING

Priority 1

Reception and Year 1 reading and maths interventions (R:25, Y1:29) £4,320

Priority 2

Phonics catch up interventions for specific children in Year 2 and 3 (Y2:29, Y3:41) £5,600

Priority 3

Maths catch up interventions for specific children in Year 4, 5 and 6 (Y4: 26, Y5:33, Y6: 39) £7,840

Catch up funding initiatives

Priority 1:

Reading programme to support the development of oral literacy, listening skills and to support the development of early reading in Reception and Y1 (R:25, Y1:29) £4,320

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.'

Nuffield Foundation: 'Mathematical achievement in the primary years is an important predictor of future academic achievement, access to employment opportunities and health outcomes. Research suggests that many children fail to perform to their full capabilities in mathematics. Many interventions have been proposed to improve mathematics learning.'

Precise Action	Who	Expected Improvement	Success Criteria (evidence)
<p>1.1 Assess children's reading and listening skills and collect data at the start of the programme.</p>	<p>Programme delivered by MG and AS am Children assessed by class teachers and MG and AS Monitored by SMT</p>	<p>Children's progress can be tracked and specific children targeted further by the class teacher.</p>	<p>Children make good or accelerated progress from the start of the project to the end.</p>
<p>1.2 1 session per week, with the application of listening skills evident across the curriculum.</p>	<p>Programme delivered by MG and AS am Children assessed by class teachers and MG and AS Monitored by SMT</p>	<p>Children's listening skills improve across the curriculum. Children's turn-taking skills improve. Children's communication skills improve.</p>	<p>Children's listening skills across the curriculum improve and this is evident in lessons and at playtimes.</p>
<p>1.3 1 session per week, with the application of oral language skills and aspects of early reading evident in English lessons.</p>	<p>Programme delivered by MG and AS am Children assessed by class teachers and MG and AS Monitored by SMT</p>	<p>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.</p>	<p>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>
<p>1.4 2 x 30 minute RWI sessions per day</p>	<p>Children assessed and assessment data used to inform groupings RWI delivered by</p>	<p>Children make at least good progress in reading, supported by a comprehensive phonic knowledge.</p>	<p>Children's reading skills improve. Children's love for reading improves and this is evident</p>

	reception and KS1 staff Children;s progress assessed and monitored throughout sessions Monitored by SMT	Strong links made between reading and the rest of the curriculum.	across the curriculum, particularly in English lessons. Children make at least good progress in their RWI programme.
1.5 Assess children's mathematical knowledge retained from previous year and compile a list of children for intervention groups. Assess what children do, and do not, know in order to extend learning for all children.	Children's progress assessed by class teachers, MG and AS Programme delivered by MG and AS Monitored by SMT	Correct children are targeted for interventions	Targeted Children make accelerated progress
1.6 3x a week targeted maths intervention.	Programme delivered by MG and AS Monitored by SMT	Targeted children make at least good progress in maths, supported by teaching explicit connections between targeted support and everyday activities or teaching.	Targeted children make at least good progress in maths

Priority 2

Phonics catch up interventions for specific children in Year 2 and 3 (Y2:29, Y3:41) £5,600

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)
<p>2.1 Assess phonics knowledge retained from previous year in years 2 and 3 and compile a list of children for intervention groups</p>	<p>Children's progress assessed by class teachers, AS & MG Programme delivered by AS & MG Monitored by SMT</p>	<p>Correct children are targeted for interventions</p>	<p>Targeted Children make at least good progress.</p>
<p>2.2 3x a week intervention combining phonics recognition and application through phonic reading books (e.g. RWI, Project X) for children with gaps in phonic knowledge in years 2 and 3.</p>	<p>Programme delivered by AS & MG Monitored by SMT</p>	<p>Targeted children in years 2 & 3 make at least good progress in reading, supported by a comprehensive phonic knowledge.</p>	<p>Targeted Children make at least good progress in reading.</p>
<p>2.3 **Pupil Premium children across years 1-6 will have 3 x a week 1:1 reading</p>	<p>Class teachers hear PP children read 3 x per week on a 1-1 basis and record comments in an online reading book and in the class 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>

Priority 3: Maths catch up interventions for specific children in Year 4, 5 and 6 (Y4: 26, Y5:33, Y6: 39) £7,840

Nuffield Foundation: 'Mathematical achievement in the primary years is an important predictor of future academic achievement, access to employment opportunities and health outcomes. Research suggests that many children fail to perform to their full capabilities in mathematics. Many interventions have been proposed to improve mathematics learning.'

Precise Action	Who	Expected Improvement	Success Criteria (evidence)
<p>3.1</p> <p>Assess children's mathematical knowledge retained from previous year and compile a list of children for intervention groups.</p> <p>Assess what children do, and do not, know in order to extend learning for all children.</p>	<p>Children's progress assessed by class teachers, MA, TM & JG</p> <p>Programme delivered by MA, TM & JG</p> <p>Monitored by SMT</p>	<p>Correct children are targeted for interventions</p>	<p>Targeted Children make at least good progress</p>
<p>3.2</p> <p>3x a week targeted maths intervention.</p>	<p>Programme delivered by MA, TM & JG</p> <p>Monitored by SMT</p>	<p>Targeted children make at least good progress in maths, supported by teaching explicit connections between targeted support and everyday activities or teaching.</p>	<p>Targeted children make at least good progress in maths</p>
<p>3.3</p> <p>Academic mentor employed through the National Tutoring Programme, who will target children for maths intervention. This will be children across all abilities.</p>	<p>Programme delivered by an outside provider (National Tutoring Programme).</p> <p>Class teachers and teaching assistants to monitor children's progress</p>	<p>Targeted children make at least good progress in maths, supported by teaching explicit connections between targeted support and everyday activities or teaching.</p>	<p>Targeted children make at least good progress in maths</p>

	Monitored by SMT		
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