

Covid 19 Catch Up Funding Plan 2020-21

Allocated funding 2020-21	£ 19,760
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Allocated funding	Rationale	Action	Intended impact	How the impact of this expenditure on the educational attainment of pupils will be assessed.	Review/Outcome
£3556	Return to school assessments clearly indicate that an increased proportion of Reception pupils are working below age related expectations and not on track to achieve expected standard because of time missed at school due to lockdown. Analysis indicates that key areas for development are: phonics, fine motor control/ handwriting, spelling.	Targeted intervention through small group or individual bespoke reading and writing programmes led by an HLTA.	Identified children achieve Good Level of Development (GLD) at the end of Reception.	Regular Letters and sounds phase assessments. End of Reception ELG in line with new EYFS Framework (as Early Adopter school).	To be completed July 2021.
£3194	Return to school assessments clearly indicate that an increased proportion of Y4 pupils are working below age related expectations and not on track to achieve expected	Targeted intervention through small group or individual	Identified pupils make accelerated progress and achieve in line	Progress in maths, reading and writing from teacher assessment judgements based on age related	

	<p>standard because of time missed at school due to lockdown.</p> <p>Analysis indicates that key areas for development are: numeracy (mental arithmetic/ recall and calculation) reading fluency and writing.</p>	<p>bespoke maths and reading/writing programmes led by an HLTA to address areas missed or in need of reinforcement.</p> <p>Rollout of Reading Plus (fluency programme).</p>	<p>with Y4 age related expectations.</p>	<p>expectations/criteria.</p> <p>Y4 multiplication pilot-June 2021</p> <p>Weekly monitoring of TT Rock Stars Sound Check data</p> <p>Reading Plus assessments-April 2021 onwards.</p>	
£15,331	<p>Return to school assessments clearly indicate that an increased proportion of Y5 pupils are working below age related expectations and not on track to achieve expected standard because of time missed at school due to lockdown.</p> <p>Analysis indicates that key areas for development are: numeracy (mental arithmetic/ recall and calculation) reading fluency and writing.</p>	<p>Targeted intervention through small group or individual bespoke maths and reading/writing programmes led by an experienced Senior TA to address areas missed or in need of reinforcement.</p> <p>4 day Easter school open to all Y5 pupils.</p>	<p>Identified pupils make accelerated progress and achieve in line with Y5 age related expectations.</p>	<p>Progress in maths, reading and writing teacher assessment judgements based on age related expectations/criteria.</p> <p>Weekly monitoring of TT Rock Stars Sound Check data.</p>	

	<p>Return to school assessments clearly indicate that an increased proportion of Y6 pupils are working below age related expectations and not on track to achieve expected standard because of time missed at school due to lockdown.</p> <p>Analysis indicates that key areas for development are: numeracy (mental arithmetic/ recall and calculation) reading fluency and writing.</p>	<p>Targeted intervention through small group or individual bespoke maths and reading/writing programmes led by an HLTA to address areas missed or in need of reinforcement.</p>	<p>Identified pupils make accelerated progress and achieve in line with Y6 age related expectations.</p>	<p>Progress in maths, reading and writing teacher assessment judgements based on age related expectations/criteria and test assessments using past Y6 papers for reading and maths.</p>	
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Discussed and agreed with Governors' Resources committee-21/10.20

Agreed with full Governing Body –18/11/20