**Total Amount of Funding Received - £31760**

**Area of Need (*Identified from baseline where appropriate*)**

* Enabling a remote learning provision that allows pupils to keep learning during a school closure.
* EYFS and KS1 – phonics & Early Reading
* Key stage 2 – Maths and reading comprehension
* Whole School – Reading fluency

**Strategy Summary**

**Enabling a remote learning provision that allows pupils to keep learning during a school closure**

* Investment in a remote learning platform that allows quality provision that reflects classroom practice
* Investment in remote devices to ensure that all pupils are able to access online learning

**Early Years & Key Stage One**

* Smaller groups to deliver precise learning
* Phonics interventions provided by experienced leaders
* Investment in additional reading / phonics software programme for pupils where necessary.
* Online reading scheme to ensure books continued to be matched to pupil’s phonics sounds even in lockdown.

**Key Stage Two**

* Use of outstanding leader to provide precision intervention groups in reading
* Release of middle leader to provide precision intervention groups in maths

**Impact Headlines (July 2021)**

* 96% of pupils passed the Year Two Phonics Screening Check in December 2020
* 97% of children engaged with remote learning
* 97% pupils of pupils in Year 1 passed the in-school the phonics screening assessment in July 2021
* The proportion of pupils achieving GLD in Reception was 77% in July 2021
* 83% of children in Year 2 achieved age expected standards or above in Reading in July 2021
* In Year 6, 84% of pupils in Maths and 82% of pupils in Reading achieved age related standards or above in July 2021

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| **Total Number of Pupils 405** | | | **Total funding for catch up - £31 760** | |
| **Identified Priorities** | | | | |
| * **Priority One –** To enable a remote learning provision that allows pupils to keep learning during a school closure. | | | | |
| **Focus** | **Success Criteria** | **Strategy** | | **Impact of the Funding** |
| **Whole School** | High quality remote learning platform in place | Professional version of Seesaw purchased, so that pupils and teachers can upload unlimited documents and videos, and both verbal and written feedback can be provided to pupils | | Seesaw in place with **97%** of pupils engaged with remote learning across the school. |
| **Whole School** | 100% of pupils who request additional devices are able to access school device loans | Devices (15 laptops) purchased to loan out to pupils who cannot access online learning | | 100% of pupils who requested mobile devices were loaned them. All available pupil devices were loaned out, including the purchased items. |
| **Funding Breakdown :**  Devices for pupils to enable working remotely: £ 6200  Software Licences: £ 1584  **Total spend: £7784** | | | | |

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| **KS1 Identified Priorities (from baseline data)** | | | |
| **Priority Tw0 –** To ensure that progress in phonics and reading is not hindered for any child as a result of school closures. | | | |
| **Focus** | **Success Criteria** | **Strategy** | **Impact of the Funding** |
| **Early Years** | 85% of pupils are at the expected standard of phase 4 by the end of the academic year 2021. | Smaller, targeted groups to accelerate progress of all pupils.  Additional interventions timetabled in the morning and afternoons to target specific children from leader within the school | 87% of pupils left Reception at the expected standard of Phase 4 in phonics.  This exceeds our target. |
| **Year One** | 95% of pupils reach the standard of 32 at the end of the academic year 2021. | Greater number of adults to provide precision intervention for all pupils through smaller groupings.  Additional interventions timetabled in the morning and afternoons to target specific children from leader within the school | Specific, small phonics groups and targeted intervention enabled **97%** of pupils at achieve the standard of 32 marks plus on phonics assessments by the end of July 2021. |
| **Year Two** | 95% of children pass the statutory phonics assessment in December 2020. | Greater number of adults to provide precision intervention for all pupils through smaller groupings.  Additional interventions timetabled in the morning and afternoons to target specific children from leader within the school | 96% of pupils passed statutory phonics assessment delivered to Year 2s in December 2021. |
| **Whole of KS1** | Pupils are able to continue making reading progress in lockdown  Over 90% of pupils access reading materials/online reading sessions during lockdown | Software program bought to ensure pupils have additional reading during lockdown.  Individual online 1:1 reading sessions from teaching assistants and teachers put in place for pupils with the most need  Increased reading in school for bottom 20% | 93% of children continued to engage with individual reading during lockdown impacting positively on their reading progress.  Across KS1, on re-entry to school, children had continued to progress in reading since their last data check. As a result, 97% of Year 1 pupils passed the screening score in July 2021, and 83% of Year 2 children met age expected expectations in Reading, which is above national 2019 level, demonstrating the positive impact of the funding. |
| **Funding Breakdown :**  Online Reading Book Licences : £ 489  Staffing costs for small groups and interventions: £7842  **Total spend: £8331** | | | |

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| **Key Stage Two Identified Priorities (from baseline data)** | | | |
| **Priority Three –** To target pupils effectively to support catch up in reading comprehension & Maths | | | |
| **Focus** | **Success Criteria** | **Strategy** | **Impact of the Funding** |
| Key Stage Two Comprehension | Data demonstrates that the significant majority of children are back on track with their end of year targets (90%+). | Experienced Leader to focus on comprehension skills, whilst providing consistent and targeted groups across KS2.  Intervention groups 4 x a week from key pupils within y4 – 6, focusing on greatest need from baseline data 4 x a week (30 minutes).  Additional release time for class teacher to focus and target specific groups of children. | In July 2021:  82% achieved age expectation in Reading at the end of Year 6 (which is above national figures for 2019)  95% of children made at least expected progress  19% made better than expected progress, and accelerated from their KS1 exits |
| Key Stage Two Maths | Data demonstrates that the significant majority of children are back on track with their end of year targets (90%+). | Additional member of teaching staff to focus on Maths, reducing class sizes to target pupils effectively.  Release time for Maths Leader to focus and target specific groups of pupils  Additional release time for class teacher to focus and target specific groups of children. | In July 2021:  84% achieved age expectation in Maths at the end of Year 6 (which is above national figures for 2019)  94% of children made at least expected progress  42% made better than expected progress, and accelerated from their KS1 exits |
| **Funding Breakdown :**  Additional staffing costs to enable 3rd Maths and English groups to support precision learning: £13324  Additional staffing costs to enable ongoing Term 5&6 intervention £2412  **Total spend: £15736** | | | |

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| **Summary of spend** |
| Priority 1: £7784  Priority 2: £8331  Priority 3: £15736 |
| **Total funding received: £31760**  Total school spend on catch up provision: £31851 |