

Use of Pupil Premium Catch Up Funding

Objective: To ensure that we have a quality catch up plan in school which allows children to catch up:

[£2100 catch up funding in 20/21](#)

[£1500 in 2021/22](#)

Outcomes:

- All children are making at least the expected amount of progress in the core subjects
- Children will not be disadvantaged because of the school closure period in summer 2020
- Standards at the end of EYFS, KS1 & Y4 are at least in line with the national average for all groups
- The percentage of children achieving greater depth at KS1 increases
- Teaching in all areas of the curriculum is strong and children make progress in all areas of the curriculum

Objectives (intent)	Actions and Personnel (implementation)	Resources	Milestone 1 December 2020	Milestone 2 April 2021	Monitoring and Evaluation
To ensure all pupils make at least expected progress from their starting points at EYFS/KS1 in writing EYFS/KS1 in Reading EYFS/KS1 in Maths	PC to review progress from last KS assessment point in EYFS/KS and give teachers prior attainment grids. PC/Staff to carry out GAP analysis on entry term 2020. Children highlighted in child progress meetings and impact of support	TA release time to deliver intervention Specialist support for Dyslexia / Dyscalculia 2 x 0.5 per week Teacher release/staff meeting time to carry out moderation. Teacher release/staff meeting time to	Baseline completed Target / Tracker in place Children identified for extra support Plans in place re TAs and targeted support Pupil progress meeting end of half term to discuss progress	Pupil Progress Meeting Interventions in place and progress comparator Moderation to show accurate assessments for children not making required progress in writing.	By July children identified in Autumn to have caught up The majority of SEND children to have made expected progress from their starting point A higher percentage of expected and greater

	reviewed and adapted where necessary – teachers. Half termly moderation in School	conduct child progress meetings.	Interventions in place for children not making required progress	Further interventions put in place if necessary	depth as targeted re KS1
To ensure the majority of children meet the expected standard in the Year 1 phonics check and results are in line with national. Ensure robust teaching of phonics takes place in year 2 to ensure the lost learning in the summer term 2020 is made up Target Y1 88% Target Y2 100%	Deliver phonics through RWI Phonics interventions delivered to children assessed as falling behind Regular home/school discussion re how to help your child phonics/reading Phonics homework	Collect data half termly Y2 to be tested half termly starting in September TA Targeting re phonics and development	Practice Phonics Check administered children needing further intervention identified Regular testing of year 2 Children to ensure they are on track to pass at the end of ks1. Children who should have taken the test at the end of year 2 take it After October half term in year 2.	Percentage of children at the expected standard in phonics at the end of year 1 in line with the national average. Majority of children retaking the phonics test in year 2 to pass or show a significant improvement in test score from year 1. Parents informed of their child’s score and next steps	Phonic check outcomes
To increase the percentage of children achieving Greater Depth in reading, writing and maths at the end of KS1 in line with EYFS data/ Y1 data Active Learn RM Maths	Ensure children previously working at greater depth are identified in each class and are carefully tracked via the Class teachers Interventions in place where necessary .	Subscription costs Training time Staff meeting time Pupil Progress Meetings Moderate GDS judgements	Children who were working at GDS in their previous year to be on track and still working at GDS. Pupil progress meetings to identify any pupils falling behind and	% of GDS at end of ks1 to have increased from 2020 internal/2019 external data. % of children working at GDS across all year groups to have increased.	Book scrutinies to include focus on GDS in all subjects. Data monitoring

Rock Stars RWI Plus others			interventions put in place		
To continue to improve whole school times table knowledge through our subscription to 'Times table Rockstars' To ensure children in Year 4 are adequately prepared for the times tables check	To complete a baseline on entry in September -Class Teacher Monitor monthly progress Staff to show and encourage children re Rockstars	Specific targeted support put in place in year 4 to prepare for TT test.	All year groups to be accessing TTRS at least 3 times a week.	Data to show an increase in the use of TTRS. Data to show an increase in pupils' knowledge of times tables. Successful completion of year 4 times table test.	Times table fluency will improve throughout school. When children repeat baseline test their scores will have improved.