

Wath CofE Primary School Catch-up Programme						
Academic year	2020-21					
Funding allocation	£32,320					
Intent	Implementation	Proposed impact	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Budgeted costs
To ensure children in Y2, Y1 and F2 obtain phonics outcomes are better than national averages.	<ul style="list-style-type: none"> <li>Teacher, HLTA and TA training in phonics to ensure consistent practice. Staff meeting projects for teachers and the HLTA and bespoke training from the curriculum lead for TAs.</li> <li>Daily phonics in all year groups with teaching and learning action research projects linked to phonics.</li> <li>Bottom 20% gap teaching from AY [HLTA] &amp; gap teacher [pm Mon – Thurs], starting with Y2 until Dec then Y1 and F2.</li> <li>Practice of phonics gap teaching in guided reading lead by AY in</li> </ul>	<ul style="list-style-type: none"> <li>83% or more Y2 children meet the standard in phonics screening by December.</li> <li>83% or more Y1 children meet the standard in phonics screening by June 2021.</li> <li>83% or more F2 children are</li> </ul>	<ul style="list-style-type: none"> <li>EEF catch-up funding research.</li> <li>English hub early reading and phonics.</li> </ul>	<ul style="list-style-type: none"> <li>Monthly phonics screening in Y2.</li> <li>Half-termly screening in Y1.</li> <li>F2 phonic assessments.</li> <li>RA feedback to SLT at each of these points.</li> </ul>	RA	Extra teacher [£16,000].

	<p>Y2 until December.</p> <ul style="list-style-type: none"> <li>Continue to develop accurate bookbanded books to match phonic phases for children to practise reading with.</li> </ul>	<p>assessed as having met the phase 4 standards by June 2021.</p>				
<p>To ensure children in Y4 and Y6 obtain reading &amp; maths outcomes better than national averages.</p>	<ul style="list-style-type: none"> <li>Teacher, HLTA and TA training in reading to ensure consistent practice. Staff meeting projects for teachers and the HLTA and bespoke training from the curriculum lead for TAs.</li> <li>Guided reading sessions engage all children, teach VIPERs appropriately so that children progress but embed knowledge and use the school guided reading structure with a teaching and learning projects linked to this.</li> <li>Reading at the appropriate level used across the curriculum – daily class novel, in a range of subjects and reading promoted at home.</li> <li>Bottom 20% gap teaching from CB [HLTA]</li> </ul>	<ul style="list-style-type: none"> <li>76%+ of Y4 children obtain the expected level in PIRA tests [Nov/Feb/May and in ASP teacher assessments].</li> <li>76%+ of Y6 children obtain the expected level in PIRA tests [Nov/Feb/May, ASP teacher assessments and in KS2 assessments].</li> <li>80%+ of Y6 children obtain the expected level in</li> </ul>	<ul style="list-style-type: none"> <li>EEF catch-up funding research.</li> <li>Jane Considine and Theresa Cremin on reading for pleasure.</li> </ul>	<ul style="list-style-type: none"> <li>PIRA testing and ASP TA in Y4.</li> <li>PIRA testing, ASP TA and statutory assessments.</li> <li>PUMA testing. ASP TA and statutory assessments.</li> <li>EW feedback to SLT at each of these points.</li> </ul>	<p>EW</p>	<p>AP working with Y6 £8,000</p> <p>Y4 target Y3/4 HLTA</p>

	<p>in Y4 and AP in Y6 focusing on one VIPERs gap and applying this in guided reading.</p> <ul style="list-style-type: none"> <li>• Maths teaching and learning projects around productive struggle.</li> <li>• Early bird maths, maths meeting and daily maths lessons.</li> <li>• Daily same day intervention as required by TAs in an afternoon.</li> <li>• Arithmetic and number gaps filled first by gap teaching then using subject knowledge to solve problems.</li> </ul>	<p>PUMA tests [Nov/Feb/May, ASP teacher assessments and in KS2 assessments].</p>				
<p>To ensure children in Y3 and Y5 obtain writing outcomes better than national averages.</p>	<ul style="list-style-type: none"> <li>• Teacher, HLTA and TA training in reading to ensure consistent practice. Staff meeting projects for teachers and the HLTA and bespoke training from the curriculum lead for TAs.</li> <li>• The children have a rich reading diet – guided reading, reading across the curriculum, home reading and daily class novel.</li> <li>• Writing planning,</li> </ul>	<ul style="list-style-type: none"> <li>• 79%+ of Y3 pupils obtain the expected level or better in ASP assessments.</li> <li>• 79%+ of Y5 pupils obtain the expected level or better in ASP assessments.</li> </ul>	<ul style="list-style-type: none"> <li>• EEF catch-up funding research.</li> <li>• Jane Considine research of reading into writing and planning writing.</li> <li>• Ashley Booth sentence structure writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Medium term planning review, Notebook review and end of unit moderation of books by EW.</li> <li>• Half-termly cooperative moderation.</li> <li>• ASP teacher assessments.</li> <li>• EW feedback to SLT at each</li> </ul>	<p>EW &amp; DR</p>	<p>Y3 target Y3/4 HLTA £7420 for the Y3/4 HLTA support in this section and the Y4 section.</p>

	<p>teaching and evidence in books shows a clear SPaG, deconstruct and reconstruct structure for each unit of work with explicit and regular reference to teacher modelling of writing.</p> <ul style="list-style-type: none"> <li>• Handwriting and spelling are taught in-line with school policies with staff letter formation following the desired handwriting style.</li> <li>• Bottom 20% gap teaching from CB [HLTA] in Y3 and AP in Y5.</li> <li>• Handwriting and spelling gaps addressed by class TAs and they check these are applied in writing sessions.</li> </ul>			of these points.		
To ensure children with specific literacy difficulties close gaps in reading and spelling	<ul style="list-style-type: none"> <li>• Nessy reading and spelling intervention for key children Y2-Y6 who are unable to access Read, Write, Ink fully.</li> <li>• Dyslexia training for key staff who are JA, MB, HC, KBT, JY, KB, BO, KT, Sr and SV.</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly reports show all children make progress and improve their own level on Nessy.</li> <li>• JA, MB, HC, KBT,</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Nessy Learning</b> is an award-winning educational publisher that creates multi-media learning games, video content, and <a href="#">computer program</a>,that</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly reports for all children are sent to and monitored by class teachers</li> </ul>	LS	£900 for programme and training included

		JY, KB, BO, KT, Sr and SV have accessed the 6 module dyslexia training.	are used in schools and homes in 192 countries around the world. The Nessy Reading & Spelling Program was the first cloud based educational learning program, and Nessy's Dyslexia Quest was the first app created for dyslexic learners. All of the Nessy programs were originally designed for dyslexic students between 5 and 16 years old but after it was discovered that they were effective for teaching all			
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			students to read, they began to be used as a general phonics based curriculum.			
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