

Sycamore Academy

Catch-up Premium Funding

(2020-2021)

'Catch up' Planning Statement

The government has announced £650 million will be shared across state primary and secondary schools over the 2020/21 academic year. This is expected to equate to approximately **£80 per pupil**.

Whilst head teachers will decide how the money is spent, the government expects this to be spent on small group tuition for whoever needs it.

This one-off grant to support pupils in state education recognises that all young people have lost time in education as a result of the pandemic, regardless of their income or background.

Separately, a National Tutoring Programme, worth £350 million, will increase access to high-quality tuition for the most disadvantaged young people over the 2020/21 academic year. This will help accelerate their academic progress and prevent the gap between them and their more affluent peers widening.

The funding is not available for interventions that remove pupils during the lessons and should only be targeted at morning, lunch or afterschool learning that is additional to the core teaching offer.

Strategy for 2020-21

1. Summary information 'Catch up' Grant					
Academy	SYCAMORE				
Academic Year	2020-21	Total Catch up budget	£32480	Number of pupils	420

Initial evaluations and assessments of gaps/barriers for groups of pupils

2. Barriers to future good attainment
Significant proportion of families with limited or no access to online platforms
Porosity of language, experiences and aspirations within the community
Resilience and writing stamina has reduced during remote learning and will require daily development
Fine motor skills in KS1 require focussed development to restore/build some pupils skills
Handwriting in KS2 requires regular practise opportunities in order to build stamina, legibility and quality of presentation
Phonics catch up support required to enable Y1 to progress towards their phonic screening target
Year 2 phonics resit pupils (current Y3) require additional phonics support
Accuracy of spelling is a barrier to children achieving ARE/GDS
Year 3 and 4 (previous y2 and y3) have had the longest period of time out of school/away from direct face to face teaching and their learning stamina has reduced which could result in them finding it harder to meet ARE/GDS expectations
Writing stamina and the quantity of outcome has reduced during remote learning
Rapid recall of multiplication tables and development of mathematical computation skills
Slow recall of multiplication tables in Year 4 which presents a potential barrier for scheduled Multiplication Test outcomes
Evidence of place value gaps in a number of year groups

Concentration and stamina for learning has reduced for some pupils
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Some pupils are showing signs they will require emotional support as they readjust post lockdown and to school routines

Funding Rationale

Phase 1

At Sycamore Academy, the decision has been made to extend the school day for all pupils from Foundation 2 to Year 6 by 15 minutes

This has been implemented to ensure that all pupils in those year groups have access to teacher led catch up teaching which is in addition to the school day.

Each child will participate in **5 x15 minute session each week**. These catch up sessions will work on a rolling program and will be focused upon the age appropriate skills of English and Maths. These sessions are outside of the school day.

This phase will not incur additional costs, as Sycamore's teaching staff will lead it

Phase 2

Following a period of whole school catch up and AFL, we will move into 1:1 tuition. This planned to meet the specific needs of small groups of

Learners who have further catch up gaps. These gaps will be identified through whole class teaching of catch up plans

Foundation 2					
<u>What do we want to achieve?</u>	<u>How are we going to deliver it?</u>	<u>Rationale: What are the priorities for your year group?</u>	<u>How will it be monitored</u>	<u>Cost?</u>	<u>Intended Impact</u>
<i>Identified evaluation or assessment as baseline</i>	<i>How will the intervention or provision be delivered</i>	<i>Refer to research from EEF or other research to justify the choice of strategy</i>		<i>Provide simple breakdown of proportionate or full costs</i>	<i>Briefly evaluate impact of intervention against the identified outcomes</i>
F2 children will have fallen behind in phonics. Therefore, teaching of the seven-week cycle will start w/c 21 st Sep. We expect 75% of children to make significant progress in the five phonics skills within the first seven-week cycle.	Daily 20-minute discrete jolly phonics sessions. Daily signing in sessions.	Phonics is fundamental to teach reading and writing skills.			Through phonic assessments on entry and on week 8 of the phonic cycle.
F2 children will have fallen behind in maths skills. Therefore, teaching of the nine-week number cycle from 0-9 is essential. We expect 75% of children to make significant progress linked to maths skills by	Daily whole class maths sessions linked to number sense. Daily small group maths sessions linked to number sense. Teaching of specific maths skills weekly: <ul style="list-style-type: none"> Monday measures Tuesday Time 	Basic maths skills are fundamental to future learning.			Through mathematics assessments on entry and after the nine week cycle.



the end of the nine-week maths cycle.	<ul style="list-style-type: none">• Wednesday Pattern• Thursday Shape• Friday Finance				
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<u>Year 1</u>					
<u>What do we want to achieve?</u>	<u>How are we going to deliver it?</u>	<u>What is the rationale for this chosen strategy</u>	<u>How will it be monitored</u>	<u>Cost?</u>	<u>Progress/ Impact</u>
<i>Identified evaluation or assessment as baseline</i>	<i>How will the intervention or provision be delivered?</i>	<i>Refer to research from EEF or other research to justify the choice of strategy</i>		<i>Provide simple breakdown of proportionate or full costs</i>	<i>Briefly evaluate impact of intervention against the identified outcomes</i>
Fine motor skills (wk 1- rolling program)	5 X 20 min session per week 1Y/1B whole class	Letter formation, pencil grip and pencil control	Phase Leaders & SLT		Observations/focus children/work Evidence of improved fine motor skills
Letters/ sounds/phonics (wk 2 rolling program)	5 X 20 min session per week 1Y/1B whole class	Blending and recognising the sounds on the sound strip	Phase Leaders & SLT		Observations/focus children/work Evidence of progress within the phonics phases
To rehearse speaking in sentences	X 1 10 min session per week (group of 6) 1Y- Alice weds pm 1B- Carol weds pm	Social skills, sentence rehearsal talking (oracy), singing songs and listening skills	Phase Leaders & SLT		Observations/focus children/work evidence Pupils will speak with increased confidence- recorded using talking tins

Communication, Speech and Language	X 1 20 min session per week (group of 5) 1Y/1B – Fri pm	Speech and language, sounds of words	Phase Leaders & SLT		Observations/focus children/work evidence
Number formation and recognition	5 X 20 min session per week 1Y/1B whole class	Forming numbers correctly and the right way around. Correct place value	Phase Leaders & SLT		Observations/focus children/work Evidence of improved number formation Pupils recognition and recall increased

<u>Year 2</u>					
<u>What do we want to achieve?</u>	<u>How are we going to deliver it?</u>	<u>What is the rationale for this chosen strategy</u> <i>Refer to research from EEF or other research to justify the choice of strategy</i>	<u>How will it be monitored</u>	<u>Cost?</u> <i>Provide simple breakdown of proportionate or full costs</i>	<u>Progress/ Impact</u> <i>Briefly evaluate impact of intervention against the identified outcomes</i>
<p>Catch up reading comprehension</p> <p>Children who have fallen behind in reading comprehension and are working below ARE where they would have been at the EXS at the end of Year 1.</p>	<p>2Y and 2B have x 2 different groups each - 20 min sessions per week</p> <p>Additional sessions per week with TA (group of 6)</p> <p>Week 1 rolling program</p>	<p>Support needed for reading fluency, speed and comprehension skills (VIPERS)</p>	<p>Phase Leaders</p> <p>& SLT</p>		<p>Observations and /work evidence- checking the children are applying it in the lessons</p> <p>Ongoing mini assessments to demonstrate progress</p>
<p>Catch up writing</p> <p>Children who have fallen behind in writing and are working below ARE where they would have been at the EXS at the end of Year 1.</p>	<p>2Y and 2B have x 2 different groups each- 20 min</p> <p>Additional sessions per week with TA (group of 6)</p> <p>Week 2 rolling program</p>	<p>Support needed for letter formation, fluency, sentence structure and punctuation</p>	<p>Phase Leaders</p> <p>& SLT</p>		<p>Observations and /work evidence- checking the children are applying it in the lessons</p>

<p>Catch up maths</p> <p>Children who have fallen behind in maths and are working below ARE where they would have been at the EXS at the end of Year 1.</p>	<p>2Y and 2B have x 2 different groups each- 20 min sessions per week (groups of 6)</p> <p>Week 3 rolling program</p>	<p>Support needed for missed content in Year 1 - place value, number bonds, addition and subtraction</p>	<p>Phase Leaders & SLT</p>		<p>Observations and /work evidence- checking the children are applying it in the lessons</p>
<p>Catch up SPAG</p> <p>Children who have fallen behind in spelling, punctuation and grammar and are working below ARE where they would have been at the EXS at the end of Year 1.</p>	<p>2B and 2Y have x 2 different groups each- 20 min sessions per week (groups of 6)</p> <p>Week 4 rolling program</p>	<p>Support needed for missed punctuation and grammar objectives from Year 1</p>	<p>Phase Leaders & SLT</p>		<p>Observations and /work evidence- checking the children are applying it in the lessons</p>
<p>Precision OOYG</p> <p>(Specific to x4 children in the year group)</p>	<p>X 1 20 min session per week (group of 3)</p>	<p>Support needed with following instructions and fine motor skills-Visual speed games</p>			<p>Observations and /work evidence- checking the children are applying it in the lessons</p>

Year 3					
<u>What do we want to achieve?</u>	<u>How are we going to deliver it?</u>	<u>What is the rationale for this chosen strategy</u>	<u>How will it be monitored</u>	<u>Cost?</u>	<u>Progress/ Impact</u>
<i>Identified evaluation or assessment as baseline</i>	How will the intervention or provision be delivered? Time/frequency/adults involved	<i>Refer to research from EEF or other research to justify the choice of strategy</i>		<i>Provide simple breakdown of proportionate or full costs.</i>	<i>Briefly evaluate impact of intervention against the identified outcomes.</i>
To improve mathematical fluency by ensuring children's knowledge of 2, 5 and 10 times tables are secure. (Maths, spelling/writing and reading 3 week rolling program)	5x 15 min sessions Whiteboard work, Mathletics, Hit the button and other interactive games, test at end of week.	2, 5 and 10 times tables. Rapid recall even out of ascending order. Afl of whiteboard, oral and games. Assessment test at end of week to see if focus shift to next area. Children's lack of grip of 4s's and 8's led us to check knowledge of times tables from last year.	Phase leaders SLT		Improved recall in mathematics lessons Mini assessments to demonstrate progress
To improve spelling accuracy by revisiting spelling patterns from Summer 2 Y2	5x 15 min sessions Whiteboard work, sounding out, flashcards, sound buttons, sentences	Distance learning of phonics has resulted in intermittent/uneven achievement of phonics from last year. To achieve ARE in writing children need to be spelling with increased accuracy	Phase leaders SLT		Children's phonics knowledge more complete and secure, enabling them to sound out unknown words with confidence.

		Ongoing assessments and spellings individualised where appropriate			
To increase reading fluency through skimming and scanning comprehension skills	<p>5 x 15 min reading sessions</p> <p>Children to record in each session.</p> <p>Differentiated texts – 60 second reads for LA. This will build independence in applying basic skills.</p>	Children need to increase their stamina and fluency when reading aloud and comprehending what they have read	<p>Phase leaders</p> <p>SLT</p>		Independent timed session to demonstrate progress

Year 4					
<u>What do we want to achieve?</u>	<u>How are we going to deliver it?</u>	<u>What is the rationale for this chosen strategy</u> <i>Refer to research from EEF or other research to justify the choice of strategy</i>	<u>How will it be monitored</u>	<u>Cost?</u> <i>Provide simple breakdown of proportionate or full costs.</i>	<u>Intended Impact</u> <i>Briefly evaluate impact of intervention against the identified outcomes.</i>
<i>Identified evaluation or assessment as baseline</i>	How will the intervention or provision be delivered? Time/frequency/adults involved				
Approx. 19% of children working at 4WTS and below across the year group Timetables TTRockstars – when Ipads are available Speed tables Range of activities to support all time tables	15 minutes a day with CT. Whole class. 5x15mins Additional small group sessions with TA for WTS pupils	In preparation for the National testing at the end of year 4. Lack of continuous learning of timetables from last year. Lack of fluency and confidence when recalling multiplications.	Phase leaders SLT		Mini assessment to demonstrate improved recall Children to have improved knowledge of multiplications. Children increase their speed when reiterating multiplications. Reassess after autumn 1, to see if more time needs inputting, but will occur throughout the remainder of the year.
SPaG Differing activities	15 minutes each day. Whole class.	Ensure children catch up with elements that may have been forgotten or were not directly in taught in school.	Phase leaders		See improvement in written work, as children will bring SPaG elements into their written work and

<p>Support in writing during English sessions and other writing lessons.</p> <p>To improve quality of written work and catch up on elements that were missed from previous year.</p>	<p>2 interventions per week with TA. Groups of 6. Additional 15 minutes for set children working below year group. 30 minutes a week for group.</p>		<p>SLT</p>		<p>understand the impact they have on their work.</p>
<p>To increase spelling accuracy in order to improve ARE writing outcomes</p>	<p>5 x 15 min spelling sessions</p>	<p>Children have returned to school with spelling accuracy gaps. In order to achieve improved writing outcomes spelling catch up is required</p>	<p>Phase leaders SLT</p>		<p>Children will spell with increased accuracy. Assessed written outcomes will demonstrate progressions</p>

Year 5					
<u>What do we want to achieve?</u>	<u>How are we going to deliver it?</u>	<u>What is the rationale for this chosen strategy</u>	<u>How will it be monitored</u>	<u>Cost?</u>	<u>Intended Impact</u>
<i>Identified evaluation or assessment as baseline</i>	How will the intervention or provision be delivered? Time/frequency/adults involved	<i>Refer to research from EEF or other research to justify the choice of strategy</i>		<i>Provide simple breakdown of proportionate or full costs.</i>	<i>Briefly evaluate impact of intervention against the identified outcomes.</i>
Year 5 – spellings The majority of the class are not scoring within even a lower KS2 expectation bracket. This is a significant barrier to achieve an age-related standard in writing.	Daily personalised spellings in the morning linked to handwriting – alongside Oxford Owl programme of support. On-going 1:1 assessment to ensure those they are practising are those that need their direct focus. Parental support – sharing assessment data and the year group these spellings are from. In the past, this has had a dramatic effect on spellings and as a result on writing results.	Spellings are a significant barrier to age-related expectations in writing. On-going assessment and individualised spellings of this kind will have a dramatic effect on progress, including children’s confidence levels in their writing and in their presentation of work – as spellings are linked to handwriting.	Phase leaders SLT		On-going assessment against national curriculum spellings. Regularly sending home updated assessment scores to parents. Identify children who will need additional support in school on spellings – due to lack of parental involvement at home.
Year 5 comprehension	X5 Talk for Reading sessions per week (whole class) with a heavy focus on identifying	Children lack independence and their lack of resilience is effecting their ability to apply	Phase leaders		Impact measured in the written answers children provide.

<p>Children are not accessing texts at an age-related level. They are unfamiliar with the differences between questions texts (retrieval, inference etc). Chn need to learn the skills of identifying question types and how to answer them.</p> <p>Building stamina reading lengthy texts and applying skills to different questions types.</p>	<p>question types and building stamina.</p> <p>Children to record in each session.</p> <p>Differentiated texts – 60 second reads for LA. This will build independence in applying basic skills.</p> <p>Drama/actions/linking to images and pictures used in Talk for Reading to build skills in developing a mental image.</p>	<p>in test conditions – conversations with previous teacher (5Y).</p>	<p>SLT</p>		<p>In their ability to engage with year 5 texts independently.</p> <p>In their ability to sit an age-related paper at the end of the autumn term.</p>
<p>On-going AFL</p> <p>In order to reach age-related some children will need regular support in different areas and across a range of skills. EEF research shows the impact of instant AFL feedback and intervening in a timely manner.</p>	<p>Set time identified in the timetable for TA support – T identified.</p>	<p>This allows children to fill the gap before the next lesson in a sequence enabling them to keep pace with their peers.</p>	<p>Phase leaders</p> <p>SLT</p>		<p>This will be reviewed at the end of the half term.</p> <p>-evidence in books</p>

<p>Meta cognition</p> <p>EEF research shows that enabling children to reflect on how they learn best allows them to be more confident learners who make accelerated progress.</p>	<p>Quality first teaching. Emphasis placed on unpicking learning behaviours and deep questioning/reflection.</p>	<p>EEF research shows that enabling children to reflect on how they learn best allows them to be more confident learners who make accelerated progress.</p>	<p>Phase leaders</p> <p>SLT</p>		<p>This will be reviewed at the end of the half term.</p> <p>-evidence in books</p>
<p>Oracy</p> <p>Chn need to speak in full sentences and be prompted to expand on and explain their answers.</p>	<p>Quality first teaching, across all lessons.</p> <p>Vocabulary rich environment.</p> <p>Word of the day – linked to previous KS2 SATs papers.</p>	<p>Children are speaking in short sentences with limited vocabulary.</p>	<p>Phase leaders</p> <p>SLT</p>		<p>Children should be confident speaking out loud, explaining their opinions and/or methods.</p>
<p>5Y – additional provision</p> <p>David – new start/limited English</p> <p>Lexie – processing</p> <p>Estera - processing</p>	<p>Comprehension, word building, building a mental picture, retrieval questions</p>	<p>To ensure EAL and SEN pupils make progress and ensure diverse needs are being met.</p>	<p>Phase leaders</p> <p>SLT</p>		<p>This will be reviewed at the end of the half term.</p> <p>-evidence in books</p>

<u>Year 6</u>					
<u>What do we want to achieve?</u>	<u>How are we going to deliver it?</u>	<u>Rationale: What are the priorities for your year group?</u>	<u>How will it be monitored</u>	<u>Cost?</u>	<u>Progress/Impact</u>
<i>Identified evaluation or assessment as baseline</i>	<i>How will the intervention or provision be delivered?</i>	<i>Refer to research from EEF or other research to justify the choice of strategy</i>		<i>Provide simple breakdown of proportionate or full costs.</i>	<i>Briefly evaluate impact of intervention against the identified outcomes.</i>
<p>Year 6 – Spelling ,Grammar and Punctuation</p> <p>In spelling,the majority of the class are not scoring within year 5 expectation.</p> <p>This is a significant barrier to achieve an age-related standard in writing and SPAG SATS</p>	<p>Grammar starters linked to the lesson e.g. embedded clauses to describe the character, using colons to separate main clauses. Daily personalised spellings in the morning linked to handwriting – alongside Oxford Owl programme of support.</p> <p>Intervention groups to provide additional support for key children</p> <p>On-going 1:1 assessment to ensure those they are practising are those that need their direct focus.</p>	<p>Spellings are a significant barrier to age-related expectations in writing and SPAG</p> <p>Children’s work will be assessed against Y6 writing objectives</p> <p>On-going assessment and individualised spellings of this kind will have a dramatic effect on progress, including children’s confidence levels in their writing and in their presentation of work – as spellings are linked to handwriting.</p>	<p>Phase leaders</p> <p>SLT</p>		<p>On-going assessment against national curriculum expectations</p> <p>SPAG assessments termly to check progress and attainment.</p> <p>Spelling tests and assessment results available in the year group assessment folder</p> <p>Regularly sending home updated</p>

					assessment scores to parents.
<p>Year 6 comprehension</p> <p>Children need to be exposed to different text type to understand TAP(Type, Audience, Purpose)</p>	<p>X5 Talk for Reading sessions per week (whole class) concentrating on VIPERS (follow MTP)</p> <p>Reading comprehension x2 based on topic</p> <p>Additional reading interventions to support Y6</p> <p>Children to record in each session in their books.</p>	<p>Children need to be able to focus during the reading time and to become more independent.</p> <p>Children are not accessing texts at an age-related level. They are unfamiliar with the differences between questions texts (retrieval, inference etc). Children struggle to understand the meaning of the word from the text</p> <p>Children need to become a fluent readers, being able to skim and scan the text to answer the questions correctly</p>	<p>Phase leaders</p> <p>SLT</p>		<p>Impact measured in the written answers children provide.</p> <p>In their ability to engage with year 6 texts independently.</p> <p>In their ability to sit an age-related paper at the end of the autumn term(previous SATS papers)</p>
<p>On-going AFL</p> <p>In order to reach age-related some children will need regular support in different areas and across a range of skills. EEF research shows the impact of instant AFL</p>	<p>Set time identified in the timetable for TA support – T identified.</p>	<p>Pre-teach will allow key children to fill the gap before the next lesson in a sequence enabling them to keep pace with their peers.</p>	<p>Phase leaders</p> <p>SLT</p>		<p>Progress will be reviewed at the end of the half term.</p> <p>Evidence in books/ Ipads/Seesaw</p>

feedback and intervening in a timely manner.					
<p>Oracy</p> <p>Children need to speak in full sentences and be prompted to expand on and explain their answers.</p>	<p>Quality first teaching, across all lessons.</p> <p>Vocabulary rich environment.</p> <p>Vocabulary displays and questions available for the children</p> <p>Sentence STEMS displayed</p> <p>Word of the day – link to the topic/ text</p>	<p>Children are speaking in short sentences with limited vocabulary and grammatically incorrect</p>	<p>Phase leaders</p> <p>SLT</p>		<p>Children should be confident speaking out loud, explaining their opinions and/or methods.</p> <p>Recording of oracy outcomes on talking tins/ipads.</p>

Second Phase

Planned Interventions					
<u>What do we want to achieve?</u>	<u>How are we going to deliver it?</u>	<u>Rationale: What are the priorities for your year group?</u>	<u>How will it be monitored</u>	<u>Cost?</u>	<u>Intended Impact</u>
<i>Identified evaluation or assessment as baseline</i>	<i>How will the intervention or provision be delivered</i>	<i>Refer to research from EEF or other research to justify the choice of strategy</i>		<i>Provide simple breakdown of proportionate or full costs</i>	<i>Briefly evaluate impact of intervention against the identified outcomes</i>
Individual laptops for remote online tutoring	Purchase of 12 laptops	To be able to provide technical equipment to support precision led remote learning intervention.	Computing coordinator and LEAD technical support will monitor suitability of devices and install necessary software	£10,000	Equipment will enable pupils to access their 1:1 or 1:3 online tuition session. Accessing their provision will see improvement in the pupils identified area of catch up.
Year 5 and Year 6 assessments made to identify pupils catch up areas in English and Maths	Pearson Education	EEF research found that around 80% of disadvantaged pupils currently do not have access to quality tuition to improve attainment gaps. Evidence suggests that small group 1:3 or 1:1 tuition can be very effective. This intervention aims to support our pupils in addressing learning gaps in English and Mathematics.	Class teachers, phase leaders and SLT	Each block of 15 hour-long sessions costs your school £225 for online tuition or £281.25 for in-person tuition (the remainder of the cost is covered by the NTP funding). Maths x8 £1800 English x8 £1800	

<p>FS2-Y6</p> <p>Following the initial phase of catch up which was offered to all pupils we have identified pupils across each of the school phases who required small group tuition.</p>	<p>Small group (1:5) tutoring: x 10 staff</p>	<p>EEF research found that around 80% of disadvantaged pupils currently do not have access to quality tuition to improve attainment gaps.</p> <p>This intervention aims to support our pupils in addressing this across multiple subjects.</p> <p>Reading comprehension approaches deliver an additional six months progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils reading capability, and involve activities and texts that provide an effective, but not overwhelming challenge</p>	<p>Class teachers, phase leaders and SLT</p>	<p>£30 per hour £300 per week</p> <p>15 weeks £ 4500</p> <p>2 Terms = £9000</p>	
<p>Foundation</p> <p>Identified area to develop pupils Communication, Speech and Language in our foundation stage.</p>	<p>Rainbow Stripes</p>	<p>A recent EEF review identified musical approaches with young children as having potential to develop communication, speech and language.</p> <p>A secondary potential outcome will measure pupils' learning dispositions.</p>	<p>Phase 1 Leader</p> <p>Class teachers</p>	<p>£ 210 week</p> <p>15 weeks £ 3150</p> <p>Catch up: £2000 School: £1150</p>	
<p>Identified pupils below ARE in reading and maths who with focussed support could</p>	<p>CGP 10 minute Catch Up books: Reading and Maths</p>	<p>Comparative EEF findings indicate that, on average, reading comprehension approaches can</p>	<p>Phase 3 leader</p> <p>Phase 4 leader</p>	<p>£2.25 per subject £4.50 per pupil</p> <p>Year 2-Year 6</p>	

close the attainment gap.		be very effective in closing learning gaps. In Mathematics if pupils lack a well-rehearsed and readily available method to solve a problem they need to draw on problem solving strategies to make sense of the unfamiliar situation		£270 per year group £1620 Total	
Identified need for pupils to have additional opportunities to apply their understanding of English and Maths papers through guided opportunities	CGP Practice Papers Year 6 English and Maths	Reading comprehension approaches deliver an additional six months progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils reading capability, and involve activities and texts that provide an effective, but not overwhelming challenge	Phase 4 leader Y6 teachers	£2.75 a set English X 60 = 165 Maths x60 = 165 £ 330 Total	
Identified need for pupils to have opportunity to practise rapid recall through short burst Reading comprehension and Maths	New KS2 English SAT Buster 10-Minute Tests: Reading - Book 1 (for the 2021 tests) New KS2 Maths SAT Buster 10-Minute Tests - Book 1 (for the 2021 tests)	Reading comprehension approaches deliver an additional six months progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils reading capability, and involve activities and texts that provide an effective, but not overwhelming challenge	Phase 4 leader Y6 teachers	£2.75 a set English X 60 = £165 Maths x60 = £165 £330 Total	
Identified development area of reading comprehension	Literacy Shed	On average, reading comprehension approaches deliver an additional six months'	KS2 Class teachers	£234 subscription	

	Resource in line with our school approach to reading	progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.			
EAL pupil language development. Identified a need to further support this through an online resource to support remote learning	Learning Village	Online resources and language games for learning were found by the EEF research to have a high impact on vocabulary learning. Using technology to support retrieval practice can help pupils retain key ideas and knowledge.	EAL Leaders Class teachers	£600	
Y1 and Y2 identified closing reading gaps as an area of focus. We want to support the children with reading fluency, decoding and their understanding of the text	Purchase of reading sets (15 books in each set) of class book sets to allow the children to access Talk for Reading – delivering high quality shared reading sessions	Focusing on reading is the best way to close any COVID gap, the Education Endowment Foundation says in a new report on helping pupil's catch-up after lockdown. A high-quality, reading-rich curriculum can offer the mean for pupils to thrive after their time away from the classroom, according to the Education Endowment Foundation. Successful shared reading is a simple and powerful classroom routine that can help improve academic success	Phase Leader English Lead Class Teachers	£1800	
Y3-6 Reading Identified closing reading gaps as an area of focus.	Purchase of reading sets (15 books in each set) of class book sets to allow the children to access Talk for Reading –	As above	Phase Leaders English Lead	£2966	

<p>We want to support the children with reading fluency, decoding and their understanding of the text</p>	<p>delivering high quality shared reading sessions</p>		<p>Class Teachers</p>		
<p>FS2</p> <p>Identified a need to support identified children to overcome their language difficulties.</p>	<p>The Nuffield Early Language Intervention (NELI)</p> <p>Through small group work with one-to-one sessions delivered by trained teaching assistants NELI aims to target vocabulary, narrative skills, active listening and phonological awareness.</p>	<p>The Nuffield Early Language Intervention (NELI) is a 20-week programme proven to help young children overcome language difficulties. It is designed for children aged 4-5 years and combines small group work with one-to-one sessions delivered by trained teaching assistants, targeting vocabulary, narrative skills, active listening and phonological awareness. Developed by a team led by Maggie Snowling and Charles Hulme, the intervention has been evaluated in robust trials funded by the Education Endowment Foundation and the Nuffield Foundation. These have found it to be effective for improving children’s oral language skills as well as promoting longer-term progress in reading comprehension.</p>	<p>Foundation Phase Leader</p> <p>Class teachers</p> <p>NELI trained TA</p>	<p>Price for the training is £195 (excl VAT) per TA.</p> <p>The teacher access to modules 1 and 2 and the live webinar is free.</p>	