

Covid Catch-up funding 2020-2021.

In September 2020, class teachers baselined all children and identified individuals who we felt would benefit from catch-up intervention following the Covid-19 school closure period between March and June 2020. [6 children in Year 2, 9 children in Year 1 and 8 children in EYFS]. At the end of each term we reviewed the impact of the interventions and modified accordingly. A further review took place in March 2021, following the second national lockdown. At this point, 9 x children in Year 2, 8 x children in Year 1 and 8 x children in EYFS were identified as requiring catch up.

In September it was announced that the funding would be £80 per child based on the census number from the previous year. [43]. We therefore expect to receive £3440.00 for this academic year. In October 2020 we increased the hours of a skilled TA to provide an additional 4 hours support per week in the core subjects across Year 1 and 2 at a total cost of £2782.56 a year. We also allocated a further 1 hour of TA support time to provide targeted support for pupils in EYFS at a cost of £683.14. The total cost of this additional quality TA time is £3478.20

In EYFS and KS1 our aim is to use the funding for maths, reading and writing as these are the core subjects where we want children to make accelerated progress. We also identified at the start of the academic year that 45% of our Reception intake pupils had expressive and receptive, speech and language needs which required additional bespoke support.

Our rationale for allocating the funding is as follows:

Key Stage 1

- Where possible, weave maths and English interventions into existing maths and English lessons and “early work” time-avoid where possible removing children from other lessons-this would reduce access to a broad and balanced curriculum and be demotivating and demoralising for some children who may otherwise enjoy and shine in non core subjects.
- To avoid children missing out on new learning, provide the additional TA support in class, through additional small group support in maths and English lessons.
- Extend the hours of an existing highly skilled TA who knows the children well to ensure they make at least good progress from their starting points and provide high quality teaching and learning.

EYFS

- Target the support on improving children’s expressive and receptive language skills, in particular their speech.
- Weave maths and English interventions across the school day with a “little and often” approach.
- Provide targeted support for children’s emotional and social development.
- Extend the hours of an existing highly skilled TA who knows the children well to ensure they make at least good progress from their starting points and provide high quality teaching and learning.

Catch-up funding interventions used to accelerate pupil progress and attainment at Maids Moreton CE School: Autumn term 2020 Year 2

Year 2						
Name of intervention	Subject/area of development the intervention supports	Individual Pupils.	Frequency/time	Intended Impact	Staff member delivering intervention, days of the week and times.	Impact
Word Walls	Reading	Children: A,B,C,D,E,	Twice a week 20 minutes in total	Develop fluency in reading. Achieve Working At Expected Level for Reading in June 2021. Make good or better valued added progress from their individual baselines in reading.	Mrs Reece x1 Mrs Roche x1 During early work - 8:50am	Chn all picked these up quickly. All made good progress with fluency and reading HF words. On target to achieve expected level. Intervention no longer needed.
1:1 Reading	Reading	Children D and E	Twice a week 40 minutes in total	Develop fluency in reading. Achieve Working At Expected Level for Reading in June 2021. Improve inference and comprehension skills. Improve sight vocabulary and boost writing. Make good or better valued added progress from their individual baselines in reading.	Mrs Teckoe 2 afternoons a week.	Both on target to reach expected level. Will continue to support due to lack of reading at home.
Maths Booster	Maths - number	Children: A,B,C,D,E,F	Once a week 20 minutes in total	Improve recognition of numbers to 20 – counting, ordering, tens and units and representing amounts. Make good or better valued added progress from their individual baselines in maths.	Thursday during Maths mental oral starter – 11:00	Positive impact for D,E,F. A,B,C less impact. Continue for children D,E,F. Modify for A,B,C.

Sentence Writing	English - writing	Children: A,B,C,D,E	Once a week 30 minutes in total	Children can say a sentence out loud, count the words and write them down accurately. They can check for sense and ensure correct punctuation for simple sentences. To make good or better valued added progress from their individual baselines in writing.	Mrs Teckoe – GR session Tuesdays	Positive impact for D and E but less so for others. Continue for D and E and add 3 new pupils: G,H,I. Modify for A,B,C
Language Link	Receptive language - Understanding language	Children: A,B,C	Once a week Wednesday 9-9.30am 30 minutes in total	Children make good progress from their baseline on the language link programme unit.	Mrs Teckoe	Some improvement but all still struggling with basic language concepts e.g. tenses, pronouns etc. Continue small group intervention.
Additional 2 hour quality TA support provided in the core subjects per week [Wed pm for maths and English]	JT to provide targeted support as directed by the class teacher to the identified pupils in the core subjects in maths and writing.	Children: A,B,C,D,E,F	120 minutes weekly in total	To make good or better valued added progress from their individual baselines in maths and writing.	Mrs Teckoe	This has benefited all 6 children in strengthening their basic maths and English skills, particularly, D,E,F. A,B,C made some progress.

Total time: 4 hours 10 mins. [2 hours provided from the catch up funding premium]

Catch-up funding interventions used to accelerate pupil progress and attainment at Maids Moreton CE School: Autumn term 2020 Year 1

Year 1						
Name of intervention	Subject/area of development the intervention supports	Individual Pupils.	Frequency/ time and cost	Intended Impact	Staff member delivery	Impact
Booster Phonics	English - Reading/Writing	Children: A,B,C,D,E,F,G, H,I	10 mins daily 50 minutes in total over the week.	To use phonics taught, accurately to read and write. To pass Year 1 Phonics screening test in June 2021.	Laptops – DB/JT	All 9 made a marked improvement. This can be seen through their reading and writing as well as Phonics screening: A 28, B 16/20, C 35, D 37, E 31, F 27, G 26, H,25 I 33. 7/9 to continue except C and D.
Using Phonics/Talk for Writing	English - Reading/Writing	A,E,G C,D	2x weekly during English lesson 60 minutes in total.	To be able to read and write simple sentences, sound words out and spell with phonetically plausible attempts. Achieve at least Working towards expected level by the end of KS1 in writing and reading. To reach the expected standard for end of Year 1. All: To make good or better valued added progress from their individual baselines in writing.	DB/JT	4 children made significant progress and caught up to reach expected or near expected standard for this point in the year. [A,C,D,E] 1 child made less progress: G A and G to continue
Maths Booster	Maths tailored to individual needs, with a focus on number.	A,B,E	2x weekly during Maths lesson or oral and mental starter. 60 minutes a week	To consolidate understanding of and using and applying numbers to 20. To achieve at least working towards expected standard for the end of Year 2	DB/JT	A and B have made very good progress but attainment still low. B has made less progress due to attitude but has higher attainment, hopefully this will improve. A- A 96 P 83 E- A 104 P 75 B- A 122 P 22 Continue

Reading	English – Reading 1:1	A,B C,D,E,F,G,H,I	2x weekly per child. 90 minutes weekly in total.	To read simple sentences and use phonic knowledge to decode unfamiliar words. Achieve at least Working towards expected level by the end of KS1. To reach the expected standard for end of Year 1.	DB/JT/C G/	A and B – both made good progress and gone up a reading book band level. However need to continue intervention to reach expected at end of KS1. A – A 123 P 97 B - A 125 P 72 C,D,E,G,H, I – all made good progress and went a level or more except F
Additional 2 hour quality TA support provided in the core subjects per week [Mon pm for guided reading and Maths or English]	JT to provide targeted support as directed by the class teacher to the identified pupils in the core subjects in maths, reading and writing.	A,B,C,D,E,F,G, H,I	120 minutes weekly in total	To make good or better valued added progress from their individual baselines in maths and writing.	JT	This has benefited all 9 children in strengthening their basic maths and English skills.

Total time: 6 hours 20 minutes. [2 hours provided from the catch up funding premium]

Catch-up funding interventions used to accelerate pupil progress and attainment at Maids Moreton CE School: Autumn term 2020 EYFS

EYFS						
Name of intervention	Subject/area of development the intervention supports	Individual Pupils.	Frequency	Intended Impact	Staff member delivering intervention, days of the week and times.	Impact
Name writing practise	Writing	A,B,C,D,E,F	5 x weekly (Morning) 50 minutes weekly.	Children to be able to write their name independently	Daily 8:50 – 9:00 CB/CG/LB	Rapid progress with A,B,C,D all being able to write their own name independently. E, reversing some letters. F is unable to do this. E and F to continue into Spring term.
SALT	Speech and Language	Speech group 1: G,B,D,E Language – E,B,F Speech group 2: H,E	1 x weekly 1 x weekly 150 minutes weekly.	To be able to say s and z sound in isolation moving onto word production.	11:45 Mon / Wed/ Friday CG	Speech s and z sound and initial sounds, they can all produce in isolation, now moving on to word production. Continue G still to continue with private speech therapy in school. Language – Listening and attention skills, continuing into Spring term. B made good progress in C and L- listening and attention and understanding. Attainment still below expected [30-50S] E made good progress in listening and attention and stayed at the same level in understanding. Attainment still below expected. [40-60E for L and A, 30-50S for U] F new to class H,E some improvement. Continue

Recognising digits 1-5 and 1-1 correspondence.	Number	F	4 x weekly 40 minutes weekly.	To be able to count a range of moveable objects showing good 1:1 correspondence and match with correct numeral. (1-5)	1:1 separate input (whilst children have main input during maths lesson) Number cards sent home to work on nos 1-5. CG (during maths lessons)	Continue intervention during Spring term as F is still unable to do. Attainment: Developing 30-50 (Only been in reception class 3 weeks)
Recognising feelings/emotions and developing concentration and turn taking.	PSED	B	Daily 50 minutes weekly.	To be able to manage his feelings asking for adult support when needed. To be able to leave one activity and begin another when instructed.	All staff members, supported in all areas of the curriculum throughout the day	B still requires significant support to manage his feelings and behaviour although he has shown good progress. He is able to share and take turns in an adult led activity but cannot apply this in the classroom consistently. Attainment: MR 30-50 E, managing feelings entering 30-50, Self confidence 30-50D Progress: remained on same level in each area.
Additional 1 hour quality TA support provided in EYFS	CG to provide targeted support as directed by the class teacher to the identified pupils to support with basic skills and speech and language development	Children: See all above	60 minutes weekly in total	To make good or better valued added progress from their individual baselines in the relevant areas of learning and the SALT intervention programmes.	CG	This has benefited all identified children in strengthening their basic maths and English skills as well as their language and communication.

Total time: 4 hours 50 minutes. [1 hour provided from the catch up funding premium]

Catch-up funding interventions used to accelerate pupil progress and attainment at Maids Moreton CE School: Spring/Summer Term (from 8.03.21)

Year 2						
Name of intervention	Subject/area of development the intervention supports	Sub Group/Individual Pupils.	Frequency	Intended Impact	Staff member delivering intervention, days of the week and times.	Impact
Handwriting	Handwriting – letter formation and spacing	G, H, I, J, D and K	Once a week 20 mins	Form letters correctly, leave appropriate spacing. Achieve expected level for writing at the end of year.	Friday – 20 mins – KR	All 6 pupils have shown improvement in handwriting and are mostly joining correctly with some small exceptions. All have now achieved the handwriting objective within the ‘expected’ standard. They should not require continued intervention handwriting support.
Language Link	Receptive language - Understanding language	A,B,C	Once a week 30 mins	To develop understanding of instructions and language.	Mrs Teckoe – 30 mins (Wednesday am)	All 3 pupils have completed another LL unit and show a positive understanding during the session. However, they are not able to apply this knowledge in class and are still confused with tenses and pronouns.
Sentence Writing	English - writing	D, E, H and L	Once a week 30 mins	Children can write simple 3-5 sentence stories using sequence cards. Children are beginning to use a range of conjunctions/connectives and are practising applying spelling rules.	Mrs Reece –25 min session Tuesdays	L and H have shown improvement and their writing makes sense most of the time. Sadly, neither pupil achieved the expected level in writing due to spelling issues.

				Achieve expected level for writing at the end of year.		D and E are not consistently able to apply this skill in their independent writing and did not achieve expected level in writing. They will require writing interventions in Y3.
1:1 Reading	Reading	D and E	Twice a week 40 mins in total	Develop fluency in reading. Improve inference and comprehension skills. Improve sight vocabulary and boost writing.	Linda Tues and Fri	D and E have improved in fluency and comprehension during 1:1 Reading sessions. Both children achieved the expected standard in Reading. Due to lack of home reading, they may both require reading intervention in Y3 to support continued progress.
Maths Booster	Maths – Place Value, Four Operations	L, H, F	Once a week 20 mins in total	To add and subtract any two two-digit number using different strategies. To solve word problems using addition and subtraction. Achieve expected level for Maths at the end of year.	Mrs Teckoe – Wednesday PM (catch up support time)	Whilst F and L have shown improvement in many of the wider Maths unit, e.g. Time, SSM etc they are still not working at the expected standard in Maths due to their limited understanding of number. They will both require intervention support next year. H has now achieved the expected standard for Maths and has shown improvement in

						mental and written arithmetic. With close monitoring, Saul should not require further intervention.
Problem Solving and Reasoning Group	Maths	M, N, O, P, Q, R	Once a week 30 mins in total	Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. Achieve greater depth level for Maths at the end of the year.	Mrs Reece Wednesday PM	Most of this group have shown a marked improvement in their problem solving and reasoning skills. All pupils except Q achieved greater depth standard in Maths.
Additional 2 hour quality TA support provided in the core subjects per week [Wed pm for maths and English]	JT to provide targeted support as directed by the class teacher to the identified pupils in the core subjects in maths and writing.	Children: A,B,C,D,E,F, G, H, I, J, K, L, M, N, O, P, Q, R	120 minutes weekly in total	To make good or better valued added progress from their individual baselines in maths and writing.	Mrs Teckoe	This has benefited all identified children in strengthening their maths and English skills.

Total time: 4 hours 50 mins. [2 hours provided from the catch up funding premium]

Intervention Programmes used to accelerate pupil progress and attainment at Maids Moreton CE School: *Spring/Summer Term (from 8.03.21)*

Year 1						
Name of intervention	Subject/area of development the intervention supports	Sub Group/Individual Pupils.	Frequency	Intended Impact	Staff member delivery	Impact
Booster Phonics	English - Reading/Writing	A, C, E, F, G, H, I and K.	10 mins daily 50 minutes in total over the week.	To use phonics accurately to read and write. To pass Phonics screening Should pass phonics screening but mainly to help with spelling.	Laptops – DB/JT Early morning work	7.6.21 – 6/8 passed internal phonics screening All but A and passed Phonics screening. A scored 30, J scored 25.
Using Phonics/Talk for Writing	English - Reading/Writing	A, E, F, I	2x weekly during English lesson. 60 mins in total over the week.	To be able to create sentences and sound words out more accurately. To reach the expected standard for end of Year 1.	DB x 1 JT x 1	All can create sentences and sound words out. A has an issue with amount produced, others have inconsistencies with spelling.
Maths	Maths tailored to individual needs, with a focus on number. Maths tailored to using and applying.	A, E C, G, H, J, I, K	Min. 2x weekly during Maths lesson or oral and mental starter. 40 mins in total over the week. Min. 2x weekly during Maths lesson. 40 mins in total over the week	To consolidate understanding of working with numbers to 20. To achieve at least working towards expected standard for the end of Year 1. To strengthen using and applying skills to ensure expected at end of KS1.	DB x 1 JT x 1	All can now work with numbers to 20 however E is still very uncertain and do not think will reach working towards expected by end of KS1. A has an issue with focus. K has gaps due to missing over a year of schooling.
Reading	English – Reading 1:1	A, E, H F (weakness in comprehension)	Aim for at least 3x weekly. 120 minutes weekly,	Achieve at least Working towards expected level by the end of KS1.	DB/CG/JT Linda – Friday morning	All have made good progress with reading. Would expect all to reach expected standard.

		when reading text herself).		To reach the expected standard for end of Year 1.	Sue – Tuesday & Thursday mornings.	
Additional 2 hour quality TA support provided in the core subjects per week [Mon pm for guided reading and Maths or English]	JT to provide targeted support as directed by the class teacher to the identified pupils in the core subjects in maths, reading and writing.	A,C,E,F,G,H,I, J, K	120 minutes weekly in total	To make good or better valued added progress from their individual baselines in maths and writing.	JT	This has benefited all 9 children in strengthening their basic maths and English skills.

Total time: 7 hours 10 mins. [2 hours provided from the catch up funding premium]

Intervention Programmes used to accelerate pupil progress and attainment at Maids Moreton CE School: *Spring/Summer Term (from 8.03.21)*

EYFS						
Name of intervention	Subject/area of development the intervention supports	Sub Group/Individual Pupils.	Frequency	Intended Impact	Staff member delivering intervention, days of the week and times.	Impact
Recognising digits 1-10, 1-1 correspondence and recognising numerals (Counting skills, counting an irregular group of objects). Give a handful of objects. Can you give me 5? Match with numeral, E and F to count out a given number from a larger group)	Number	E and F	X 3 weekly 45 minutes in total over the week.	E will be able to count a range of movable objects to 10 and find one more/ one less. She will be able to recognise and writing numerals 1-10. F will be able to count a range of movable objects to 10. He will be able to recognise numerals 1-5.	In maths introductions by CG (Mon, Wed and Thurs –15 mins)	E's confidence and accuracy when using number has developed greatly. She is now able to accurately count a group of objects order the numbers and identify the corresponding numerals. F's numeracy skills are developing and he is more confident approaching number based problems and tasks. However, he requires continued support as he is often miscounts and struggles to recognise all of the corresponding numerals.
Name writing	Literacy	E and F	X5 weekly 50 minutes in total over the week.	E and F to be able to write their name independently, correctly forming each of the letters.	Daily by CB/LB 8:50-9:00	Both E and F are able to write the letters in their names, in order and so that they are clearly identifiable. E is beginning to make the transition to cursive, remembering to lead in for many of the letters. The size and regularity of F's writing has improved dramatically. He still find the cursive tricky and needs additional support to master the lead ins.

SALT	Speech and Language	Speech - B, E, G, H Language – E,F, B	1 x weekly 1 x weekly 30 minutes in total	Follow SALT targets – see planning. Record evidence on the SALT record sheet.	11:45 CG (15 mins)	All of the children have reached their SALT targets.
Recognising feelings/emotions and developing concentration and turn taking.	PSED	B	Daily. Using a visual timetable, now and next cards sand timer and ipad to take photographs of models. Breathing and calming exercises, visual aids 60 minutes in total over the week	B will be able to leave one activity and begin another when given a countdown. He will be able to approach an adult and ask for help if he starts to feel distressed, using a wide range of vocabulary to express his anxieties (cross, lonely, upset, frustrated).	CB/CG/LB Embedded / reinforced in all areas at all times.	B is able to recognise and use a range of vocabulary to describe his feelings and those of others. He use the countdowns effectively and likes to take photos of the models, however he does still struggle when he is tired, overwhelmed or out of routine. He may benefit from the structure of Year 1 and the continued use of the sand timers to support transitions.
Linking Sounds and Letters	Phonics	E and F	Quickfire Daily 25 minutes in total over the week.	A and B will revisit Week com 1 - satp Week com 2 - inmd Week com 3 - gock Week com 4 hbfl Week com 5 and 6 Recapping	First thing, after lunch. 5 mins daily.	E and F both benefited from working in a small group to recap Phase 2 with Mrs Gibbs. E's confidence when using and applying the sounds has grown. F is able to recognise the sounds and his confidence is beginning to grow, though he still needs support to apply his knowledge to read and write.
Blending and Segmenting	Phonics	E and F	3 times weekly	They will be able to hear initial / final sounds and blend /	10:30 CG (15 mins) Mon, Tues, Wed, Thurs	E is able to identify all the sounds within words independently and is beginning to apply this

			45 minutes in total over the week.	segment simple CVC words independently		<p>independently in her reading and writing.</p> <p>F is able to identify the sounds in words with adult support to say and emphasise each sound or 'sound out' the word quickly so the final word can be heard.</p>
Reading	Reading	A, C, K H, J	At least 3 times a week 90 minutes weekly.	They will be reading with increased fluency and be ready to progress to the next colour level.	1.45 everyday	<p>A and K have both made significant progress, moving up to the next level in their reading. The individual reading combined with home support was highly effective.</p> <p>C has made good progress, becoming more fluent but is still not reading at home, remaining at the same level.</p> <p>We changed the individual readers during the term as those above made progress, bringing in H and J. Both of them have benefited greatly, moving up a level to blue.</p>
Additional 1 hour quality TA support provided in EYFS	CG to provide targeted support as directed by the class teacher to the identified pupils to support with basic skills and speech and language development	Children: See all above	60 minutes weekly in total	To make good or better valued added progress from their individual baselines in the relevant areas of learning and the SALT intervention programmes.	CG	<p>This has benefited all identified children in strengthening their basic maths and English skills as well as their language and communication.</p>

Total time: 5 hours 45 minutes [1 hour provided from the catch up funding premium]

