

Morden Primary School – CATCH UP FUNDING (Covid-19) January 2022

The government has allocated approximately £80 per pupil to support catch-up initiatives following the reopening of schools. Below provides information of where this money will be targeted and the intended impact.	
Total number of pupils on roll – Spring 22 Census	229
Proportion of PP Pupils, Reception to Y6 (ever 6 FSM)	43%
Proportion of SEND children	25.75% (R-Y6); 22.71% (N-Y6)
Catch Up allocation	£ 15,840
Delivering the interventions	<p>Trained teachers through the NTP will be employed to take tuition groups of 1:3 for maths and literacy in prioritised KS2 groups. (<i>continuing from Summer term 2020</i>)</p> <p>In school tuition will begin the week commencing 10th January 2022 in Y6, Y3 and Y2 classes. Priority of places will be allocated as follows:</p> <ol style="list-style-type: none"> 1. Recipients of PP or identification as a vulnerable child 2. Children with identified gaps in learning as a result of Covid-19 lockdown and as a result must make accelerated progress 3. Remaining spaces will be allocated to children who are achieving just below ARE
Publish date	January 2022
Review date	April 2022, July 2022
Lead	Peta Blow (HT)
Governor Monitoring	Lisa Halford (Chair of Governors)

PRIORITY AREAS FOR CATCH UP FUNDING

Priority 1

To raise the maths attainment of all pupils to close the gap created by covid-19 school closures, with a particular focus on securing number and developing mental maths strategies. (link to SDP)

Priority 2

To reduce the attainment gap in phonics created by Covid-19 school closures for children in Year 2.

Priority 3

To raise reading attainment of all pupils to close the gap created by covid-19 school closures, with a particular focus on inference, deduction and retrieval. (link to SDP)

Catch-Up Funding Initiatives

Priority One: To raise the maths attainment of all pupils to close the gap created by covid-19 school closures, with a particular focus on securing number and developing mental maths strategies. (link to SDP)

Actions	Who	Intended Impact	Success Criteria (Evidence)
1.1 Assess arithmetic gaps in year 5 and Year 6. Utilise baseline assessments and put in place daily fluency lessons and catch-up interventions where needed. Tuition groups after school x 1hr per week for Year 6. Y6 sets x 3 per week. 1:1 conferencing. Continuation of NTP tutoring in groups of 1:3 1hr per week.	Class teacher Allocated Tutor	Targeted children will confidently be able to recall multiplication facts and use for arithmetic calculations and reasoning	<ul style="list-style-type: none"> • Evidence in book reviews shows secure application of multiplication knowledge • Y6 attain broadly in line with national expectations in KS2 SATS • Maths leader's assessment analysis evidences that gaps in strands have been closed.
1.2 Implement regular targeted multiplication interventions in KS2 to support comprehensive tables knowledge. Ensure that TTRS is used regularly.	Class teacher Allocated Tutor Maths leader	Targeted children will have an increasingly confident grasp of multiplication tables up to 12x 12. Children will be equipped to meet ARE in their year group .	<ul style="list-style-type: none"> • 75% of year 4 pass multiplication check in term 3 • 75%+ of year 3 know named tables for year group confidently by term 3 • Maths leader's assessment analysis evidences that gaps in strands have been closed. Maths leader's tracking of times table rewards shows children are knowing and remembering more times table facts.
1.3 In KS2 post learning opportunities to reinforce number work in the afternoons. Daily fluency lessons. Maths sets in Y2 x 3 per week. (Interventions on other two days to include maths conferencing/tuition). Daily Y1 maths number recognition group x 5 per week.	Class teacher Allocated Tutor	Number facts recalled quickly and confidently and support morning mathematics work	<ul style="list-style-type: none"> • 75% of children in years 1 and 3 can calculate to Age Related Expectations by term 3 • 65% of children in Year 2 can calculate to Age Related Expectations by term 3

Continuation of NTP tutoring in groups of 1:3 1hr per week in Year 5 and Year 6.			
Priority Two: To reduce the attainment gap in phonics created by Covid-19 school closures for children in Year 2.			
Actions	Who	Intended Impact	Success Criteria (Evidence)
2.1 Use internal baseline assessment and outcomes from the phonics screen to target children without secure phonics knowledge. Increase phonics lessons for whole class teaching. Phonics Express programme used in class and available at home for all children as part of their home learning. Tuition groups through in-school tuition 1:3.	Class teachers Allocated Tutor HLTA Literacy leader	Children’s phonics phase learning is at the appropriate age and stage.	<ul style="list-style-type: none"> Targeted Children reach their appropriate phase in phonics. 90% + achieve Y2 phonics retake test in Summer 2022. Phonics tracking grid shows all children have made progress.
2.2 Daily short phonic interventions (Project X - Code) delivered by trained TA/HLTA (2 groups of Y2)	HLTA Literacy Leader	Children make rapid progress in learning and retaining phonic knowledge and are able to apply effectively in their learning. Children’s phonics phase learning is at the appropriate age and stage.	<ul style="list-style-type: none"> 90% + achieve Y2 phonics retake test in Summer 2022.
Priority Three: To raise reading attainment of all pupils to close the gap created by covid-19 school closures, with a particular focus on inference, deduction and retrieval. (link to SDP)			
Actions	Who	Intended Impact	Success Criteria (Evidence)
3.1 Pupil Premium children across years 1-6 will have 3x a week 1:1 reading.	Class teachers TLAs	Children will make good progress in reading Strong links made between reading and the rest of the curriculum.	<ul style="list-style-type: none"> 80% of children in PP reading initiative make at least 3PP. 20% make 4PP (accelerated). Gaps between PP and non-PP narrowed.
3.2 In school tuition to target Y3 and Y6 children – literacy sessions to focus on inference, deduction, retrieval and vocabulary extension. NTP targeting Y4 and Y3 children in 1:3 group sessions for 1 hour per week.	Class teacher Allocated tuition leader	Children will be equipped to meet ARE in their year group.	<ul style="list-style-type: none"> Evidence in book reviews shows progression in inference/deduction/retrieval skills. Y6 attain broadly in line with national expectations in KS2 SATS. Vast majority of children to meet their end of year reading targets.

<p>3.3 Use of Reading Eggs program for home learning targeted activities (online digital library) to increase exposure and frequency to a range of texts, particularly non-fiction in Reception to Year 3.</p>	<p>Class teachers Literacy Leader</p>	<p>Children will improve their retrieval skills and close the word gap through exposure to Tier 2 and 3 vocabulary.</p>	<p>· Reception – Year 3 broadly in line with national for reading.</p>
<p>3.4 Weekly comprehension work for pupil premium and non-readers at both a group and 1:1 level for Year 6.</p>	<p>Class teacher# TLAs</p>	<p>Children will be equipped to meet ARE in their year group.</p>	<p>· Year 6 children broadly in line with National for Reading.</p>