

## Morden Primary School – CATCH UP FUNDING (Covid-19) December 2020

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 – Autumn Census	<b>223</b>
Proportion of PP Pupils, Reception to Y6 (ever 6 FSM)	<b>40%</b>
Proportion of SEND children	<b>26%</b>
Catch Up allocation	<b>£ 15,840</b>
Delivering the interventions	Trained teachers will be employed to take tuition groups after school. 12 groups will be identified across the school for one afternoon session a week, each term. Priority of places will be allocated as follows: <ol style="list-style-type: none"> <li>1. Recipients of PP</li> <li>2. Children with identified gaps in learning as a result of Covid-19 lockdown</li> <li>3. Remaining spaces will be allocated to children who are achieving just below ARE</li> </ol>
Publish date	November 2020
Review date	February 2021, July 2021
Lead	Peta Blow (HT)
Governor Monitoring	Lisa Halford (Chair of Governors)

## PRIORITY AREAS FOR CATCH UP FUNDING

### Priority 1

To raise the maths attainment gap 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 in for children in years 1-3

### 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 gap 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 multiplication gaps in year 5 (cohort who would have taken Y4 multiplication check), carry out baseline assessments and put in place daily catch-up interventions where needed. Tuition groups after school x 45 minutes per week.	Class teacher Allocated tuition leader HLTA	<ul style="list-style-type: none"> <li>Targeted children will confidently be able to recall all multiplication tables and use for calculations and reasoning</li> </ul>	<ul style="list-style-type: none"> <li>75% of all children pass multiplication check test administered in term 3</li> <li>Evidence in book reviews shows secure application of multiplication knowledge</li> </ul>
1.2 Implement regular targeted multiplication interventions in KS2 to support comprehensive tables knowledge. Ensure that TTRS is used regularly. Tuition groups after school x 45 minutes per week.	Class teacher Allocated tuition leader	<ul style="list-style-type: none"> <li>Targeted children will have an increasingly confident grasp of multiplication tables up to 12x 12</li> <li>Children will be equipped to meet ARE in their year group</li> </ul>	75% of year 4 pass multiplication check in term 3 75%+ of year 3 know named tables for year group confidently by term 3
1.3 Carry out baseline assessment to highlight children in KS2 whose calculation	Class teacher Allocated tuition leader	<ul style="list-style-type: none"> <li>Children in years KS2 will have confident calculation</li> </ul>	<ul style="list-style-type: none"> <li>80% of children in Y5/6 can calculate to Age Related Expectations by term 3</li> </ul>

<p>knowledge demonstrates gaps. Promote the use of mathematics. Tuition groups after school x 45 minutes per week. Y6 sets x 3 per week. 1:1 conferencing.</p>		<p>knowledge to access relevant year's AREs</p>	<ul style="list-style-type: none"> <li>75% of children in Y3/4 can calculate to Age Related Expectations by term 3</li> </ul> <table border="1" data-bbox="1417 177 2098 475"> <thead> <tr> <th>YEAR GROUP</th> <th>AUTUMN DATA</th> <th>END OF MARCH DATA</th> </tr> </thead> <tbody> <tr> <td>Year 6</td> <td>43%</td> <td>Drop of 38%</td> </tr> <tr> <td>Year 5</td> <td>57%</td> <td>Drop of 11%</td> </tr> <tr> <td>Year 4</td> <td>52%</td> <td>Drop of 5%</td> </tr> <tr> <td>Year 3</td> <td>60%</td> <td>Drop of 19%</td> </tr> <tr> <td>Year 2</td> <td>54%</td> <td>Drop of 23%</td> </tr> <tr> <td>Year 1</td> <td>17%</td> <td>Drop of 3%</td> </tr> </tbody> </table>	YEAR GROUP	AUTUMN DATA	END OF MARCH DATA	Year 6	43%	Drop of 38%	Year 5	57%	Drop of 11%	Year 4	52%	Drop of 5%	Year 3	60%	Drop of 19%	Year 2	54%	Drop of 23%	Year 1	17%	Drop of 3%
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<p><b>1.4</b> 3x a week number facts interventions put in place in years 2 and 3 and SEN children in years 4, 5 and 6. Tuition groups after school x 45 minutes per week. Maths sets in Y2 x 3 per week. (Interventions on other two days) Daily Y1 maths number recognition group x 5 per week.</p>	<p>Class teacher Allocated tuition leader</p>	<ul style="list-style-type: none"> <li>Number facts and recalled quickly and confidently and support morning mathematics work</li> </ul>	<ul style="list-style-type: none"> <li>75% of children in years 2 and 3 can calculate to Age Related Expectations by term 3</li> <li>65% of children in Year 1 can calculate to Age Related Expectations by term 3</li> </ul>
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**Priority Two: To reduce the attainment gap in phonics created by Covid-19 school closures in for children in years 1-3**

Actions	Who	Intended Impact	Success Criteria (Evidence)
<p><b>2.1</b> Assess phonics knowledge retained from previous year in years 2 and target children in years 3 to compile list of children for intervention groups. Tuition groups after school x 45 minutes per week.</p>	<p>Class teacher Allocated tuition leader HLTA</p>	<ul style="list-style-type: none"> <li>Children's phonics phase learning is at the appropriate age and stage.</li> </ul>	<ul style="list-style-type: none"> <li>Targeted Children reach their appropriate phase in phonics</li> <li>85% + achieve Y2 phonics retake test</li> </ul>
<p><b>2.2</b> Set up daily short phonic interventions (Project X - Code)</p>	<p>HLTA</p>	<ul style="list-style-type: none"> <li>Children make rapid progress in learning and retaining phonic</li> </ul>	<ul style="list-style-type: none"> <li>85%+ of year 2 and year 3 children will pass the phonics screening check in term 1</li> </ul>

in Year 2 & 3 delivered by trained TA/HLTA (2 groups of Y2; 1 group in Y3)		<ul style="list-style-type: none"> <li>knowledge and are able to apply effectively in their learning.</li> <li>Children's phonics phase learning is at the appropriate age and stage.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<b>2.3</b> 3x a week intervention combining phonics recognition and application through phonic flashcard phase activities	Class teacher HLTA	<ul style="list-style-type: none"> <li>Targeted children in years 1 and 2 make good progress in reading, supported by a comprehensive phonic knowledge</li> </ul>	<ul style="list-style-type: none"> <li>All targeted children pass a phonics screening check in term 3</li> <li>86% pass the Year 1 phonics test</li> <li>85% of year 2 pass the phonics screen in in term 3</li> </ul>

**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)**

<b>Actions</b>	<b>Who</b>	<b>Intended Impact</b>	<b>Success Criteria (Evidence)</b>
3.1 Weekly checks across Years 1-6 to ensure children are reading at the correct level for their ability. Tuition groups after school x 45 minutes per week.	Class teacher Allocated tuition leader TLA	All children are reading at the correct levels on book bands or making good choices from class libraries	Through pupil conferencing and monitoring, 100% of children are reading at the right level of challenge and have a wide choice of books with high interest level
3.2 Pupil Premium children across years 1-6 will have 3x a week 1:1 reading. Tuition groups after school x 45 minutes per week.	Class teacher Allocated tuition leader HLTA	Children will make good progress in reading Strong links made between reading and the rest of the curriculum	80% of children in PP reading initiative make at least 3PP. 20% make 4PP (accelerated)
3.3 Myon used in home learning and WCR for years 1-6. Tuition groups after school x 45 minutes per week to include comprehension.	Class teacher Allocated tuition leader	Increase accessibility to a wider variety of texts.	Quality of texts expanded.