**Total Amount of Funding Received - £18,000**

**Total Spent - £23,145**

**Area of Need *(identified from baseline)***

* **EYFS & Key Stage One – Phonics and Reading**
* **Key Stage Two – Maths and reading comprehension.**

**Strategy Summary**

**Early Years & Key Stage One**

* **Smaller groupings to target children even more effectively.**
* **Investment in additional catch up for pupils where necessary.**
* **Online reading scheme to ensure books continued to be matched to pupil’s phonics sounds even in lockdown.**

**Key Stage Two**

* **Smaller class sizes to target children even more effectively in Maths and comprehension.**
* **Release of class teacher to target children effectively.**

**Impact Headlines (July 2021)**

* The significant majority of pupil’s left at the expected phase at the end of EYFS despite significant disruption.
* 93% of pupils passed the Year Two Phonics Screening Check in December 2020
* Despite school closures, the school is set to meet the aspirational target of 95% pupils passing the phonics assessment in December 2021.
* 94% of children continued to engage with individual reading during lockdown impacting positively on their reading progress.
* The significant majority of pupils continue to be on track with their learning.

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| **Total Number of Pupils – 227** | | | **Funding Received - £18,000** | |
| **Reading Identified Priorities (from baseline data)** | | | | |
| **Priority One –** To ensure that progress in phonics is not hindered for any child as a result of school closures. | | | | |
| **Focus** | **Success Criteria** | **Strategy** | | **Evaluation** |
| **Early Years** | Significant proportions of pupils are at the end of Phase Three by the end of the academic year 2021. | Smaller, targeted groups to accelerate progress of all pupils.  Additional member of staff for 15 minutes daily. | | Only 10% of children have begun Year One at the beginning of Phase Three. The significant majority of children have entered at the correct phase (end of Phase 3). |
| **Year One** | 93%+ of pupils reach the standard of 32 at the statutory assessment in December 2021. | Greater number of adults to provide precision intervention for all pupils through smaller groupings.  Additional interventions timetabled in the morning and afternoons to target specific children. | | All children made significant progress and demonstrated huge improvement. Small groupings and daily phonics during Lockdown have impacted positively.  We anticipate in the December statutory phonics assessment, we will achieve our target of 93%+ |
| **Year Two** | **95% of children pass the statutory phonics assessment in December 2020.** | Greater number of adults to provide precision intervention for all pupils through smaller groupings.  Additional interventions timetabled in the morning and afternoons to target specific children. | | 93% of children achieved the phonics assessment in December 2020, despite significant school closures. |
| **Funding Allocated : £695** | | | | |

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| **Total Number of Pupils – 227** | | | **Funding Received - £18,000** | |
| **Key Stage Two Identified Priorities (from baseline data)** | | | | |
| **Priority One –** To target pupils effectively to support catch up in reading comprehension. | | | | |
| **Focus** | **Success Criteria** | **Strategy** | | **Evaluation** |
| Key Stage Two Comprehension | Data demonstrates that the significant majority of children are back on track with their end of year targets (90%+). | Additional member of teaching staff to focus on comprehension skills, whilst providing consistent and targeted groups across KS2.  4 groups focusing on greatest need from baseline data 4 x a week (30 minutes).  Release time for class teacher to focus and target specific groups of children. | | Small groups have had significant impact on children’s learning and has ensured that the vast majority of children across the school continue to be on track with their reading and are in line with pre-pandemic levels |
| Key Stage Two Maths | Data demonstrates that the significant majority of children are back on track with their end of year targets (90%+). | Additional member of teaching staff to focus on Maths, reducing class sizes to target pupils effectively. | | As outlined above, the smaller groups have had significant impact on pupil outcomes and attainment. High proportions of children are on track with their targets in Maths, despite school closure. Our tracking system, demonstrates that the number of children on track with their targets is in line with pre-pandemic levels. |
| **Funding Allocated : £22,000** | | | | |

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| **Total Number of Pupils – 227** | | | **Funding Received - £18,000** | |
| **Identified Priorities (from baseline data)** | | | | |
| **Priority Two – To ensure pupils are able to decode effectively.** | | | | |
| **Focus** | **Success Criteria** | **Strategy** | | **Evaluation** |
| Whole School | Over 90% of the school access reading materials in lockdown.  Reading ages for the significant majority of children continue to show improvement. | All pupils are able to access reading materials which match their phonics sounds and individual needs.  Increase the frequency of independent reading and support for pupils. | | Families had a wide range of reading materials to support learning at home, which related to their phonics level where appropriate and also level. Opportunities to engage with books for pleasure were also accessed across the school.  Over 94% of children continued with reading during the lockdown, impacting positively on pupil’s continual reading.  Increased frequency of reading has led to significant improvement for many readers. |
| **Funding Allocated : £450** | | | | |

**Total Funding Spent: £23,145**