



BOCKING PRIMARY SCHOOL



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Bocking Primary School Catch Up Premium Spending Plan

As a result of COVID in 20120, the Government have given schools an allocation of funding to help support children in catch up provision following school closure. Tis allocation was made at £80 per pupil in each year. The total allocation for Bocking Primary is **£16,640**

This plan identifies what further provision we are going to give to children to support them in catching up. This maybe through a spending allocation directly from the funding, or through additional provision to our current provision.

Funding for Catch up shown in funding allocation.

Where with interventions in addition to our normal provision but without funding from Catch up spend.

Academic Year: 20/21	Total Fund: £16,640			Date of initial Plan: Autumn term 2020		
Intent	Implementation				Impact	
School focus with clarity on intended impact on pupils	Actions to achieve	Where are we now?	Funding Allocation	Expected impact	update	Sustainability and suggest next steps:
Purchase of Accelerated reader to support outcomes of reading across the school and to ensure consistency in the delivery of reading.	1)email SO re cost for accelerated reader as part of trust 2)Eng lead visit Elm hall w/b 14 th Dec to speak with staff about AR. 3)Action plan to be drawn up to identify implementation plan for AR. 4) prepare library for implementation 4)staff training in use of AR in preparation for implementation <i>NB this program will be ongoing and will take further time to implement.</i>	Conversation held between DT and MW about AR. Used in school across the trust.	£5935 – 3 year contract	Improvement in outcomes for reading Most recent data (AUT term 2020)shows that: EYFS 35.7% Y1 70.4% Y244.4% Y3 49.2% Y4 32% Y5 70.9% B 65.2% F 57.7% 6(all) 61.1%	Spring term 21 Eng lead has met with lead from Elmhall to discuss AR. Subscription to AR has taken place. Eng lead and LSA's have started library preparation.	



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Behaviour consultant and new behaviour system to improve behaviour across the school.	1)DT to meet with Miss Morrish behaviour consultant to plan strategy 2) whole staff training 4/1/21 with Moving on up and Talking for a purpose. 3)Implement strategy from 5/1/21	Learning visit by visiting head identified that there was low level behaviour in classes.	3 terms of weekly support + training £10,700	Decrease in number of behaviour incidents and low level behaviour in class. Children's learning behaviour improves,	meeting with Miss Morrish on 15/1/21 to discuss the support and program. Spr 21. Due to lockdown and school closure, the staff INSET was unable to go ahead. Postponed until an appropriate time.	
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<p>To ensure that outcomes for phonics are at least in line with National.</p> <p>Through providing phonics intervention for those children who are at risk of not meeting expected standard.</p>	<p>1) Baseline assessment of children in year 1 to establish who is at risk of not making standard. By end of Autumn term (MG)</p> <p>2) Establish groups for intervention with LSA three times a week intervention group. (MG/ AS/ AM) to begin intervention group Jan 21</p> <p>3) Decide upon appropriate phonics intervention. (DT/ AM)</p> <p>4) Evaluate progress of intervention from baseline (mid Spring term and end of Spring term). (MG/AS/AM)</p> <p>5) Summer term 2021- EYFS children to receive intervention if they are not working at appropriate phase and prepared for year 1.</p> <p>6) KS 1 classes homework weekly to include a phonics activity.</p>	<p>Phonics data from Phonics assessment Oct 2020 shows that:</p> <p>We have:</p> <p>8 children 30% scoring 20+</p> <p>5 children 18% scoring 15-19</p> <p>14 children 51% scoring under 15</p> <p>Phonics data year 2 demonstrating that :</p> <p>10 children 55% already scoring 32 +</p> <p>5 children 28% scoring 24+</p> <p>3 children 17% scoring below 15</p>		<p><i>Year 1 teacher already has phonics intervention in place for children, by implementing further focus groups we hope that outcomes will increase.</i></p> <p>Outcomes to be at least in line with National</p> <p>Target set for 2021 phonics outcomes:</p>	<p>Update Nov 2020</p> <p>At PPM children who would benefit from intervention have been identified. Agreed to carry out second test at end of Aut term to assess where we are at.</p> <p>Year 2 phonics Dec 2020 outcomes 83% achieving standard</p>	
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<p>To ensure that year 4 children pass the MTC in 2021.</p>	<p>1) Identify yr4 children who have gaps in timetables knowledge and establish a baseline (LW) by end of Autumn term 2) Establish groups for intervention with LSA three times a week intervention group. (LW and AS) to begin intervention group Jan 21 3) Research multiplication intervention. (DT/LP) 4) Evaluate progress of intervention from baseline (mid Spring term and end of Spring term). (LW / AS/LP) 4) Purchase of KS 2 multiplication books to use to support knowledge and use for homework. (DT)</p>	<p>Data from MTC October 2020 shows that:</p> <p>Chrn who would benefit from intervention have been identified, during PPM 12/11/20</p> <p>Subscription to Third space learning for intervention that can be led by LSA</p> <p>We have limited resources in school to support children making progress in times tables knowledge.</p>		<p>Outcomes for children in Y4 MTC are in line with National.</p> <p>The MTC is new this year therefore we have no baseline for baseline of other data from previous years.</p>	<p>Update Nov 2020 During PPM discussion with CT regarding the target set for outcomes. Discussion around chrn selected for intervention. CT to lead after school club from Jan 2021 for those chrn who need intervention. Discussion around informing parents of MTC and expectation. Discussion around current classroom provision for MTC practice.</p>	
<p>To improve outcomes in maths.</p>	<p>1)LSAs receive training from maths lead in Magic Maths intervention 2)Children selected for receiving intervention 3) Maths lead to monitor intervention</p>	<p>Autumn term (2) data shows that (% at ARE)</p> <p>Year 1 51.9% Year 2 66.7% Year 3 58.6% Year 4 72% Year 5 58.1% Year 6B 52.2%</p>	<p>Training already received no further cost required.</p>	<p>Outcomes in maths to improve and be at least in line with Essex/National.</p>		



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	sessions and feedback to staff. 4) Maths lead to evaluate impact of intervention at end of each term. 5) Teachers to read Rosenhein's book and consider what they can gain from it 6) MW to lead staff PDM in week 2 of Spring term around maths pedagogy.	Year 6F 50% Year 6 (All) 51%				
			Total: £16.635			