

Catch-Up Funding Plans for Otterham (£6,880)

Baseline assessment and parental consultations will inform the focus for intervention. For some children this will be purely academic but for others it will need to also address SEMH.

OBSERVATION	INTERVENTION	COST	HOW IMPACT WILL BE MEASURED
The Y1 children have missed out on over a terms worth of phonics. They have also forgotten much of the phonics that they had been taught during the previous two terms as Reception children. Early assessments have shown huge gaps in their knowledge. The Y2 children are due to have their Phonic Screening Test during the second half of this term (Nov) and have big gaps in their phonic knowledge.	CH to release JB for 7wks, every Wed am so JB can carry out phonics and early reading interventions with the Y1 children.	Approx. £101/wk which includes on costs. So, £101 x 7 = £707 (Is it possible for this money to be put into staffing as it is already coming out of budget for the Autumn term?)	Phonics Screening Test data NOV 2020 & JUNE 2021
Some children are having real difficulties with their relationships with other children after having spent so much time apart in relative isolation. It is almost as if they have forgotten how to play.	Extra Lunch Time Supervisor to be employed to encourage positive play between children who are struggling with their social and emotional skills.	Approx. £55/week which includes on costs. So, £55 x 34 (end of academic year) = £1,870	Observing children's engagement during playtime.
Baseline data collection shows a significant decline in Literacy skills. Only 44% of KS2 children are meeting age related expectations in Reading and only 38% in Writing.	Purchase Nessy (Reading) and Writing Beach for individual pupils to work systematically through an individualised approach to completing personal targets.	24 x £7 = £168 (Nessy) 24 x £3 = £72 (WB) Total = £240	Data analysis at collection points (Dec/Mar/Jul). Work scrutiny. Attitude to learning – pupil conferencing.
The timetables are tight in all classes with skeleton TAs at times. Teachers, especially GP & TRH, cannot possibly have time out of whole class teaching to carry out small group/individual interventions.	Extra TA employed to work across the school providing extra support where needed most and to release teachers to carry out interventions with groups of children across the school. This additional TA would mean that classes would be left with two TAs when teachers are carrying out interventions.	Given the above spends, there would be approx. £4,000 to put towards an additional TA.	Data analysis at the end of the academic year (progress measure) of the children who have received additional support.