

**St Nicholas and St Laurence CE VA Primary School, Weymouth**  
**Intended use of catch up funding**



**Allocated funds: £16,500**

To identify the children in need of catch up support, staff will use assessment data e.g. standardised reading assessments etc. This information will then be used to focus support where it is most needed.

<b>Year Group</b>	<b>Gaps/ Issues in learning identified</b>	<b>Interventions/ support/ tuition plans inc. timescales and desired impact</b>	<b>Budget allocation and proposed use from Catch up Funding</b>
<b>EYFS</b>	<b>Phonics:</b> <ul style="list-style-type: none"> <li>Blending to read</li> </ul> <b>Speech and Language</b> <ul style="list-style-type: none"> <li>Initial cluster sounds</li> <li>Sentence structure</li> </ul> <b>Managing feelings and behaviour</b> <ul style="list-style-type: none"> <li>Social skills</li> <li>Relationships</li> <li>Play boundaries</li> <li>Social norms</li> </ul>	Targeted SALT TA to build initial cluster sound (3 hours per week)  Target talk time (Daily) CT (10 mins)  <b>Desired Impact:</b> <ul style="list-style-type: none"> <li>Children are able to communicate more effectively with peers and adults.</li> </ul>	Employ extra TA hour for EYFS and KS1. 5 x p.m. weekly. (9.5 hours)  Purchase of daily handwriting books for all children in year 2.  Oxford Owl subscription:
		<b>ELSA support</b>  <b>Desired Impact:</b> <ul style="list-style-type: none"> <li>Children's emotional needs are supported.</li> <li>Children are emotionally ready for learning.</li> </ul>	
<b>Key Stage One</b>	<b>Phonics:</b> <ul style="list-style-type: none"> <li>Gaps in phonetical understanding</li> <li>Problems with blending to read</li> <li>Difficulties in segmenting to spell</li> <li>HFW recognition and spelling</li> </ul> <b>Maths:</b>	<b>Phonics Booster</b> – Daily (Year 1) TA  <b>Phonics Booster</b> – Daily (Year 2) TA  <b>Fast Track Phonics</b> – 3 x weekly (TA led) Year 2  <b>Phonics into writing/ spelling</b> – 2 x weekly (TA led) Year 1	

	<ul style="list-style-type: none"> <li>• Basic number sense</li> <li>• Number recognition</li> <li>• Calculation difficulties</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Blending and fluency</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Spelling of HFW and tricky words</li> <li>• Segmenting to spell</li> <li>• Stamina for writing</li> <li>• Idea generations</li> <li>• Handwriting</li> </ul> <p><b>Managing feelings and behaviour:</b></p> <ul style="list-style-type: none"> <li>• Turn taking</li> <li>• Social situations</li> <li>• Relationships</li> <li>• Social norms and boundaries</li> <li>• Resilience</li> </ul>	<p><b>Desired Impact:</b></p> <ul style="list-style-type: none"> <li>• Children’s phonetical knowledge has increased.</li> <li>• The children are able to use and apply these skills within the classroom.</li> <li>• By end of Year 2 93% of children have passed the phonics assessment.</li> <li>• By end of Year 1 87% of children have passed the phonics assessment</li> <li>• Teachers achieve or exceed their PM targets</li> </ul>	
		<p><b>Calculation Boosters: Year 2: 3 x weekly TA led</b></p> <p><b>Desired Impact:</b></p> <ul style="list-style-type: none"> <li>• Pupils secure in number recognition and early number ‘sense skills</li> <li>• Children are able to perform basic operation calculations securely.</li> <li>• NFER testing shows a narrowing of gap and children reaching their expected ARE.</li> <li>• Teachers achieve or exceed their PM targets</li> </ul>	
		<p><b>Reading Booster (TA led) 3 x weekly</b></p> <p><b>Desired Impact:</b></p> <ul style="list-style-type: none"> <li>• Children are able to access more of the curriculum due to increased reading skills.</li> <li>• Increase in recognition of HF words and reading skills for targeted group</li> <li>• Teachers achieve or exceed their PM targets</li> </ul>	

		<p>Fine Motor Support (TA led) 3 x weekly: Y1 and 2</p> <p><b>Year 1:</b> writing focus group (CT and TA within lessons) Point of learning feedback</p> <p>Building resilience in writing and spelling: 2 x weekly (TA led) Year 1</p> <p><b>Desired Impact:</b></p> <ul style="list-style-type: none"> <li>• Improved formation and legibility of letters and numerals.</li> <li>• Children make an improvement in skills in order to share and record their ideas effectively.</li> <li>• Teachers achieve or exceed their PM targets</li> </ul>	
		<p><b>ELSA support</b> 1 x weekly</p> <p>Social skills targeted support: 1 x weekly, TA led (Year 1)</p> <p><b>Desired Impact:</b></p> <ul style="list-style-type: none"> <li>• Children’s emotional needs are supported. Children are emotionally ready for learning.</li> </ul>	
<p><b>Lower Key Stage Two</b></p>	<p><b>Maths:</b></p> <ul style="list-style-type: none"> <li>• Basic number sense</li> <li>• Fluency with key facts</li> <li>• Calculation difficulties</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Blending and fluency</li> <li>• Stamina for reading</li> </ul>	<p><b>First Class at Number 2-</b> Year 3</p> <p><b>Success at Arithmetic</b> – Year 4</p> <p><b>Calculation Booster</b> – year 3 – 2 x weekly TA</p> <p><b>Maths Pre-teach</b> – year 4</p> <p><b>Desired Impact:</b></p>	<p>Employ extra teacher 2 x p.m. weekly. Spring and summer term.</p> <p>Focus TA support – 4 x p.m. weekly (Covered by current working hours)</p> <p>Purchase of daily handwriting books for all children in years 3 and 4.</p>

	<p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Spelling and recognition of HFW and tricky words</li> <li>• Segmenting to spell</li> <li>• Stamina for writing</li> <li>• Idea generations</li> <li>• Handwriting</li> </ul> <p><b>Managing feelings and behaviour:</b></p> <ul style="list-style-type: none"> <li>• Resilience</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are secure in 'early' number sense skills.</li> <li>• Children are able to perform basic operation calculations securely.</li> <li>• NFER testing shows a narrowing of gap and children catching up to their expected outcomes.</li> <li>• Teachers achieve or exceed their PM targets</li> </ul>	Oxford Owl subscription
		<p><b>Priority readers</b> 2 x weekly (TA)</p> <p><b>Desired Impact:</b></p> <ul style="list-style-type: none"> <li>• Children are able to access more of the curriculum due to increased reading skills.</li> <li>• NFER testing shows a narrowing of gap and children reaching their expected ARE.</li> <li>• Teachers achieve or exceed their PM targets</li> </ul>	
		<p><b>Handwriting skills</b> – 2 x weekly (TA) Speed up writing (Handwriting and Stamina) 3 x weekly TA</p> <p>Phonics Booster – weekly</p> <p><b>Desired Impact:</b></p> <ul style="list-style-type: none"> <li>• Children's phonetical knowledge has increased. The children are able to use and apply these skills within the classroom.</li> <li>• Improved formation and legibility of letters and numerals.</li> </ul>	

		<ul style="list-style-type: none"> <li>Children make an improvement in skills in order to share and record their ideas effectively.</li> </ul>	
		<p><b>ELSA support</b></p> <p><b>Desired Impact:</b></p> <ul style="list-style-type: none"> <li>Children’s emotional needs are supported. Children are emotionally ready for learning.</li> </ul>	
<b>Upper Key Stage Two</b>	<p><b>Maths:</b></p> <ul style="list-style-type: none"> <li>Basic number sense</li> <li>Fluency with key facts</li> <li>Calculation difficulties</li> <li>Times tables fluency</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>Blending and fluency</li> <li>Stamina for reading</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>Spelling pattern errors</li> <li>Punctuation misuse</li> <li>Stamina for writing</li> <li>Idea generations</li> <li>Lack of adventurous vocabulary</li> <li>Handwriting</li> </ul> <p><b>Managing feelings and behaviour:</b></p> <ul style="list-style-type: none"> <li>Resilience</li> </ul>	<p><b>Yr 6 Booster:</b> TA (GD push) Teacher – before and after school (ARE catch up)</p> <p>Pre Teach – Spring Term – Year 5</p> <p>Target Calculation group – 2 x weekly (Spring Term)</p> <p>Yr 5/ 6 Success at Arithmetic – Edge Hill</p> <p><b>Desired Impact:</b></p> <ul style="list-style-type: none"> <li>Pupils are secure in ‘early’ number sense skills.</li> <li>Children are able to perform basic operation calculations securely.</li> <li>NFER testing shows a narrowing of gap and children reaching their expected ARE.</li> <li>Teachers achieve or exceed their PM targets</li> </ul>	<p>Employ extra TA hour for years 5 and 6 - 4 x p.m. weekly. September to July</p> <p>Purchase of daily handwriting books for all children in years 5 and 6.</p> <p>Oxford Owl subscription</p>
		Yr 6 Booster: Small group Early Bird ARE catch up	

		<p>Yr 5 Booster: Small group (PM) ARE catch up (8.6m or less reading age)</p> <p>Small group guided reading</p> <p>Reading Booster – Yr6</p> <p>Additional Lexia sessions – 3 x weekly</p> <p><b>Desired Impact:</b></p> <ul style="list-style-type: none"> <li>• Children are able to access more of the curriculum due to increased reading skills.</li> <li>• NFER testing shows a narrowing of gap and children reaching their expected ARE.</li> <li>• Teachers achieve or exceed their PM targets</li> </ul>	
		<p>Small group grammar (TA: focus)</p> <p>New scheme handwriting - book 7 +</p> <p>Fine Motor Focus</p> <p><b>Desired Impact:</b></p> <ul style="list-style-type: none"> <li>• Children’s phonetical and spelling pattern knowledge has increased. The children are able to use and apply these skills within the classroom.</li> <li>• Improved formation and legibility of letters and numerals.</li> </ul>	

		<ul style="list-style-type: none"> <li>Children make an improvement in skills in order to share and record their ideas effectively.</li> </ul>	
		<p><b>ELSA support</b> – increased time 4 x a.m. and 4 x p.m.</p> <p><b>Desired Impact:</b></p> <ul style="list-style-type: none"> <li>Children’s emotional needs are supported. Children are emotionally ready for learning.</li> </ul>	
Other/ Wider Strategies	<p>Small number of pupils struggling with transition back to school</p> <p>SEMH issues</p>	<p>ELSA support for mornings and afternoons</p> <p><b>Desired Impact:</b></p> <ul style="list-style-type: none"> <li>Children are more settled since returning to school.</li> <li>They have been able to readjust to school life.</li> </ul>	