

**DOBWALLS PRIMARY SCHOOL**

Total catch up funding received		<b>£16,160</b>		
Priorities for Change (no more than 3) based on assessment/ observation data		<b>KS1 phonics catch up Interventions linked to individual and core curriculum concepts – resources and staffing to implement this</b>		
Key questions	Actions	Milestone by December 2020	Milestone by April 2021	Milestone by July 2021 Evaluation
Teaching: “evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils.”				
What new routines and habits do teachers and other staff need to integrate into their work? How have we raised our capacity to make those changes and ensure they are sustainable?	<ul style="list-style-type: none"> <li>Movement of staffing to ensure each class has sustainable staffing to deliver high quality teaching in addition to increased hygiene levels and bubble regulations</li> </ul> <p><b>TOTAL: £8,122</b></p>	<p>Increase of hours to CW to all afternoons to ensure Y1 children have a full time consistent TA. TA able to deliver RWI sessions as well as the RWI catch up 1:1 sessions, interventions linked to maths and listening to readers to practice skills with time lost due to Covid.</p> <p>Supervision at lunch time to support in keeping everyone safe as well as promoting positive relationships.</p> <p>Evaluation: The increased hours has supported the increased cleaning measures required by staff as well as increased support to help children mentally transfer back into school routines, building solid relationships. In addition it has given some extra time for added interventions to support in the closing the gaps of education.</p>	<p>Progress evident with RWI across Y1/Y2 children. Pivotal children are closing the gap.</p> <p>Staff with their bubble at lunch time have close relationships with children to develop their skills. Staff are encouraging and supporting the development of new relationships.</p>	<p>Progress evident with RWI across Y1/Y2 children. Pivotal children are closing the gap.</p> <p>Staff with their bubble at lunch time have close relationships with children to develop their skills. Staff are encouraging and supporting the development of new relationships.</p>
Targeted academic support: structured academic support provided 1:1 or in small groups, linked to classroom teaching				
Is there a clear understanding of what is being implemented and how? Are targeted interventions clearly communicated between teacher and person delivering targeted support?	<p>RWI structured interventions – ensuring resources are available to delivery this effectively. £1500</p> <p>Maths focussed interventions using Plus 1 and the Power of 2 resource. £200 (£15.50 each)</p> <p>Toe by Toe – to deliver 1:1 reading intervention for specific children. £150 (£26.50 each)</p> <p>Trugs for reading and spelling intervention £300</p> <p>CGP Reading Books - £297.50</p>	<p>RWI assessed at the beginning of September then groups planned according to needs, space available due to bubble and adult capacity. New books and resourcing will be required to ensure all children have a book.</p> <p>Toe by Toe and Trugs – children identified. Programme to begin when staff trained and ready to implement.</p> <p>Maths interventions – children identified to receive the interventions. Baseline assessment completed of arithmetic tests.</p> <p>CGP Reading books – ensure consistency and progression across the school at the correct standard. Ensures consistent regular low stakes testing.</p> <p>Online resourcing Part a) allows resourcing for staffing to support with increased planning for remote education as well as ongoing teaching</p> <p>Part b) online access to resourcing for children to deliver quality teaching through online resourcing.</p>	<p>RWI repeating of the process the term before. Purchase get writing books.</p> <p>Toe by Toe to be reviewed – is it having impact? Is coaching effective? Progress?</p> <p>Maths interventions – is it having impact? Is coaching effective? Progress?</p> <p>NELI project from the Dfe – we have been selected to take part in this 20 week project for a group of EYFS children to support development of early language. Commences January 2020.</p>	<p>RWI repeating of the process the term before. Purchase get writing books and others as needed.</p> <p>Toe by Toe to be reviewed – is it having impact? Is coaching effective? Progress?</p> <p>Maths interventions – children identified to receive the interventions. Review/repeat baseline assessment completed of arithmetic tests.</p>

	<p>No More Marking: Comparative Judgements membership £595</p> <p>Training for the NELI project. £500 for training. CBU to fund £1000 for TA hours. Will start Jan 2021. This is tbc. New ipad required to complete the project £267.</p> <p>Cost: £</p>	<p>Comparative Judgements for Writing – to ensure detailed comparative assessments to support teachers in confidence with a change in marking and feedback approaches.</p> <p>Evaluation: RWI – children placed into groups with adults support and resourcing. Y1 phonics screening check = 83% pass.</p> <p>Toe by toe has started with three children.</p> <p>Plus one has begun one a 1:1 for two children and as a small group in Y2 to support core number skills.</p> <p>CGP reading tests – these are continuing. Children are currently finding it hard and currently unclear whether the new format, impact of Covid, adapting, if they are hard. Needs time to embed and consider.</p> <p>Comparative Judgements – Y5 took part on Tues 10<sup>th</sup> November. Judging window 26<sup>th</sup> Nov.</p>		
<p>Wider strategies: including attendance, behaviour and social and emotional support</p>				
<p>How will we be best placed to respond to new challenges that arise during the academic year ahead eg significant falls in attendance?</p>	<p>Whole school motivational focus to inspire mathematics. Jon the Magician Visit to school in November £180.</p> <p>Development in activities on offer for each bubble at playtimes – purchase of resources which are more easily to clean and maintain in Covid times. £500</p> <p>Video camera to promote sharing with parents and self-esteem opportunities in school £500</p> <p>Total Cost: £</p>	<p>Magician 07.12.20 in school, worked with children Y2 – Y6.</p> <p>Evaluation</p> <p>Video camera purchased and used to record Christmas short poems/performances to share with parents.</p> <p>£100 spent to improve physical activity, mental health at play times so far. Children engaging in the activities well at lunchtimes and enjoying.</p>		